



Section 1: Consortium Information

North Orange County Regional Consortium (NOCRC)

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Submitted:

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Section 2: Comprehensive Regional Three-Year Plan

2.1 Executive Summary

AB 104, Education Code Section 84906(a)(1) legislation states commencing with the 2019-20 fiscal year, as a condition of receipt of an apportionment of funds from this program for a fiscal year, the members of a consortium shall have a three-year adult education plan that addresses a three-year planning cycle. These allocations for consortia enable work through various partnerships to build comprehensive and sustainable models for providing regional and career-focused adult educational programs that the varied workforce demands. NOCRC is submitting this three-year plan to comply with the mandate, and to detail the work that drives our regional comprehensive pathways system.

North Orange County Regional Consortium for Adult Education (NOCRC) was established in 2015. Since its inception NOCRC members focused on building the consortium's infrastructure to implement successful strategies. As a result, NOCRC expanded current office space to accommodate needed staff members and regional partners, located off-site classrooms for students, and established an outcome-driven strategy approval process. NOCRC Executive Committee initiated the development of local effectiveness measures to ensure data-driven decision making. The primary goal has been to continue and expand effective strategies, initiate research, and assess the needs of the region. NOCRC has kept the vision of *Rethinking and Redesigning Adult Education Together*. This approach was adhered to throughout the last three-year program cycle until 2018. The focus was to enhance collaboration with all eight NOCRC members and multiple partners to create, develop, and implement innovative strategies, seamless transitions, student acceleration, shared professional development, and leverage of resources. The main goal for NOCRC is to connect adult education regional resources for student success.

NOCRC's efforts have been met with much success in improving existing adult education models and services through partnerships and innovative approaches. Our mission for adult education has continuously focused on immigrant education, literacy skills, independent living, family support and transition to further education. NOCRC has developed and delivered new curriculum for adults to support the academic success of primary and secondary school children by working closely with community colleges (noncredit) and K-12 and by braiding resources. Other approaches included repackaging Career Technical Education (CTE), and computer courses at the local America's Job Center of California (AJCC) in order to better support adult entering or re-entering the workforce. With braided funding from Workforce Innovation and Opportunity Act (WIOA) Title I, AJCC provided case management and supportive services, NOCRC California Adult Education Program (CAEP) funded computer equipment and instructional support, and North Orange Continuing Education (NOCE) provided instructors and curriculum. These new skills rendered job placements for re-careering adults. Another achievement for NOCRC California Adult Education Program (CAEP) has been in the instructional area of Supporting Adults for Student Success (SASS). Under the Curriculum Exploration Strategy, three different sets of Love and Logic® curriculum are being offered. These curricula address the needs of adults supporting K-12 students with/without disabilities and offer training to faculty on trauma-informed care.

NOCRC will continue to strengthen CAEP program areas for the next three-year cycle and align Management Informational System (MIS) metric requirements. Using CAEP guidance regarding

mandates, formalized outcomes, and programmatic alignment, NOCRC will continue to identify new approaches to meet the education and workforce needs of adult learners.

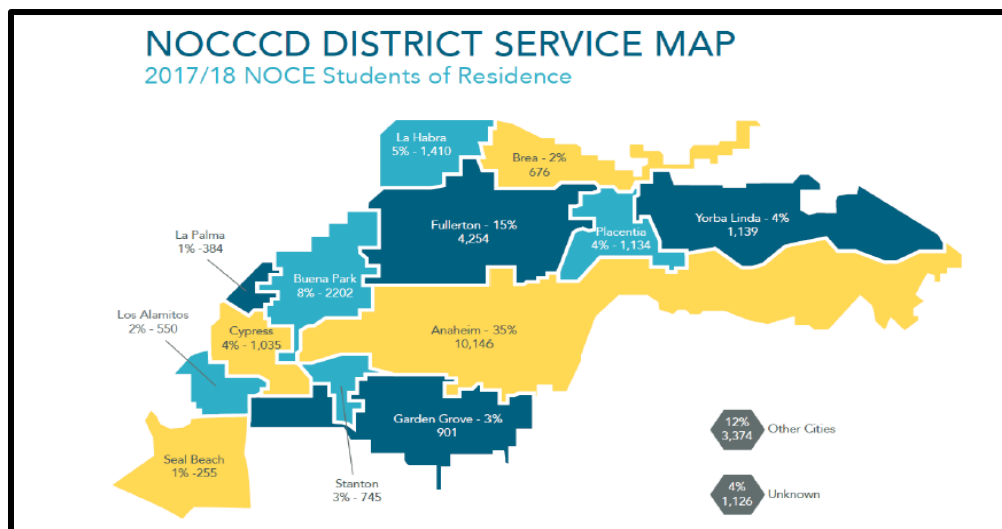
The Plan has been constructed into four components based on the required CAEP Planning Framework. The components include Pre-Planning Assessment, Community Needs and Customers, Identifying Goals and Strategies, and Piloting and Implementation. In the Pre-Planning Assessment Phase, there is an evaluation element of NOCRC’s capacity to identify partnerships and align regional processes. The Community Needs and Customers section will discuss the needs of students, employers, and the consortium’s community partners when it comes to creating a comprehensive and united adult education deliver system in the North Orange County Region and regional labor markets. The Identifying Goals and Strategies component will present how improvement will ensue via Logic Model and progress indicators to move forward. Lastly, the Piloting and Implementation phase will explain the pilot and prototype utilized to test and evaluate strategies and scale for implementation.

The goals for the seven CAEP program areas for the next three years will emphasize regional collaboration to align and calibrate NOCRC’s educational pathways across physical, cultural and social margins. Our plan’s objectives correlate with the AB104 outcomes namely gains in literacy skills, high school diploma achievement, postsecondary study transitioning, certificate and degree attainment, job placement, and wage mobility.

2.2 Pre-Planning Assessment

Consortium and Members Capacity

The North Orange County Regional Consortium’s (NOCRC) strengths rest in its strong capacity to deliver programmatic services to divergent through the established collaboratives and flourishing partnerships. With over 981,279 (U. S. Census Bureau 2017 American Community Survey) residents and 14 cities under its regional umbrella, NOCRC is well equipped to make a significant impact on regional economy by offering high-quality instructional programs and student services (See Figure 1).



Source: NOCE OIRP, 2019, March, 2017-2018 Institutional Effectiveness Report, p. 26

Figure 1: NOCCCD District Service Map

North Orange Continuing Education (NOCE) is the largest service provider and the administrative fiscal agent for the consortium. NOCE is part of the North Orange County Community College District (NOCCCD), a multi-college district which also includes Fullerton College and Cypress College. The scope of delivery for NOCCCD is a 155-square mile district that includes 18 communities and 16 school districts (NOCE OIRP, 2019, March, IER, p. 26).

NOCE, along with consortium members from copious varying other school districts, provides services to students residing in Anaheim, Brea, Buena Park, Cypress, Fullerton, Garden Grove, La Habra, La Palma, Los Alamitos, Placentia, Seal Beach, Stanton, Yorba Linda, and more recently Westminster (14th city). Partnerships in service delivery encompass the Orange County Department of Education (OCDOE), Joint Power Authority (JPA), Regional Occupational Programs (ROP), social services, government municipalities and workforce agencies. These regional efforts expand and advance the quality of adult education, including improvement of literacy skills, completion of high school diplomas, transition into postsecondary study and completion of postsecondary certificates, degrees, or training programs. More recently, workforce development skillsets, counseling services, and trauma-informed care skills were added to the consortium's offerings.

The Consortium's current types of programs are focused on creating human service design strategies generating innovative concepts with the emphasis on eliminating barriers to retention, and piloting models for success. In the last 3 years, NOCRC service delivery has utilized all authorized program areas (under *Ed Code 41976*) to address various communities' needs and to provide robust education, support, and new workforce pathways to over 424,303 culturally diverse, multi-lingual adults (NOCE Office of Institutional Research and Planning, March, 2019, p. 36).

Programmatic evaluation of the consortium's capacity to deliver services and educational offerings is done by regional ad hoc workgroups whose charge is strategic implementation, continuous improvement, and regional alignment. Workgroups are subcommittees comprised of consortium member representatives, which include faculty, staff, managers, and student service professionals with educational expertise in specific, strategic domains.

Workgroup members represent each of NOCRC's adult education program areas. NOCRC's regional construct was in response to gaps identified for existing students and multi-faceted regional comprehensive needs.

NOCRC boasts wide-ranging service delivery programs that work in stride with its community, student needs, and labor market trends. ARISE Lab is an example of a strategy that was created in response to the need to serve an increased number of students with autism. In February 2019, the ARISE Lab was recognized by the Association of Community and Continuing Education (ACCE) as a program of excellence. Additionally, the new training on trauma-informed instruction and care offered by NOCRC is being sought by health care management professionals and K12 school districts. The following allowable programs, apportioned under AB104, are currently housed in NOCRC and work under the auspices of these collaborative workgroups for education and workforce services:

1. Adult Basic Education (ABE) and Adult Secondary Education (ASE) – offers off-site high school diploma labs, on-site high school lab direct instruction, GED/HiSET Preparation Program (HSDP), and transitioning to credit.
2. English as a Second Language (ESL) – includes ESL and Citizenship (ESL), off-site ESL classes with babysitting services, counseling, noncredit-to-credit mentorship program, and lower-level academic success program courses.
3. Career Technical Education (CTE) and Pre-Apprenticeship (PR) – includes CTE outreach, Pathways, and Student Support; Entry/Reentry and workforce; and Integrated Basic Education Skills and Training (I-Best).
4. Adults with Disabilities (AWD) – provides instruction, workforce programs, transition support, mental health services, peer mentorship, and a lab which offers specialized support to adult students with Autism Spectrum Disorder.
5. Adults Children Success (ACS) – Through curriculum exploration, the Supporting Adults for Student Success (SASS) program offers courses and workshops to support adults for student success including Love and Logic® classes and a Trauma Instructional Model for health care professionals.

NOCE uses the NOVA financial and accountability system for programmatic reporting. Submissions include regional plans, updates, and financial reports. NOCRC's internal budget tracking mechanism is connected to member strategies.

Key Partners for Education and Workforce Programs (Levels and Types)

NOCRC's key partners continue to expand based on the needs of students, community, and employers. Currently, the consortium, along with its regional educational members, includes over 100 regional partners (See Table 1). The primary connections include governmental agencies, municipalities, social services, nonprofits, community-based and workforce development agencies. Key partners bring many benefits to the consortium, thanks to their accessibility, in meeting community needs, and play critical roles in achieving outcomes. The impetus has been for educational service delivery. The partnerships and locations have been strategically identified based on gaps and needs of the regional area. Anaheim contains the most significant number of partnerships (26%) due to it being the most populous city of the region (35%). NOCRC created partnerships in Westminster, Garden Grove, and Stanton to address the needs of the adults residing in West Orange County.

Adult programs offered by NOCRC members support various collaborative endeavors with community colleges, school districts, libraries, community-based organizations, employers, and workforce centers. Together, these alliances strengthen services, enhance learning, and increase resources in a unified service delivery. Our continued mission is to serve the needs of all populations in learning across the lifespan regardless of age, ability, or language and to build the partnerships that evolve to meet those needs.

Funding for programs, resources, or services is leveraged and braided. NOCRC has multiple funding streams including CAEP, community college apportionment, Strong Workforce Program, Student Equity and Achievement Program (SEAP), and WIOA Title II. English as a Second Language, Basic Skills, and High School Diploma programs are supported by WIOA Title II. Strong Workforce Program funds additional services, supplemental instruction, and supplies for CTE offerings. Student services are covered by CAEP and SEAP. These multiple funding sources continue to expand our capacity for the region and provide needed services to our students. There is no co-mingling of funds or duplication of services. All allocations are subject to independent fiscal administrative control.

In order to assess the quality of NOCRC's partnership efforts and their impact within the community, 26 regional stakeholders completed a self-directed quality improvement tool, (constructed by Design Loss-Momentum Framework, California Adult Education Program Consortium, and Member Effectiveness Field Team), participated in the Community Asset Mapping (CAM) activities, and performed a gap analysis.

The following indicators of gaps emerged: 1) Capacity 2) Connection 3) Entry 4) Progress and 5) Completion/Transition. The rankings range from 1 to 5, with demonstrated effectiveness scores of 3 or higher. The results demonstrated that NOCRC exceeded overall scale scores of 3 or higher in all indicators in several subcategories. NOCRC's ranking is considered very proficient with minor advancements needed in some measurement areas. The strengths, or proficient levels, are as follows:

1. Capacity Indicator - The consortium and individual members have the ability to support each other and build capacity to deliver high quality adult education to meet community needs; effective collaborative processes for planning, implementation, and accountability; and appropriate learning spaces as a resource.
2. Connection Indicator - The consortium members possess the ability to provide coordinated, proactive engagement to potential students on educational and training options, and choices; knowledge of programs; and services offered.
3. Entry Indicator - Consortium members orient adult learners in a manner that is culturally responsive and promotes self-efficacy and confidence; orientations for first-time students, some consistency regarding assessment, placement and learning plans; tracking and educational plan, and informal assessment of student needs and partner referrals.
4. Progress Indicator - Consortium members have the capacity for shared and aligned programs, which allows students to accelerate progress via courses that are geared toward academic, career, and community goals; curricula are updated based on current learning theory and promising practice, well-articulated instructional goals of reasonable scope and sequence, and Integrated Education and Training (IET).
5. Completion/Transition Indicator - Consortium members possess the ability to facilitate timely program completion and successful transition into postsecondary education, training, and/or employment, partnership agreements with regional partners who are integrated into programs, which are regularly assessed for effectiveness in using data from CAEP accountability systems and additional local measures of effectiveness (industry recognized credentials, CAEP completion measures, high school diplomas).

The Community Asset Mapping (CAM), along with the Gap Analysis assisted NOCRC in gathering data to identify underpinnings that stifled progress as well as examine gaps in knowledge, motivation, and the organization for performance enhancement (Rueda, 2011) Also, the CAM results identified areas for developing new partnerships and making data driven decision-making. Mapping and analysis data reflect that a significant amount of the key partnerships is typed as "operational" networks (92%). The purpose of operational networks is to manage today's work, reliability, and to get things done efficiently (Ibarra, 2015). These networks are effective for mostly internal task and short-term in duration. These relationships are non-discretionary with key contacts mostly prescribed by task and the same organizational structure – in this case within education domains. As a result, these networks/partnerships have contributed to the success of the current program structures housed within NOCRC. However, with future outcomes looming, data reveals the need to increase "strategic" networks for future goal achievement.

The purpose of strategic networks is to “lead” and give connective advantage, and assist in futuristic goals, outcomes, and competition (Ibarra, 2015). This will increase NOCRC’s ability to obtain results in the system overall. Strategic networks/partnerships are driven by outside operational demands and require strategic investment in outside activities. The key contacts are defined by the industry and regional organizational environment.

The *Taxonomy of Gaps* exemplars, which require improvement strategies, are areas for continued advancement identified in the pre-planning assessment phase. The *Taxonomy of Gaps* are as follows:

1. **Communication:** NOCRC comments regarding communication were as follows: “Needs to be universal structure regarding strategies and updates disseminated between workgroup meetings; needs more internal and external collaborative efforts, not just stand-alone programs and strategies.” Other members stated there is a need for “communication to the whole group – not just own strategy; more discourse is needed between school counselors, NOCE, and other external partners” (NOCRC Respondents, CAM, Gap Analysis).
2. **Outreach and Early Engagement:** This theme was significant as it recurred in all levels of data collection. Most comments included “Needs to be universal in connecting all programs together as a strategy; need more consistency in duration and time; targeted; more outreach; and early engagement with prospective students to help them understand education options and services available – some programs do more than others. Outreach timing can be delayed or confusing for students – needs timely, concise information. The outreach materials - Need to be clearer, up to date, and more consistent about program offerings and services universally” (NOCRC Respondents, CAM, Gap Analysis).
3. **Resource Allocation:** Statements were “Needs to commiserate more with community needs and program size; ensure funding allocation equity; areas could be smaller but with larger needs” (NOCRC Respondents, CAM, Gap Analysis).
4. **Professional Development and Staffing Limitations:** Reflected discourse showed there was limited “formal” or “inconsistent trainings for new hire programmatic staff members; more of an on-the-job training structure or ‘learn by doing’; level of professional development should be consistent for all program members; need to hire more staff in programs” (NOCRC Respondents, CAM, Gap Analysis).
5. **Universal Documented Processes and Procedures:** Data clearly reflected a need for unified, documented processes for a collective, regional understanding. Comments reiterated the “Need for universal programmatic processes, procedures, and policies (internal and external); and need for bylaws and more governance procedures” (NOCRC Respondents, CAM, Gap Analysis).
6. **Intake Process and MIS Collection:** There is some consistency among providers regarding conducting intake; however, “the process of how [data is being collected] varies from program to program with no common intake, MIS tracking, assessment and placement policies and processes which directly inform student’s individual learning plans” (NOCRC Respondents, CAM, Gap Analysis). Other comments are, “No collective intake process or MIS for all the programs collectively; data lives in silos; data with specific people not collective; and no reporting system for or with outside/external agencies” (NOCRC Respondents, CAM, Gap Analysis).
7. **Case Management and Referral System:** Several comments reflected there is “no or limited formal universal case management system or formal support for transition into post-secondary or the workforce; no directives or guidelines; case management software needed or universal forms for case management; and no formalized external referral system” (NOCRC Respondents, CAM, Gap Analysis).

8. **Career Planning, Job Developing, and Labor Market Information (LMI):** Comments stated that, “Career planning is not integrated nor shared across agencies to drive academic and career planning. Not integrated throughout students’ educational experience – no formal process in place” (NOCRC Respondents, CAM, Gap Analysis). Other statements regarding staffing related to the “need of case managers and job developer staff members have proper training” (NOCRC Respondents, CAM, Gap Analysis). Likewise, there is a knowledge gap in LMI relevance as statements included “No centralized LMI data collectively utilized, LMI not accessible to various departments, not sure how to utilize LMI in programs, LMI not understood universally” (NOCRC Respondents, CAM, Gap Analysis).
9. **Proactive Counseling and Support Services:** Some student counseling is provided, which varies from program to program. Comments reflect there is “no set protocol or universal system to promote persistence and long-term success, coordination of academic and non-academic supports to students may not be formalized” (NOCRC Respondents, CAM, Gap Analysis). Other reflections are “students’ needs are informally assessed,” and “limited, uniformed partnership and resource referrals process in place for wrap around support and early alert system integration” (NOCRC Respondents, CAM, Gap Analysis).
10. **Performance Alignment and Calibration:** Overall, there is a significant overarching request to create a unified system regionally for skill attainment, tracking, and outcome procurement. Reflections include statements as NOCRC “needs active tracking of performance to ensure alignment of all programs using an established data collection procedure and agreed upon measures of skill attainment for programs collectively”; and “need for tracking, shared tools, and procedures; spreadsheets track data but not always up to date, need mechanism, tools, and procedures” (NOCRC respondents, CAM, Gap Analysis).
11. **Asset Partnerships/Networks for Inclusion:** CAM and data revealed other essential partnerships missing in advisory capacity and networks/partnerships in direct connect to outcomes. Those include the need for an increased presence in partnerships with employers and businesses (reflecting significant gap), workforce organizational partners in reentry, human and social services, state hospitals, development centers, and various WIOA Title providers (see details in Interagency Collaboration section).

Data and analyses reflect very limited inclusion of direct contact between local instruction and workforce outcome attainment. Consequently, as it relates to industry, there is a need to increase employer/local business partnerships with training providers to enhance workforce programs. NOCRC’s primary focus thus far has been on excellence in educational pathways. There is a very limited direct presence of employers and local businesses with clearly identified roles, including industry advisory, and participation in strategic planning. There is no mechanism for coordinated job placement (CAM, Gap Analysis).

Members of the consortium reflect that overall, each program is well established as a standalone; however, there is more to be done in creating a universal and comprehensive structure that connects programs in a unified manner. Addressing gap exemplars will align student services from various funding sources to improve student performance. NOCRC’s goal is to continue the collaboration with NOCE’s Student Equity and Achievement Program (SEAP) and to continue to offer services such as orientation, assessment, and educational planning, which leads to greater student access and attainment in educational pathways (NOCE Office of Institutional Research and Planning, March 2019, p. 106-108).

Alignment of Adult Education Services with other Regional Plans and Planning Processes

NOCRC recognizes the value of and importance in aligning adult education with other regional plans and planning processes in order to serve our students, community, and local employers. As a result, NOCRC is

continuing to align efforts by garnering key partnerships, strengthening data and accountability connection, aligning co-enrollment processes and maximizing Management Information Systems (MIS) outcomes.

Interagency Collaboration Program Alignment Efforts for Future Infrastructure Needs

In our continuing efforts to look to the future projections, it is vital to build foundational systems and align programs through interagency efforts in order to meet MIS outcomes for student success. NOCRC has discussed the need for additional employers and local businesses to participate in NOCRC's executive committee meetings. Although NOCRC has established program relationships with governmental agencies, such as Workforce Development Boards, there are additional areas and branches, such as Social Service agencies and Non-profit organizations, that need to be introduced to the planning processes and program implementation. Some program partners are directly connected to our providers, however, have limited connection to NOCRC. For example, California Department of Corrections (CDCR) is a partner to many workforce agencies with WIOA funds, but not NOCRC.

Nonetheless, we serve the same populations who could benefit from NOCRC's program adult services. The AB109 "realignment" legislation sought to reduce the volume of inmates of low-level crimes and putting them in the purview of probation departments for possible assistance. Studies suggest a link between an individual's ability to find a job after release from prison and a reduced risk of returning to prison. Additionally, a significant amount of releasees need education, basic skills, and training to help them obtain a job. Since the signing of the bill, the State Board has entered into a formal partnership with California Department of Corrections the California Prison Industry Authority (CALPIA), and the California Workforce Association (CWA), with the goal of improving labor market outcomes of the state's formerly incarcerated population. This partnership seeks to provide resources that will enable regions to better serve the formerly incarcerated by fostering partnerships between local boards, CDCR reentry service providers, parole field offices, county probation departments, employers, and community-based organizations (CBOs). In order to gather support for interagency collaboration, diversify funding sources for student services, and plan for future infrastructure needs, NOCRC is assessing the most relevant partners for service delivery.

To promote interagency collaboration, NOCRC has made contributions to the OC WDB and Anaheim WDB regional plans. NOCRC completed MOUs with both boards and identified in-kind services provided to their clients. Currently, there is a co-location coordination in process with Anaheim WDB. NOCRC is fully integrated with WIOA Title II since NOCE, the consortium's largest adult education provider, is the only recipient of the WIOA Title II grant in North Orange region. CAEP program areas, such as CTE and ESL, leveraged the WIOA Title I English Language Learners (ELL) Program funds. Also, NOCRC strategies in all seven CAEP instructional areas are included in the NOCE Strategic Plan.

As a result of the need to increase strategic networks, partners from jail and re-entry programs, state hospitals, and development centers will be considered for planning and strategy inclusion. Other partnership networks to be considered for strategic development, co-enrollments, and infrastructure include those who are serving adults, dislocated workers, and youth through Titles I and Title III (*Wagner-Peyser Act*), Title IV Vocational Rehabilitation, TANF, and CalWORKS.

Adult Education Data and Accountability

NOCRC utilizes LaunchBoard Data Pipeline to align multiple programs in the region, including data for community colleges, the Strong Workforce Program, and the California Guided Pathways. MIS metrics will

be measuring enrollments, the students' advancements, transition to postsecondary education, completions, and employment outcomes throughout the state. Sharing data and alignment in this manner allows for the exchange of strategies from NOCRC's regional members and collective data driven decision making. Moreover, the alignment with the Strong Workforce Program outcomes help support the cross collaboration between regional consortia chairs to help coordinate career and technical education, workforce, and economic development regionally. The support and coordination expand into Sector Navigators, Centers of Excellence, K-14 Pathways, and technical assistance.

Co-enrollment Process

NOCRC is working with local and state representatives, with various WIOA titles, social services, other adult education programs and research departments to address efficacy for co-enrollment in multiple programs internally and externally. Areas to address include alignment of key metrics, priority populations, and enrollment process. This cross collaboration will support the efforts of local agencies in leveraging services for high-risk and most vulnerable adult populations and in addressing the need to establish co-enrollment procedures. Data accrued through TOPSpro will further facilitate co-enrollment in special programs, such as EL Navigator or Integrated Education and Training (IET).

Co-enrollment is also important because it aligns with WIOA-mandated single system to serve individuals in education, training, or job seeking. NOCRC strives to create a co-enrollment process for WIOA core programs, North Orange County Regional Occupational Program (NOCROP), and CAEP-funded regional strategies.

Management Information Systems (MIS) and Reporting System

A development similar to co-enrollment calibration is underway for intake data collection mechanisms. NOCRC is working with diverse groups and program stakeholders to develop a universal MIS intake process that can be utilized by programs with various funding sources.

The primary data collection system for K-12 and WIOA agencies is TOPSpro Enterprise. Community colleges utilize the CA Chancellor's Office MIS system as well as local data systems. NOCRC will focus its efforts on ensuring that CAEP data collected via TOPSpro and MIS is integrated and transferred to the LaunchBoard Adult Ed Data Tab. Next steps to aligning the systems include: 1) Building internal capacity, 2) Assuring that data captured aligns with CAEP goals, and 3) Utilizing data to inform decision making (NOCE Office of Institutional Research and Planning, February 2019).

Table 1. Regional Service Providers

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided	
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS		
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
Anaheim Central Library	Government/ Municipality	3500 W. Broadway, Anaheim, CA 92805	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Anaheim Elementary School District	K-12 Education	10012 East Street Anaheim, CA 92803	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Anaheim Family Justice Center	Legal Advocacy	150 W. Vermont Ave., Anaheim, CA 92805	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Anaheim First Christian Church	CBO	520 W. South Street Anaheim, 92805	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Anaheim Independencia Family Resource Center	CBO	10841 Garza Ave., Anaheim, CA 92804 714-826-9070	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Anaheim Jobs One Stop Center	Government/ Municipality	290 S. Anaheim Blvd., Ste 100, Anaheim, CA 92805	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Anaheim Public Library	Government/ Municipality	1340 S. Euclid, Anaheim, CA 92805	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Anaheim Union High School District	K-12 Education	2000 W. Ball Road Anaheim, CA 92804	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
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XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
Anaheim-Workforce Services Office	Government/ Municipality	201 S. Anaheim Blvd., 2nd Floor, Anaheim, CA 92805	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Asian Americans Advancing Justice for Orange County	Advocacy Agency	1626 E. 5th Street Santa Ana, CA 92701	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Assemblywoman Sharon Quirk-Silva	Government	6855 La Palma Ave., Buena Park, Anaheim, 90620	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Biola University, Health Services	Higher Education	13800 Biola Ave., La Mirada, CA 90630	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Brea Branch Library	Government/ Municipality	1 Civic Center Drive, Brea, CA 92821	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Buena Park High School	K-12 Education	8833 Academy Drive Buena Park, CA 90621	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Buena Park Library	Government/ Municipality	Buena Park Main Library, Buena Park, CA 90620	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
California State University Fullerton	Higher Education	800 N. State College Fullerton, CA 92831	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
California State University Fullerton Center for Healthy Neighborhoods	Higher Education	320 W. Elm Ave., Fullerton, CA 92832	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Canyon Hills Library	Government/ Municipality	400 S. Scout Trail, Anaheim Hills, CA 92807	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

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			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
Centralia Elementary	K-12 Education	195 N. Western Avenue Anaheim, CA 92801	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Centralia School District	K-12 Education	6625 La Palma Buena Park, CA 90620	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Cerritos Career Center	Government/ Municipality	10900 E. 183rd Street, Ste. 392, Cerritos, CA 90703	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
CHOC UCI Help Me Grow Orange County	Health / Higher Education	1915 W. Orangewood Ave., #303, Orange CA 92868 AND 2500 Red Hill Ave., Ste. 290B, Santa Ana, CA 92705	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Christ Lutheran School, Brea	Private Education	820 W. Imperial Hwy., Brea, CA 92821	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
City of Anaheim	Government/ Workforce	2002 Anaheim Blvd. Anaheim, CA 92805	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
City of Fullerton	Government/ Municipal	303 N. Commonwealth Ave., Fullerton, CA 92832	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Commonwealth Elementary	K-12 Education	2200 Commonwealth Fullerton, CA 92831	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Community Action Partnership of OC	Non-Profit	11870 Monarch Street, Garden Grove, CA 92841	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

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			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
County of Orange	Government/ Social Services	333 W. Santa Ana Ave Santa Ana, CA 92702	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Crafton Hills College	Higher Education	11711 Sand Canyon Rd. Yucaipa, CA 92399	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cypress Boys & Girls Clubs	CBO	10161 Moody Street Cypress, CA 91640	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Cypress Library	Government/ Municipality	5331 Orange Ave., Cypress, CA 90630	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Danbrook Elementary	K-12 Education	3202 Danbrook Drive Anaheim, CA 92804	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Department of Rehabilitation	Government	222 Harbor Blvd., #300, Anaheim, CA 92805	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Downtown Anaheim Community Center	Government/ Municipality	250 E. Center St., Ste. 433, Anaheim, CA 92805	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
El Camino Real High School	K-12 Education	1351 Orangethorpe Ave., Placentia, CA 92870	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
El Modena Family Resource Center	Government/ Municipality	18672 E. Center Street, Orange, CA 92869	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Employment Development Department (EDD)	Government	2450 E Lincoln, #200 Anaheim, CA 92806	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Fabric Land	Private Business	936 E. Lincoln Ave., Orange, CA 92865	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

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			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
Family Oasis Family Resource Center	Government/ Municipality	131 W. Midway Dr. Anaheim, CA 92801	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Friends Christian Preschool / Little Friends Christian Preschool	PreK Education	5091 Mountain View Ave., Yorba Linda, CA 92886	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
FRISTERS	Education	17815 Sky Park Circle, Ste. H, Irvine, CA 92614	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Fullerton College Benjamin Franklin House	Higher Education/ CalWORKs Foundation	315 Pomona Ave., Fullerton, 92832	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Fullerton College Library Learning Resource Center Student Services Counseling	Higher Education	321 E. Chapman Ave., Fullerton, CA 92832	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Fullerton Head Start Program	Pre-K / Education	341 S. Courtney Ave., Fullerton, CA 92833	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Fullerton Joint Union High School	K-12 Education	1051 W. Bastanchury Rd. Fullerton, CA 92833	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Fullerton Public Library	Government/ Municipality	353 W. Commonwealth Ave., Fullerton, CA 92832	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Fullerton Senior Multi-Service Center	Government/ Municipality	340 W. Commonwealth Ave., Fullerton, CA 92832	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

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			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
Gilbert High School	K-12 Education	1800 W. Ball Road, Anaheim, CA 92804	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Goals Academy	K-12 Education Charter	412 W. Carl Karcher Way, Anaheim, CA 92801	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Goodwill Industries	Nonprofit	410 N. Fairview St., Santa Ana, CA 92703	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hasket Library	Government/ Municipality	2650 W. Broadway, Anaheim, CA 92804	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Healthcare Services Inc. - Lighthouse	Business / Healthcare	1320 W. Pearl Ave., Anaheim, CA 92801	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
His House Homeless Shelter	CBO	907 Bradford Ave., Placentia, CA 92870	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Inland Adult Education Consortium Adult Education Block Grant (AEB & ESL)	Higher Education	701 S. Mt. Vernon Ave. San Bernardino, CA 92410	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Innovative Housing Opportunities	Nonprofit	19772 MacArthur Blvd., Ste 110, Irvine, CA 92612	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Jamboree Affordable Housing Communities	Nonprofit	8004 Orangethorpe Ave. Buena Park, CA 90621	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
James Madison Elementary School	K-12 Education	1510 S. Nutwood St., Anaheim, CA 92804	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

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			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
Kaiser	Business/Health Care	3440 E. La Palma Avenue, Anaheim, CA 92805	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Kimco Staffing	Business/Staffing	2401 N. Fairview St., Santa Ana, CA 92703	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knotts Berry Farm	Business/Entertainment	8039 Beach Blvd. Buena Park, CA 90620	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
La Habra Family Resource Center	Government/Municipality	5015 Idaho St., Ste. 330, La Habra, CA 90631	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
La Palma Library	Government/Municipality	7842 Walker Street, La Palma, CA 90632	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
LaVista High School	K-12 Education	909 N. State College Blvd., Fullerton, CA 92831	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Laguna Beach High School	K-12 Education	625 Park Ave., Laguna Beach, CA 92651	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Lexington Middle School	K-12 Education	4351 Orange Avenue Cypress, CA 90630	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Lloyd Stone Family Resource Center	CBO / Education	10331 Stanford Avenue Garden Grove, CA 92840	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Melrose Elementary	K-12 Education	9745 Melrose Placentia, CA 92870	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Mexican Consulate	Government/Mexican Branch	2100 E. 4th St., Santa Ana, CA 92705	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
Miller Elementary	K-12 Education	7751 Furman Road La Palma, CA 90623	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
OC Conservation Corps	CBO	1853 N. Raymond Ave., Anaheim, CA 92801	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
OCAPICA: Orange County Asian and Pacific Islander Community Alliance	Business/Social Services	12912 Brookhurst St. Ste. 410, Garden Grove, CA 92804	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Orange County Business Council (OCBC)	Business Council	2 Park Plaza, Ste. 100 Irvine, CA 92614	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Orange County Development Board (OCDB)	Government/ Workforce	13002 Grand Avenue Building B Santa Ana, CA 92705	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Orange County Head Start Programs	Nonprofit	2501 Pullman St., Santa Ana, CA 92705	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Orange County Head Start, Family Engagement Advocate	CBO	9200 Pacific Place, Anaheim, CA 92804	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Orange County Housing Authority	Government	1770 N. Broadway, Santa Ana, CA 92706	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Orange County One-Stop Center	Government/ Municipality	7077 Orangewood Avenue, Ste. 200, Garden Grove, 92841	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Orange County Regional Center	Nonprofit	1525 N. Tustin Ave., Santa Ana, CA 92705	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

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			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
Orange County Social Services	Government/ Municipality	6100 Chip Avenue Cypress, CA 90630	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Orangethorpe Elementary	K-12 Education	1400 S. Brookhurst Fullerton, CA 92833	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Oxford Junior High	K-12 Education	5172 Orange Avenue Cypress, CA 90630	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Pacific Drive Elementary	K-12 Education	150 W. Valencia Fullerton, CA 92833	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Pendleton Elementary	K-12 Education	7101 Stanton Avenue Buena Park, CA 90621	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
PHFE WIC Center-Anaheim	Government/ Municipality	1120 W. La Palma Ave., 2nd Floor, Anaheim, CA 92801	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Placentia Public Library	Government/ Municipality	411 E. Chapman Ave., Placentia, CA 92870	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Placentia-Yorba Linda Unified School District, Categorical Programs	Education	1301 E. Orangethorpe Placentia, CA 92870	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Professional Development Academy	K-12 Elementary	1301 E. Orangethorpe Placentia, CA 92870	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Public Health Services-Adolescent Family Life Program	Government/ Municipality	1725 W. 17th Street, Santa Ana, CA 92706	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Ralphs	Business/Private	915 S. Brookhurst St., Anaheim, CA 92804	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
Raymond Temple Elementary	K-12 Education	7800 Holder Street Buena Park, CA 90620	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Rio Vista Elementary	K-12 Education	8809 Coffman Pico Rivera, CA 90660	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Ruby Drive Elementary	K-12 Education	601 Ruby Drive Placentia, CA 92870	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Salvation Army Orange County	Nonprofit	1515 W. North St., Anaheim, CA 92801	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
San Marino Elementary	K-12 Education	6215 San Rolando Way Buena Park, CA 90620	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Santa Ana Library	Government/ Municipality	26 Civic Center Plaza, Santa Ana, CA 92701	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Santa Ana WORK Center	Government/ Municipality	1000 E. Santa Ana Blvd., Santa Ana, CA 92701	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Savanna High School	K-12 Education	300 N. Gilbert St., Anaheim, CA 92801	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Senior Service, Anaheim Adult Day Health Care	Nonprofit	1158 N. Knollwood Anaheim, CA 92801	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
St. Jude's Community Clinic/ St. Joseph's Health	Healthcare Business	731 S. Highland Avenue Fullerton, CA 92832	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Stanton Library	Government/ Municipality	7850 Katella Ave., Stanton, CA 90680	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
State Department of Rehabilitation	Government	12501 E. Imperial Hwy., Ste. 140, Norwalk, CA 90650	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
State Employment Agency EDD	Government	2450 Lincoln Ave., Anaheim, CA 92806	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Topaz Elementary	K-12 Education	3232 Topaz Lane Fullerton, CA 92831	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Walker Junior High	K-12 Education	8132 Walker Street La Palma, CA 90623	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Western Youth Services	Education	23461 S. Pointe Drive, Laguna Hills, CA 92653	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Whitwood Branch Library	Government/ Municipality	10537 Santa Gertrudes Ave, Whittier, CA 90630	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Wilshire Avenue Church	CBO	212 E. Wilshire Avenue Fullerton, CA, 92832	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Woodcrest Elementary	K-12 Education	455 W. Baker Fullerton, CA 92832	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Yorba Linda Chamber of Commerce	Not for Profit Business	17670 Yorba Linda Blvd., Yorba Linda, CA 92886	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Yorba Linda Library	Government/ Municipality	18181 Imperial Hwy., Yorba Linda, CA 92886	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Table 2. Funding for Adult Education Programs and Services

Source and Type of Funds	Funding Estimates FY2019-20	Funding Estimates FY2020-21	Funding Estimates FY2021-22
State / Federal Funding			
CAEP	\$3,943,343	\$3,943,343	\$3,943,343
CalWORKs	\$0	\$0	\$0
CCD Apportionment	\$10,065,076	\$10,065,076	\$10,065,076
Corrections	\$0	\$0	\$0
LCFF / District Funds	\$0	\$0	\$0
Perkins V	\$123,750	\$123,750	\$123,750
WIOA II	\$1,669,943	\$1,669,943	\$1,669,943
Other			
	\$0	\$0	\$0
SEAP	\$1,554,915	\$1,554,915	\$1,554,915
SWP (The amount included is the NOCE's annual portion of the local SWP share. It is subject to change due to the availability of the funds and local priorities.)	\$285,447	\$285,447	\$285,447
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Total	\$17,642,474	\$17,642,474	\$17,642,474

2.3 Community Need and Customers

Regional Need for Adult Education and Workforce Services

The regional needs for adult education and workforce services for students are evolving based on the labor market information and community needs for resources. NOCRC's region is strikingly rich in diversity of ethnicity, abilities, gender orientations, and language. NOCRC serves students with vast and divergent needs and objectives. As a result, programmatic structuring is centered around these student variables, regional labor and community needs, and not a one-size-fits-all model.

Research and demographic data from the 2017-18 Office of Institutional Research and Planning report were utilized to assess customer identification and community needs. Data was analyzed across the last three academic years (2015-16 to 2017-18) to understand our customer demographics and develop community needs. The variables and factors below are a snapshot of NOCRC's student characteristics, programs, and profile alignments.

Regarding cultural dynamics and language, Asian (24%) and LatinX (60%) students continue to show a primary need for programs and services across all levels. Students enrolled in the ESL program do not self-report their citizenship status. This could indicate a significant number of undocumented adults being served at NOCRC, which is an indicator of specific barriers experienced by our undocumented student population and the need for customized services help alleviate such barriers as compliance with of DACA requirements, AB 540, and SB 67.

In program year 2015-16, there began and continues to be a rise in the number of CTE certificates awarded. The year of 2017-18 celebrated the largest graduating CTE class with 451 awarded certificates. Some programs, such as the Pharmacy Technician program, have seen a consistent decline (34%) in certificates awarded. Whereas, there has been a consistent increase (34%) in the number of Medical Assistant certificates awarded during the same program years. The need for more medical assistants, and consequently certificates, correlates with local labor market trends and instructional needs.

Disability Support Services (DSS) locally approved certificates have sustained growth over the last three years. Specifically, in 2017-18, DSS awarded 212 locally approved certificates having served 10,097 students. The students' rates of transition to Fullerton College or Cypress College is 13% within six years of their initial enrollment. This rate has been sustained for the last three cohorts.

Course success rates continue to increase to an over 80% success rate for NOCE overall for 2017-18. White students continue to have the highest course success rates. Hispanic or LatinX students have the lowest rates signifying a need for targeted services to eliminate the achievement gap.

Age as a variable, shows that a large segment of students (34%) are 55 or older. This is consistent with the demographics of Orange County. NOCRC must consider this variable when implementing various outreach strategies. A significant number of re-careering adults shows a need in diversifying the options for short-term vocational training.

Within the past seven years, over one-fifth of students have been employed in the second fiscal quarter after exiting the community college system. Continuing this practice and increasing efforts will allow NOCRC to align these outcomes with other regional programs and increase student success in the world of work.

Finally, there is a customer and community preference for offsite. The proportion of offsite enrollments has increased over the past three academic years. As stated, NOCRC’s program headcount and enrollments have suffered a slight decline (see Table 1). This decrease can be attributed to the completion of work priorities, decline in K-12 enrollments, and other demographic changes. Decrease in enrollment for traditional brick-and-mortar offerings points to the need for a variety of instruction delivery methods, including online education. Despite decrease in enrollment, regional educational attainment and employment data show a significant unmet need. NOCRC must engage in intensive and comprehensive outreach activities as well as develop streamlined onboarding processes to attract new and retain existing students.

Table 3. Program Headcount and Enrollments

	2015-16	2016-17	2017-18
Career Technical Education			
Headcount	3,861	3,502	3,275
Enrollments	12,713	12,049	11,145
Disability Support Services			
Headcount	882	763	719
Enrollments	4,271	4,014	3,545
English as a Second Language			
Headcount	9,939	9,072	8,341
Enrollments	34,407	30,209	27,718
High School Diploma/GED Program			
Headcount	4,641	4,420	4,273
Enrollments	13,273	12,306	12,754
Lifeskills Education Advancement Program			
Headcount	15,473	16,087	15,029
Enrollments	80,151	83,204	82,544
Overall			
Overall NOCE Headcount	32,563	31,641	29,331
Overall NOCE Enrollments	144,815	141,782	137,706

Source: 2017-2018 NOCE Institutional Effectiveness Report (IER), p, 36

Shared and Unique Customers

As stated, NOCRC’s students are diverse in culture, gender orientations, abilities, and age. According to IER, students who identify as LatinX (34%), Caucasian (32%), or Asian (27%) make up the three largest ethnic groups enrolled in programs. Two-thirds of the population served are female. There has been a female dominance in enrollment in ESL, SASS, HSDP, and CTE programs of 60% or higher average in the last three years. DSS is a priority of services for LatinX and Caucasian males, as reflected by their higher enrollments. For those who identify as gender fluid, awareness, climate, and safe spaces are being developed in programs to ensure their learning environment is not impeded. Another unique feature discussed in the population is related to age, as NOCRC serves a large segment of older students. As a result, educational pathways and student services must be developed continually to meet the shared and unique needs of our customers, regardless of cultural dynamics in ethnicity, language, level of abilities, gender identities/sexual orientations, or age.

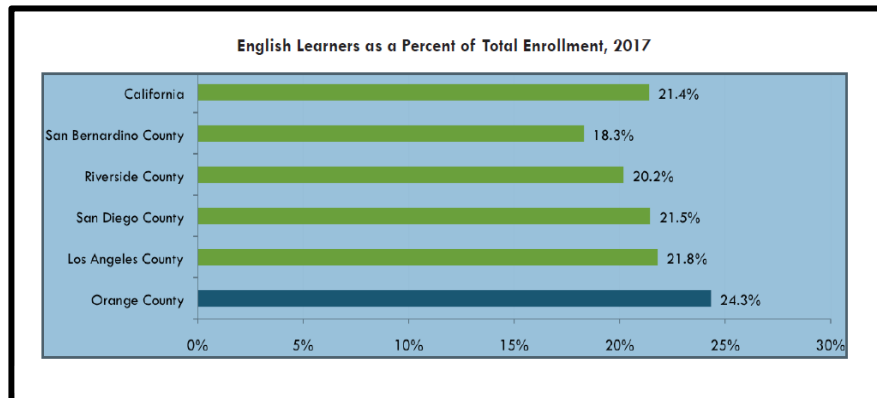
Alignment of Needs, Levels, and Types of Services to Meet Adult Education and Workforce Needs

Many of the needs and levels have been evaluated to align to the region’s needs in adult education. As discussed in the previous section, areas for advancement to better align needs, levels, and types of services are in the *Taxonomy of Gaps- Exemplars*. These include: 1) Communication, 2) Outreach and Early Engagement, 3) Resource Allocations, 4) Professional Development and Staffing Limitations, 5) Universal Documented Processes and Procedures, 6) Intake Process and MIS Collection, 7) Case Management and Referral System, 8) Career Planning, Job Development, and Labor Market Information (LMI), 9) Proactive Counseling and Support Services Guidelines, 10) Performance Alignment and System Calibration, and 11) Asset Partnerships/Networks for Inclusion. As it relates to workforce needs, alignment includes connecting labor market information and trends of local areas, industry advisory, and pedagogy.

Orange County’s evolving new millennial workforce necessitates a skilled, capable workforce talent that can demonstrate a vigorous mix of hard and soft skills, especially those related to Science, Technology, Engineering, and Mathematics (STEM) intellect (Orange County Business Council, 2019). This also includes CTE skills, as STEM and CTE skillsets can overlap in industry, sectors, and clusters. In order to best prepare students for these rapid changes in workforce trends, education must continue to align its curricula in this intellectual commodity-based economy. While Orange County students generally perform very well at the K-12 and college levels, there is still room for improvement in lower-performing districts. As a result, NOCRC will create and support programs that allow students from underrepresented groups to increasingly acquire in-demand STEM skills, which are our local demand (OC Workforce Indicator Report). While Orange County continues to outperform regional peers and national averages, it still has room to improve its educational systems to align with workforce needs. As it relates to employers, NOCRC will consider three identified important metrics of K-12 education – English language learners, dropout rates, and college preparation (2017-18 Orange County Workforce Indicator Report).

According to the Orange County Workforce Indicator Report, literacy and language barriers are common obstacles for entry to workforce and career progression. Regardless of industry, English-language communication skills are crucial factors for success in school and in the world of work. Furthermore, Orange County employers have cited a lack of communication skills as a major struggle in locating competent job candidates.

Nearly 60% of students in the Anaheim City School District (NOCRC’s largest region) are classified as English language learners (2017-18 Orange County Workforce Indicator Report, p. 24). English proficiency then, continues to be a major economic and workforce issue for Orange County, especially considering almost 25% of county students are classified as English learners. Orange County has a higher percentage of English learners than neighboring counties, and California as a whole (as seen in Figure 2).



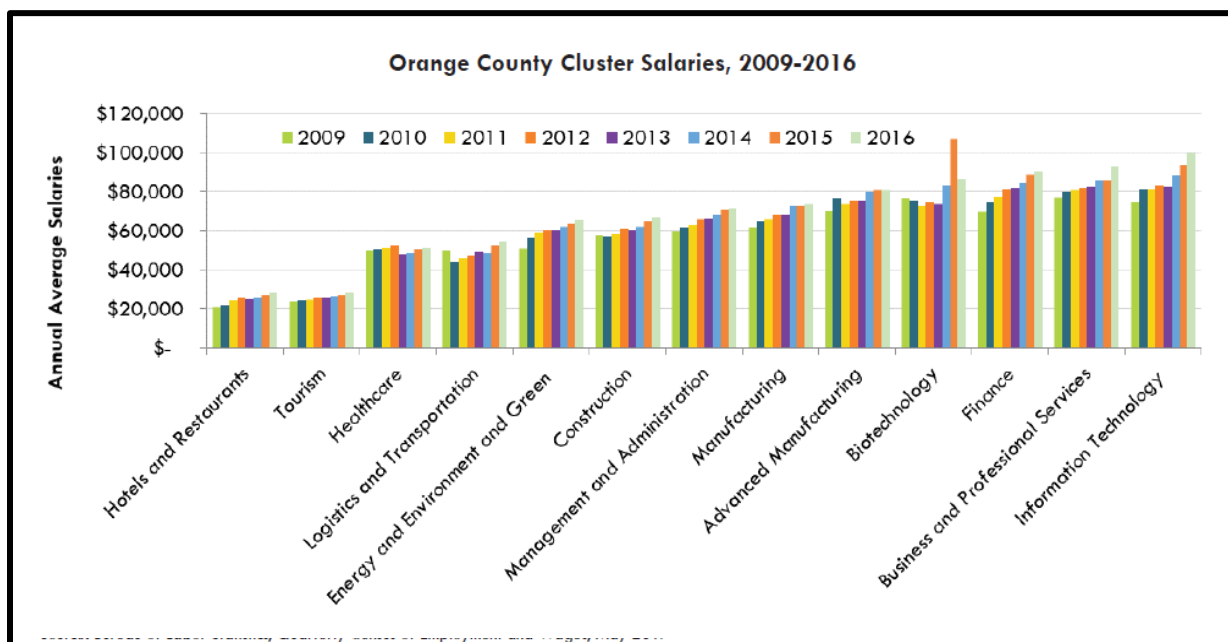
Source: California Department of Education, 2017, DataQuest.

Figure 2: *English Learners as a Percent of Total Enrollment in 2017*

English language learning should remain a priority as Orange County’s residents become increasingly diverse and age demographics continue to shift. Thus, improving and expanding English Language Learner (ELL) programs will help more students to lessen skill gaps, develop the tools and skills required to advance through their academics, reduce dropout risks (which increases the pool for enrollments), and increase students’ chances to attend transition colleges or transfer to University of California or California State Universities. Consequently, NOCRC educators must continue to emphasize English language programs when creating or revising curricula to ensure basic workforce skills.

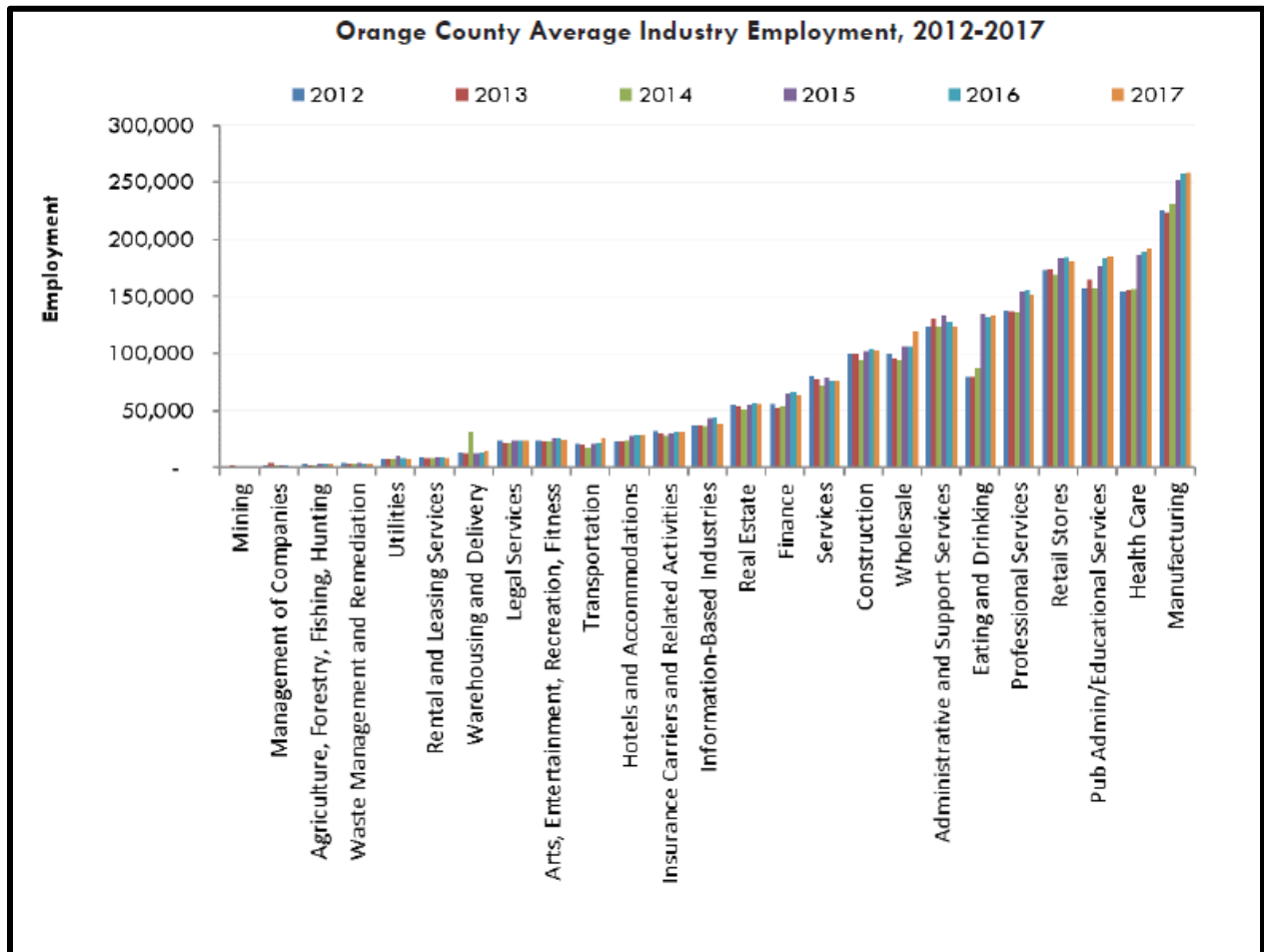
In conjunction with these fluctuating demographics, technology and social trends are serving to alter a significant number of labor markets and traditional industries. Consequently, this has altered the types of skillsets required by local and regional businesses. These new labor market trends will require individuals to demonstrate a fusion of hard and soft skills, driving K-12 and post-secondary institutions to reevaluate college preparedness of students and employment after graduation and modifying instructional alignment accordingly. In keeping with these strides, the emphasis should be placed on certification programs, as these provide cost-effective, highly focused programs capable of better preparing individuals for new and emerging technical occupations, which provide higher-than average wages (2017-18 Orange County Workforce Indicator Report). Branding and marketing these programs and their advantages are a priority, along with ensuring that these programs continue to evolve in a rapidly emergent work market.

Clusters and Wages: Data reflects that since 2015, a wage increase has ensued for all of Orange County’s major industry clusters (California Department of Education, 2017, DataQuest). The average worker in these sectors made \$68,467 in 2016. This was a 0.5% increase over 2015. Business and Professional Services saw the largest increase—its average salary grew from \$86,196 in 2015 to \$93,340 in 2016. This increase of 8.3% was produced by significant growth from the Other Computer and Related Services sub cluster. Figure 3 reflects changes to Orange County cluster salaries from 2009-2016.



Source: Bureau of Labor Statistics, Quarterly Census of Employment and Wages, May 2017
 Figure 3: Orange County Cluster Salaries, 2009-2016

Industry Trends: According to the Bureau of Labor Statistics and the Dun & Bradstreet data (extracted by Econo Vue), the largest industries in Orange County include Manufacturing with 258,196 jobs, followed by Healthcare with 191,217 jobs, and Public Administration and Educational Services with 185,002 jobs. Recently, the industries with the highest increase in jobs included Wholesale Trade, which added 12,676 jobs, representing an increase of 11.9% and Logistics and Transportation, which added 4,192 jobs, an increase of 19.4%. Wholesale Trade employment was dramatically boosted by its Lumber and Construction Supply Merchant Wholesalers sub-sector which grew from 5,199 jobs in 2016 to 12,041 in 2017; this is most likely a result of the booming housing industry and other construction projects in the region. Employment trends from Econo Vue for each major Orange County industry between 2012 – 2017, are reflected in Figure 4 below.

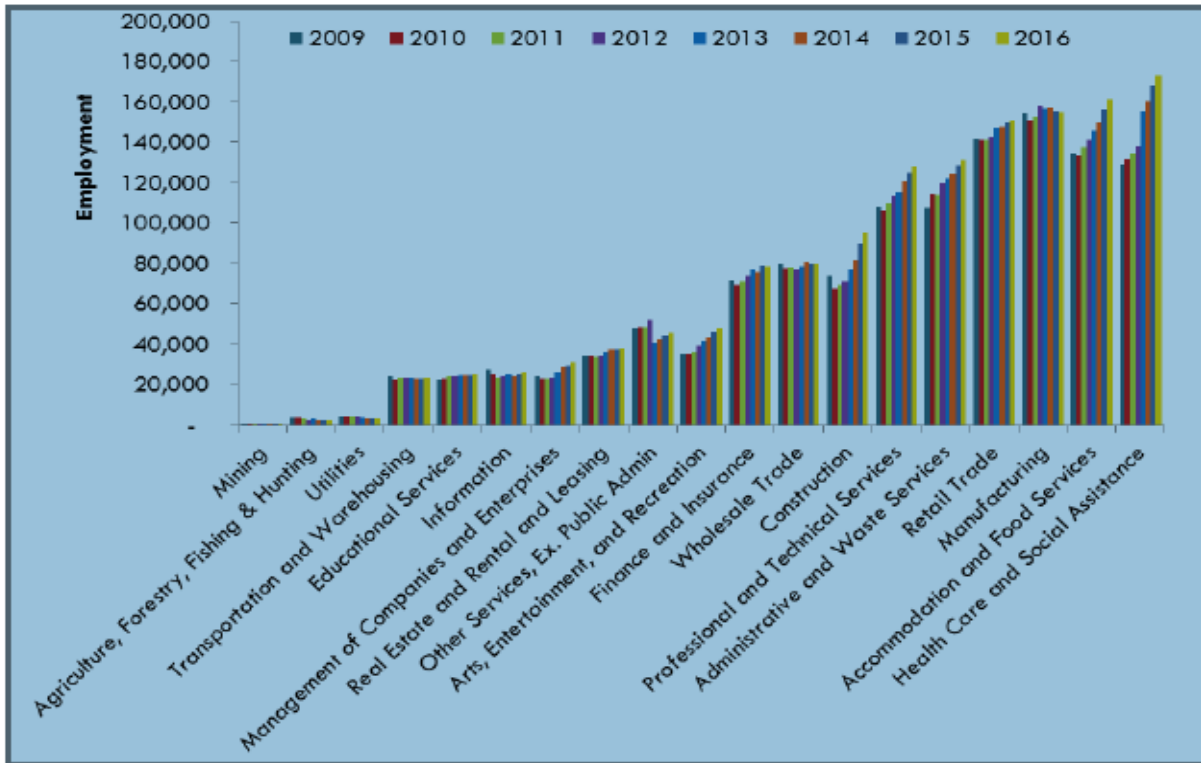


Source: Econo Vue, 2017

Figure 4: Orange County Average Industry Employment, 2012-2017

As seen in Figure 5 below, according to the California Employment Development Department’s (EDD) Quarterly Census of Employment and Wages in 2016, the Manufacturing, Accommodation and Food Services, and Health Care and Social Assistance industries, accounted for 35% of county employment. Accommodation and Food Services, as well as Health Care and Social Assistance, experienced an increase in 5,000 jobs between 2015 and 2016. During the same timeframe, 349 jobs within the Manufacturing industry decreased.

Orange County’s Healthcare and Construction industries have undergone various fluctuations in growth due to demographic and economic changes. The city has observed an incline in its aging population, which necessitates an increase in Healthcare services. Regarding construction, despite the 41 percent increase in the industry from 2010, the city is experiencing a dearth in access to housing supply, elevating housing costs.



Source: California Employment Development Department, May 2017
 Figure 5: Orange County Average Annual Industry Employment, 2016-2019

Labor Market Information (LMI) drives NOCRC’s programmatic structure for education and development of workforce programs. Currently, NOCRC’s program offerings are in alignment with the aforementioned cluster, industry employment, and workforce trends; however, more efforts are warranted such as the expansion of programs in dominate industries and others. NOCRC, like most surrounding regional programs, Stronger Workforce Programs, K-14 Pathways, Centers of Excellence, and Sector Navigators agree that LMI and cluster trends include: 1) Advance Manufacturing, 2) Advance Transportation and Logistics, 3) Agriculture, Water and Environmental Technologies, 4) Business and Entrepreneurship, 5) Energy, Construction and Utilities, 6) Global Trade, 7) Health, 8) Information and Communication Technologies/Digital Media, 9) Life Sciences/Biotech, and 10) Retail, Hospitality and Tourism. There is a need to address a better alignment between curricula and the employer’s need. NOCRC’s alignment rests on the ability to continue to point both education and workforce programs into LMI data driven pipelines for in-demand jobs, in order to meet goals and strengthen the local economy.

2.4 Identifying Goals and Strategies

LOGIC MODEL NARRATIVE

North Orange County Regional Consortium (NOCRC) Unified Service Delivery (USD) Logic Model

The NOCRC Unified Service Delivery Logic Model diagram presents a series of activities and outcomes that are expected to result from the continuous improvement of aligning NOCRC's education and workforce service delivery system. These steps will improve integration of pre- entering, transitioning, and post-exiting of services. The model progresses linearly and presents a chain of events that may be read as a logical progression using "if... then" statements. The model has been constructed from various frameworks and approaches including Community Assets Mapping, a Gap Analysis, and survey tool to produce the data found in the model which identified needed goals and strategies. It also includes AB104 legislation and CAEP outcome goals within the model's outcome components. Below is a narrative description of the components and stages in the NOCRC Logic Model, describing the chain of events that links the activities of NOCRC's program to the long-term outcomes/impacts for the stakeholders.

Clarify the Path for Guided Pathway

The model starts by utilizing the pillars from Guided Pathways, a California community college initiative, of aligning resources and programs and putting students first. The first Guided Pathway Pillar is to "Clarify the Path". The clarification can be seen in both the inputs and activity components which will follow. These areas have system-level supports included as a foundation to clarify the direction and tools needed. The Inputs component specifies what is needed in order to accomplish NOCRC's overall set of activities and the relationship connection between inputs and activities. The inputs needed are a combination of human, financial, and material resources. The primary needs are students (K-12 adult education/community college), NOCRC members and Ad Hoc committee (which integrates funding sources), course articulation, student support, partnerships, Labor Market Information (LMI); and case management. Lastly, there are employers who offer demand businesses, industry expertise, and occupations. Each human variable has a relationship with specific activities to bring change using our resources. The activities have a relationship with the resources and are part of the clarifying guides; however, they are also connected to the next guided pathway, "Enter the Path".

Enter the Path for Guided Pathway

Activities Component

Related activities that can bring change and will be measured in the next phase related to the progression of the alignment of the model. Students enroll in any of the seven programs, use supports, and participate in case management services to facilitate retention. NOCRC will use the resources to support and drive the processes for students' success. This includes activities for curriculum alignment to LMI, instruction, counseling, outreach, and early engagement. Additionally, NOCRC will use resources to create mechanisms to address the gaps in internal service delivery success. These will encompass staff training, professional development, developing processes, procedures, intake, MIS collection, referral system and performance tracking. Employers' activities revolve around those that provide data and expertise about occupational skills and workforce needs in the world of work. For the Activities component, students not only enter, but start a matriculation process of learning. As a result, the overlapping guided pathways are to ensure students are learning. The guided pathway continues throughout and does not conclude until the final outcome in Stage 3.

Outputs Component

These activities by each stakeholder progress into the Outputs components in a measurable or tangible product as a result of program activities. It can be expected once the activities are accomplished, there will be evidence of service delivery. Students enrolled in programmatic service activities can expect to meet an objective of participation of one or more instructional hours, career and college readiness, or employability. NOCRC, upon completion of activities, should have evidence of transition strategies, dual enrollments, distance learning, career planning, job development, data-driven decision making, and universal policies, procedures, and guidelines. For employers, completion of their activities should render offers of internships to support career readiness.

Stay on the Path for Guided Pathway**Immediate (Short-Term) Outcomes Component – Within Year One**

The outcomes have three stages with progressive timeframes. In Stage 1 Outcomes, NOCRC expects the accomplishment of these specified activities will lead to change within the next year. These will be short-term, directly resulting from outcomes with a reflection of changes in participants' knowledge. It can also be the outcome related to awareness that acts as a prerequisite for intermediate or long-term outcomes. It is projected these immediate outcome changes in knowledge for students will be reflected in improved literacy skills, completion of high school diploma or equivalent, completion of post-secondary certificates, job placement or living wage increase. NOCRC expects to meet participation goals and employers' access to workers with entry-level skills.

Intermediate Outcomes Component – Years 1-3

In Stage 2 Outcomes, NOCRC expects the attainment of these specified activities will lead to change in one to three years. These are short/long-term outcomes for NOCRC service delivery. These include changes in knowledge, behavior, decision-making, or policies. In this timeframe, for students the expectation is transitioning to noncredit or credit CTE program or non-developmental programs, completion of postsecondary certificate, credential or degree, career advancement, or job retention. NOCRC should experience an expansion of program offerings connected to LMI and succinct resource allocation while employers should have workers with higher skills and access to new workers with mid-level skills.

Long Term Outcomes Component– Years 3-5

Regarding Stage 3 Outcomes, the focus is on the possible long-term impact of NOCRC's USD. It projects the lasting change that can be found in the organization, community, or system-level benefits. Since these variables are considered hard to measure due to being aspirational in nature, System-Level Supports from CAEP strategies were added in the Clarify phase as mechanisms and tools for support in the USD model. Activities should render for students on-going postsecondary education leading to four-year, advanced degree, or upward wage mobility. For NOCRC, the projections are customized and incumbent worker training for skill development as well as a unified and aligned regional service delivery system. Employers would have a workforce with advanced skills which would produce needed talent and a stronger economy in Orange County.

The Logic Model assumes that NOCRC's outreach, early engagement, and case management activities will lead students to enrollment and completion of one of the seven program areas. The success and fruition of the model is also contingent on external factors such as economy, labor market, employment trends, emerging industries and occupations, and funding stability.

Figure 6. NORTH ORANGE COUNTY REGIONAL CONSORTIUM (NOCRC) UNIFIED SERVICE DELIVERY (USD) LOGIC MODEL

Goal Statement: Building comprehensive career pathways for education and diverse students.

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
Clarify the Path		Enter the Path		Stay on the Path	
Ensure Students Are Learning					
<p>STUDENTS</p> <ul style="list-style-type: none"> ● K-12 Adult Education ● Community College non-credit students <p>NOCRC</p> <ul style="list-style-type: none"> ● Funding Streams ● Course Articulation ● Student Support ● Working with Partners ● Labor Market Information (LMI) ● Case Management System <p>EMPLOYERS</p> <ul style="list-style-type: none"> ● Employers and Businesses in Demand ● Emerging Industries and Occupations 	<p>STUDENTS</p> <ul style="list-style-type: none"> ● Enrollments in any of the seven program areas ● Use of Support Services ● Participate in Case Management <p>NOCRC</p> <ul style="list-style-type: none"> ● Curriculum Alignment Connected to LMI ● Contextualized Instruction ● Counseling ● Outreach and Early Engagement ● Staffing, Staff Training, and Professional Development ● Universal Processes and Procedures ● Intake and MIS Collection ● Referral System ● Performance Tracking ● Employer and Asset Inclusion <p>EMPLOYERS</p> <ul style="list-style-type: none"> ● Provide data about the occupational skills needed for employment 	<p>STUDENTS</p> <ul style="list-style-type: none"> ● Participation: students who have 1 or more instructional contact hours in any of the program areas and/or received support services ● Career and college readiness ● Employability <p>NOCRC</p> <ul style="list-style-type: none"> ● Transition Strategies ● Dual Enrollment ● Distance Learning ● Career Planning for Students ● Job Development ● Data-driven Decision Making ● Policies, Procedures & Guidelines <p>EMPLOYERS</p> <ul style="list-style-type: none"> ● Offer internships to support career readiness 	<p>STUDENTS</p> <ul style="list-style-type: none"> ● Improved literacy skills ● Completion of high school diploma or equivalent ● Completion of post-secondary certificates ● Job Placement ● Living Wage/Increase <p>NOCRC</p> <ul style="list-style-type: none"> ● Meet Participant Goal <p>EMPLOYERS</p> <ul style="list-style-type: none"> ● Access to workers with entry-level skills 	<p>STUDENTS</p> <ul style="list-style-type: none"> ● Transition to noncredit or credit CTE program or workforce development credit courses ● Completion of postsecondary certificate or credential or degree ● Career Advancement ● Job Retention <p>NOCRC</p> <ul style="list-style-type: none"> ● Expanding Program Offerings connected to LMI, if needed ● Resource Allocation <p>EMPLOYERS</p> <ul style="list-style-type: none"> ● Workers with higher skills ● Access to new workers with mid-level skills 	<p>STUDENTS</p> <ul style="list-style-type: none"> ● Ongoing postsecondary education leading to four year and/or advanced degree ● Upward Wage Mobility <p>NOCRC</p> <ul style="list-style-type: none"> ● Customized and Incumbent Worker Training for skills development ● Unified and Aligned Regional Service Delivery <p>EMPLOYERS</p> <ul style="list-style-type: none"> ● Workforce with advance skills
Assumptions: NOCRC outreach, early engagement, and case management activities will lead to student enrollment and completion of one of the seven program areas.			External Factors: Economy, labor market, and employment trends, emerging industries and occupations, and funding stability.		

Table 3. Progress Indicators

Provide three to seven SMART (Specific, Measurable, Attainable, Realistic, and Time-bound) objectives by which your consortium will assess progress and impact during the next three-year cycle. These objectives should map directly to your Logic Model activities, outputs, and / or outcomes, as these will be a driving factor for annual plans throughout the funding period.

1. By June 2020, NOCRC will develop a unified data intake collection process and a universal form to be utilized collectively for all program areas and partnerships. (Gap #1)
2. By June 2020, student participation will increase by 2% in all program areas as a result of expanded outreach, targeted recruitment, and early engagement efforts. (Gap #2)
3. By May 2020, NOCRC will enhance existing infrastructure by implementing a comprehensive professional development plan for staff to promote regional collaboration. (Gap #4)
4. By June 2020, NOCRC members will ensure that their workforce preparation and career readiness curricula are in alignment with LMI, trend trajectories and relevant regional industry sectors. There will be a 2% increase in completion of certifications, transition to additional CTE programs, job placement, and other areas of advancement. (Gap #8)
5. By June 2020, in order to align curriculum to an attainable and measurable skills gain (MSG), NOCRC will build partnerships with a minimum of 10 employers that will lead to an increase in job placement and industry connections. (Gap #11)

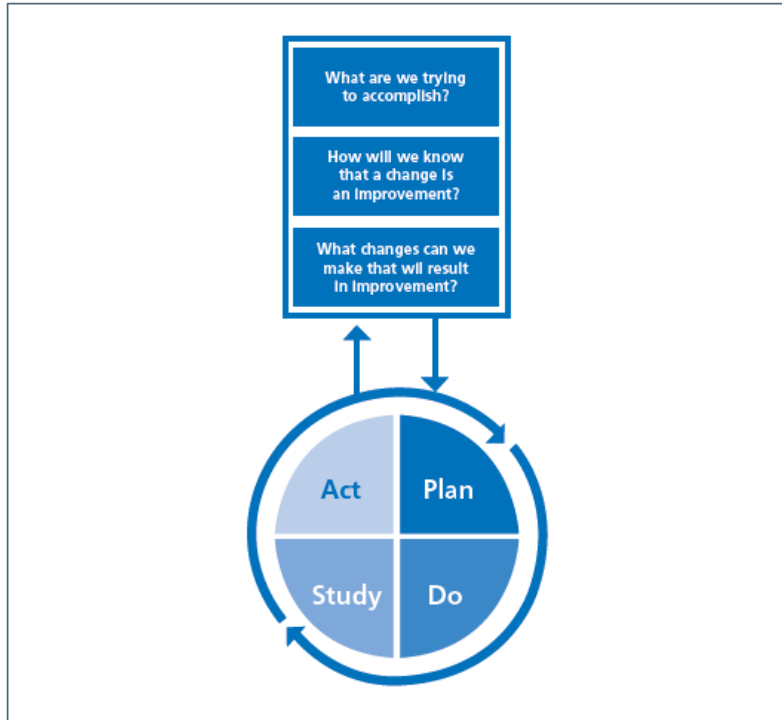
2.5 Piloting and Implementation

The Plan-Do-Study-Act (PDSA) Cycles and Models for Improvement

NOCRC will adopt the Plan-Do-Study-Act (PDSA) model to pilot and implement new strategies, testing, and continuous improvement. The model for improvement provides a framework for developing, testing, and implementing changes leading to improvement (Deming Institute, 2016). It is based on a scientific method and moderates the impulse to take immediate action with the insight of watchful study. PDSA is a problem-solving process used for planning any improvement in a process or bringing change. This process is known as a PDSA cycle and is also referred to as the Rapid Cycle Improvement Model. The PDSA cycle is a systematic series of steps for gaining valuable knowledge and learning for continual improvement of a process. Combined with traditional metric, NOCRC workgroups will utilize the PDSA cycle to continually assess, develop, and improve regional efforts during this three-year endeavor.

PDSA is a complementary process to the landscape of NOCRC's USD dynamics and service flow efficacy. This model facilitates in developing a change, testing or adapting a change idea, implementing a change, and accountability. Progress and accomplishments in small scale increments are evaluated at every junction through an account of what was planned, what was done, what worked or did not work, and how NOCRC can make modifications to improve the outcomes. Though this is an ongoing process, strategies and activities are implemented and refined throughout. The PDSA process will also act as a roadmap to inform and guide planning. This method of testing and prototyping for NOCRC will increase probability that change will result in improvement, give opportunity for learning from unsuccessful attempts without impacting performance, document levels of improvement expected from change, learn how to adapt the change to the landscape, evaluate costs and side effects, and minimize resistance upon implementation.

NOCRC will build their model based on three inquiry steps and throughout the four PDSA Stages. Figure 7 shows how the inquiry questions will flow into the PDSA continuum stages for improvement.



Source: Institute for Healthcare Improvement

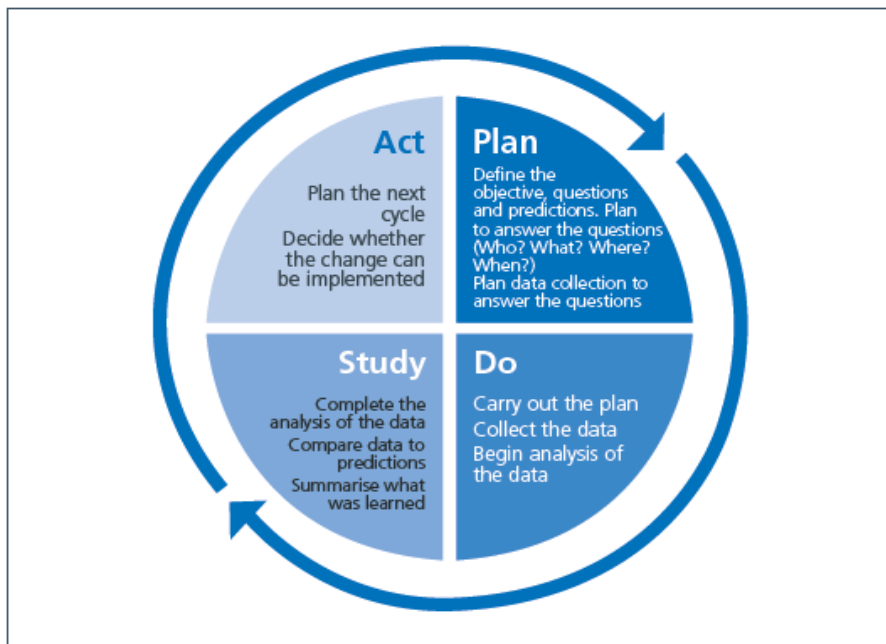
Figure 7: The Model for Improvement

NOCRC will use the steps and questions below as a guide. The construct of these research questions aligns with the qualitative methods, as it sought to discover, uncover, and seek to explore for knowledge (Pineda, 2014). The research questions that will guide this process are as follows:

INQUIRY QUESTIONS & GUIDES	
STEP ONE QUESTION ONE	<p><u>1. What are we trying to accomplish – our aim?</u> NOCRC’s work teams will set clear and focused goals with measurable targets. These goals will focus on problems that cause concern for students and employers as well as NOCRC’s service delivery. The goals will be relevant to the length of the three-year model and include new innovations.</p>
STEP TWO QUESTION TWO	<p><u>2. How do we know if the change is an improvement?</u> NOCRC workgroups will measure outcomes such as improved literacy skills, education completions, or any outcomes from the USD Logic Model. The assumption for NOCRC is ...If we make this change, this should affect the measures and demonstrate over time whether the change has led to sustainable improvement. The measures in this model are tools for learning and demonstrating improvement, not for judgement. Each program workgroup will collect data to demonstrate whether changes result in improvement, reporting progress monthly, bi-monthly, or quarterly on time series graphs. If warranted, workgroups will also undertake a qualitative analysis through stakeholders’ questionnaires, surveys, or focus groups, along with utilizing the PDSA Implementation Form for testing (See PDSA form).</p>

STEP THREE	<p><i>3. What changes can we make that will result in improvement?</i></p>
QUESTION THREE	<p>For NOCRC, there are various potential changes the team could make. However, evidence from scientific literature and previous improvement programmes suggests that a small number of changes are most likely to result in improvement.</p> <p>The Gap Analysis, Community Asset Mapping (CAM), and survey tool have identified 11 Taxonomy of Gap Exemplars, data, and narrative discourse to align service delivery efficacy and focus on priorities. These priorities have been grouped into seven change areas and connected to the progress indicators and service as guides.</p> <p><u>Identified Priorities</u></p> <ol style="list-style-type: none"> 1. Enhance student enrollments based on expanded outreach, targeted recruitment, and early engagement; rates of completions, transitions, advancement, and job placement. 2. Change in infrastructure for hiring talent and conduct new staff and professional development trainings. 3. Regional alignment for curricula and LMI, trends, sectors; change in number of employers, workforce agency, and human services partnerships for advisory and job placement. 4. Change in Taxonomy of Gap Exemplars for the development of strategies, policies, and procedures. 5. Connection in MIS and intake collection process for all seven program areas, resources, and referral services. <p>PDSAs will be recorded over time to capture the learning and to demonstrate the improvement journey, which is often lost or not recorded. The template to follow the PDSA cycle will be used for universal data collection and cycle management.</p>

The Four Stages of PDSA



Source: Institute for Healthcare Improvement
 Figure 8: PDSA Cycle

Figure 8 shows implemental flow of the 4 PDSA model stages and details in each cycle. These stages will progress as follows:

Plan – Develop a plan of the change to be tested or implemented. NOCRC will develop a plan of what change to test with the PDSA cycle(s). It will include predictions of what will happen and why? There will be someone assigned to the process. There will also be a designation of who will participate in the PDSA (e.g., CTE workgroup, Anaheim Workforce representative, Toshiba Company). NOCRC will plan a small test of change which will reflect how long will the change take to implement, what resources will they need, and what data need to be collected?

Do – Implement the Plan by carrying out the test or change. NOCRC workgroups will carry out the test on a small scale. The team will document challenges, problems, and unexpected findings. NOCRC will collect data identified as needed during the “plan” stage and then describe what actually happened when the test and adjustment made.

Study – Based on the measurable outcomes agreed upon before starting out, collect data before and after the change and reflect on the impact of the change and what was learned – check the results. Work teams will study and analyze the data. Groups will determine if the change resulted in the expected outcome. Teams will record observations, outcome, or data; and examine for implementation lessons, and summarize what was learned. There will be a focus on unintended consequences, surprises, successes, or unsuccessful attempts. Workgroups will describe the measured results and how they compared to the predictions.

Act – Plan the next change cycle or full implementation. Work groups will move forward based on what was learned from the test. It will be decided whether to proceed to the next steps in the cycle: Adapt, Adopt, or Abandon. Adapt – modify the changes and repeat PDSA cycle; Adopt – consider expanding the changes to the organization to additional residents, staff, and units; Abandon – change the approach and repeat PDSA cycle.

**NORTH ORANGE COUNTY REGIONAL CONSORTIUM (NOCRC)
Plan-Do-Study-Act (PDSA)
Implementation PDSA Cycle**

Date: _____ **Cycle #** _____ **Administered by:** _____

Objectives of this PDSA Cycle:

PLAN -Develop the plan for change– What are we trying to accomplish?	
What change will be tested or implemented?	
Who will participate in this process?	
How will this change be tested or implemented?	
Prediction/Expectation?	
DO – Implement the Plan through testing or change	
Implementation/Test Process:	
Record any challenges:	
Record any adjustments made to the original plan during implementation/testing cycle:	
STUDY – Check the results – process or outcome measured	
Record any observations/outcomes/data:	
Record any observations/outcomes that were not part of the plan:	
Brief analysis of process/results:	
ACT – Next Steps – plan next change cycle or full implementation	
Restart the cycle with adjustments (Yes/No)	<input type="checkbox"/> Adopt
<input type="checkbox"/> Adapt	<input type="checkbox"/> Abandon
Suggestions/next steps:	

Conclusions (include end date):

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- Chancellor's Office of the California Community Colleges. (2019). Retrieved from <http://aebg.cccco.edu/Administrators>
- CLASP Adult Education Evaluation
- Consortium / Member Self-Assessment
- NOVA will require each member to list all funds expended by program area available for Adult Education services for the 17-18 program year (this includes fees and all other fund sources).
- Participatory Community Asset Mapping – Community-Engaged Mapping: Asset Mapping Facilitation Guide Appendix D.
- Consortium / Member Self-Assessment
- Webinars highlighting the current pilots that are showing results around the state
- WIOA I am planning guidance and planning partner directory. Retrieved from <https://caladulthood.org/DownloadFile/498>
- W.K. Kellogg Logic Model Development Guide. Retrieved from <https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>