

CONSORTIUM THREE-YEAR PLAN 2019-2022



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Section 1: Consortium Information

South Orange County Regional

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Section 2: Comprehensive Regional Three-Year Plan

2.1 Executive Summary

The South Orange County Regional Consortia (SOCRC) engaged in a collaborative and highly engaging process to develop a comprehensive three-year plan. The three-year planning committee was comprised of 10 people. The planning committee was chaired by Dr. Rebecca Roberts, Irvine Unified School District, and members from Tustin Unified School District, Irvine Valley College, Saddleback College, College and Career Advantage, and a consultancy firm assisting the consortium. The team met for the first time in February 2019 and held successive meetings to work on and to complete the CAEP Three Year Plan. The goal of this group was to design an ambitious but attainable three-year plan for the South Orange County Regional Consortium. Drafts of the three-year plan were brought forth to SOCRC consortium at the March, April and May meetings for feedback and input.

The Planning Committee began its work defining the roles and responsibilities of its members. Future meetings were then scheduled for the months of March, April and May 2019. A timeline and tasking overview was created. Teams of 2-3 committee members was also created to lead the development of separate portions of the plan.

Team 1 focused on providing Consortium demographics. To do this, the pre-planning assessment tool provided in the Three Year Planning Toolkit and materials was utilized. Regional Service Providers were identified as a part of this process. Funding as it pertained to Adult Education Programs and Services across the region was identified and included in the Three Year Plan.

Team 2 focused on a matrix of information identifying community need and customers in the region. Team 2 also researched and collected information on demographics and needs of adult learners in Orange County. Using data collected, Team 2 also drafted goals and strategies.

Team 3 focused on the creation of the SMART goals based on the information provided by Teams 1 and 2. Team 3 created an action plan for each SMART goals including a timeline as well as action steps for achieving each goal. In order to implement this plan, the SMART goals will be revisited and assessed at the monthly regional consortium meetings to determine our progress.

The entire group then reconvened to review the final document, making key edits and integrating them into a final Logic Model, as recommended by CAEP Program guidance.

On May 20, 2019, the final draft of the Three Year Plan was presented to the entire membership of the South Orange County Regional Consortium for review and approval. The plan was then agreed to by a majority vote and approved. It was then uploaded onto NOVA and filed with the California Adult Education Program.

2.2 Pre-Planning Assessment

To support the California Adult Education Program 3-year planning process, the Consortium Program Quality Self – Assessment tool was emailed to all ten (10) voting members of the South Orange County Regional Consortium (SOCRC) representing the following agencies: Irvine Unified School District; Capistrano Unified School District; Tustin Unified School District; Laguna Beach Unified School District; Saddleback Valley Unified School District; Coastline College; Saddleback; College and Career Advantage; and Irvine Valley College. Members were asked to rate a series of prompts using a 5 – point Likert scale, with 5 being high on effectiveness. Each agency provided feedback related to the quality of collaboration among the SOCRC consortium members, and the impact of the collective work in the surrounding communities. Survey responses were analyzed side-by-side and average scores were calculated to provide insight on SOCRC’s effectiveness in the following key areas:

1. Capacity
2. Connection
3. Entry
4. Progress
5. Completion/Transition

The narrative below provides a summary of agency responses, which sheds light on consortia strengths and weaknesses. This information will be used to develop strategies to enhance policies, procedures and practices.

Quality Indicator #1: Capacity

This section asks questions about the consortium and individual members’ ability to support each other and build capacity to deliver high quality adult education to meet community needs.

The SOCRC responses yielded 2s, 3s and 4s in this section, indicating targeted support is needed in *some* areas, while other areas only require a *few* improvements in order to be exceptional. The reported area of weakness (average score of 2) was in professional development for faculty and staff, and the need to get some agencies to fully participate in the consortium activities. The areas indicating additional support needed (average score of 3) include: documenting processes and procedures for facilitating consortium collaboration and coordination, revising governance to create bylaws, member participation in consortium activities, and creating staffing models to support agency-wide coordination. The SOCRC also needs to determine a sufficient number of classrooms for adult learners. The areas indicating the consortium is doing *very well* with few improvements to be exceptional (average score of 4) include the overall management and coordination of the SOCRC, the frequency of monthly consortium meetings, and the agency leader’s skills related to meeting the goals and objectives of the California Adult Education Program.

Quality Indicator #2: Connection

This section asks questions about the consortium members’ ability to provide coordinated, proactive engagement to potential students on educational and training options and choices.

The SOCRC members reported mostly 3s in this section, indicating the consortium is making progress in this area but further improvement is needed. Responses showed that *some* counselors and advisors are knowledgeable of programs and services provided by the consortium, and the counselors are *somewhat* comfortable referring students to programs or agencies outside of their campuses. It was also reported that improvement is needed for curricula to be organized around common standards for college and career readiness, and *some* instructional practices currently incorporate the skills and knowledge learners need to transition successfully to postsecondary education. The lowest average score in this section (2), indicates further improvement is needed in delineating requirements for program maps that have aligned career pathway opportunities and curricula organized around common standards for college and career readiness. It was also reported that *some* instructional practices currently incorporate the skills and knowledge learners need to transition successfully to postsecondary education, while targeted support is needed in the SOCRC's member capacity to create program maps with clear requirements that are aligned with career pathway opportunities across members and partners.

Quality Indicator #3: Entry

This section asks questions about the consortium members' ability to have established common intake and assessment procedures and provide career and goal exploration and planning that addresses individual student needs and interests.

The survey responses yielded 2s and 3s in this section, indicating that while progress can be seen in this area, the consortium needs further support to improve its outcomes. Members reported *some* programs provide differentiated orientation for first-time students, and *some* partnerships exist in the community to provide counseling, social and academic supports. Members also stated that *some* consistency currently exists among providers regarding assessment, placement, and use of individualized learning plans. Agencies also reported that individualized educational plans, career program planning at the end of the students' programs, student wrap-around supports, formalized processes to coordinate academic and non-academic supports to students require targeted support.

Quality Indicator #4: Progress

This section asks questions about the consortium members' ability to have shared and aligned programs, which allow students to accelerate progress via courses that are geared toward academic, career, and community goals.

With more 2s than 3s reported in the section, the survey results show the SOCRC's capacity for shared and aligned programs is an area requiring further improvement. Agencies reported that *some* alignment has occurred, and *some* curricula have been updated based on current learning theory/promising practices. It was also reported that *minimal* to *some* contextualized ESL is being provided by the agencies, *few* to *some* concurrent enrollment opportunities are available, and *little* to *some* agencies have processes to track student support and using data to ensure student success.

Quality Indicator #5: Completion/Transition

This section asks questions about the consortium members' ability to facilitate timely program completion and successful transition into postsecondary education, training, and/or employment.

The Consortium reported equal number of 2s and 3s in this section, indicating additional work that needs to be addressed in the completion and transition of students. With an average score of 3, the survey showed that *some* programs have formal/dual –enrollment policies or agreements, *some* goal achievement is being evaluated with data, and *some* of the programs are involved in continuous improvement planning and evaluation. The remaining prompts in this section yielded an average score of 2, revealing there are *little* to *some* agencies providing case managed transition support, *little* to *some* student achievement performance tracking is being conducted, and *few* to *some* formal agreements with regional partners have yet to be established.



Orange County Development Board	Community Partner	1300 S. Grand Ave, Building B, Santa Ana, CA 92705	X	X	X	<input type="checkbox"/>					
Drug Court	Community Partner	909 N. Main Street, Santa Ana, CA 92701	X	X	X	<input type="checkbox"/>					
15 Drug Rehab Centers	Community Partner	Orange County	X	X	X						

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			
AEP	\$4,932,352	\$5,093,147	\$5,259,184
CalWORKs	\$28,510	\$28,000	\$28,000
CCD Apportionment	\$883,109	\$926,294	\$945,149
Corrections	\$0	\$0	\$0
LCFF / District Funds	\$0	\$0	\$0
Perkins V	\$0	\$0	\$0
WIOA II	\$348,540	\$400,000	\$450,000
Other			
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Total	\$6,192,511	\$6,447,441	\$6,682,333

2.3 Community Need and Customers

The South Orange County Regional Consortium serves a diverse and expansive community. The regional community consists of 26 cities and communities including: Aliso Viejo, Capistrano Beach, Coto De Caza, Dana Point, Dove Canyon, East Santa Ana, Emerald Bay, Foothill Ranch, Irvine, Ladera Ranch, Laguna Beach, Laguna Hills, Laguna Niguel, Laguna Woods, Lake Forest, Las Flores, Mission Viejo, Newport Beach, North Tustin, Portola Hills, Rancho Santa Margarita, San Clemente, San Juan Capistrano, Trabuco Canyon, Trabuco Highlands, Tustin. Key information from the 2019 Orange County Workforce Indicators Report provides demographic and industry information on our regional community:

- Median Age is 37.9
- Irvine is the 3rd largest population in OC with the most rapid population growth since 2010 at 3.4%
- Hispanic population is increasing, white population is decreasing
- Ethnicity = 40% White, 34% Hispanic, 20% Asian; minority majority
- 15% do not have a high school diploma
- 1.5% student dropout rate (vs LA @3.2% and State @2.4%) District rates: Tustin .2%, Laguna Beach .4%, Irvine .5%, Saddleback .6%, CUSD .8%, Newport Mesa 1.0%
- OC has the highest K-12 English Language Learner students at 23.5% vs 20.4% for State. District rates: Irvine 19.9%, Saddleback 17.4%, Tustin 17.1%, CUSD 9.4%, Laguna Beach 3.6%
- Key Industry Sectors: Healthcare (highest salary increase after completing a community college certificate program), Hospitality and Tourism, Information and Communication Technology, Energy-Construction-Utilities, Transportation and Logistics, Business and Entrepreneurship
- OC unemployment rate is 3.1% (vs LA 5.1%, State 4.3%, US 3.9%)
- Fastest growing occupations in OC (2014-2024)= Web Developers, Floor Layers, Operations Research Analysts, Tapers, Electrician Helpers, Home Health Aides (@ 40% growth – but low salaries), Painters-Construction-Maintenance, Drywall and Ceiling Tile Installers, Tile and Marble Setters, Interpreters and Translators
- Baseline skills (the in-demand basic skills an individual should have): Communication and Teamwork/Collaboration (soft skills) most in-demand, however Microsoft Excel was the most in-demand hard skill
- Healthcare has become OC's most important middle-skills employing industry, with almost 20,000 job postings in the past year

Orange County is home to some of the world's largest companies. The following list includes Orange County's top 25 employers as reported by the Orange County Business Journal: Walt Disney Company (29,000), University of California Irvine (23,605), St. Joseph Health (11,925), Allied Universal (8,229), Kaiser Permanente (7,694), The Boeing Company (6,103), Wal-Mart Stores (6,000), California State University, Fullerton (5,781), Bank of America Corp (5,500), Target Corp (5,400), Hoag Memorial Hospital (5,240), Memorial Care Health Systems (5,200), Wells Fargo & Co (5,190), Tenet Healthcare Corp (4,346), The Irvine Company (4,200), Home Depot (4,084), Albertsons (4,017), Cedar Fair (4,000), United Health Group (3,900), Edwards Lifesciences (3,823), Kroger Co (3,709), Costco Wholesale (3,614), Automobile Club of Southern California (3,600), CVS Health (3,600), AT & T (3,500).

Our consortium currently serves a wide variety of adult learners, 6306 students in total. The student breakdown by consortium member is as follows: 1227 students from Irvine Valley College, 2576

students from Saddleback College, 917 students from Irvine Unified School District, 1467 students from Tustin Unified School District, and 10 students from Laguna Beach Unified School District. In the 2018/2019 school year, College and Career Advantage (ROP Program) which was previously reported as a program area under Saddleback College, was designated as an independent partner, and served 109 students.

Based on enrollment data, our consortium serves different student populations among our sites. The vast majority of adult learners are females (68%, 4303 students). The majority of students are between 30-54 years of age with the largest percentage between 40-50 years of age. The majority of students do not have any degrees earned in the United States. Outside the United States, the majority of adult learners have either a high school diploma or BA as the highest diploma earned. In terms of ethnicity, 37% of our students are Hispanic. In terms of race, the majority of students fall in two groups (59% are white and 36% are Asian). There are over 25 languages spoken by our adult learners with the majority speaking Spanish (32%), in the southern portion of our consortium, and Chinese (20%), in the northern portion of our consortium.

Our consortium currently provides extensive course offerings for almost all program areas. All partners offer courses for English Language learners including: Saddleback College, Irvine Valley College, Tustin Adult and Irvine Adult School. Many members offer courses leading to a high school diploma or high school equivalency. Saddleback College offers High School Equivalency (HSE) preparation classes and offers the HiSet testing on campus the first Friday and Saturday of every month. Tustin offers basic skills courses. Tustin and Saddleback also offer courses for workforce re-entry and career and technical education. College and Career Advantage only offers CTE courses. Saddleback provides programming for adults with disabilities. The programming aligns with the needs of our students and the needs of the area employers. An area of need in the consortium is pre-apprenticeship programs as well as an expansion of CTE courses that align with the area employers. Based on recent consortium research, we found that our customer (student population) is comprised of highly educated individuals who are interested in greater opportunities for authentic conversations with native speakers. Barriers continue to include transportation and child care.

2.4 Identifying Goals and Strategies

GOAL #1 (Quality Indicator #1: Capacity): Increase consortium and individual member abilities to support each other and build capacity to deliver high quality adult education to meet community needs.

- **Reexamine and Revise the SOCRC governance and create bylaws**
 - Engage members in a collaborative process to re-examine and edit aspects of the SOCRC governance. Ensure that all members have the opportunity for full participation and voice in the process.
 - Establish bylaws that articulate member expectations for involvement and voting rights.
 - Develop a method to measure member participation in the allocation of funds distributed in the consortium.
 - Clarify measures of student success that all members will use.
- **Increase professional development to ensure opportunities for faculty and staff to turn new knowledge into practice**
 - Develop orientations for new program staff that includes a thorough review of CAEP policies and guidance and practices.
 - Increase consortium professional development opportunities and participation.

GOAL #2 (Quality Indicator #2:Connection): Increase coordinated, proactive engagement to students on educational and training options and choices

- Develop program maps that delineate requirements and align employment, career pathway opportunities, postsecondary education and training transition, and skills gains, across members and partners to increase successful transitions.

GOAL #3(Quality Indicator #3:Entry): Increase career and goal exploration and planning that addresses individual student needs and interests

- Provide an orientation for first-time students to help students identify career goals and goals aligned to skills and interests. This will provide an overview of the CAEP program and available program support services.
- Develop a common process amongst members in terms of assessment, placement, and use of individual learning plans.

GOAL #4(Quality Indicator #4:Progress): Aligned and Articulated Programs: Increase agency alignment and articulation of programs including education and training programs and coordinated and consistent student support.

- Develop shared tools and procedures for collecting counseling, postsecondary education and training transition, and support services data.

- Create roadmaps that help the Adult Learners transition from adult education to college certificates and degrees.
 - Implement career pathways and wrap-around student services programs.
- Develop a common student satisfaction survey that is given to students at the end of each class term to ensure high rates of satisfaction across all agencies.
 - Use the data to evaluate program effectiveness with continuous improvement as the goal.

GOAL #5(Quality Indicator #5: Completion/Transition): Increase student timely program completion and increase transition into postsecondary education, training, and/or employment

- Develop a process for regular, consistent progress monitoring on three-year plan goals to increase collaboration amongst members to set and track performance targets and student achievement.
 - Ensure monthly meeting time to collaborate on performance and achievement.
 - Regularly review consortium and member data in TOPs and NOVA during monthly meetings.

Figure 1. Logic Model

Goal Statement: SOCRC seeks to continually improve its programs and services to meet interests of its communities served including improvements in 5 goal areas: Capacity, Connection, Entry, Progress, and Completion/Transition. We seek to accomplish these goals through unsurpassed collaboration and partnership keeping the interests and needs of our communities at the forefront.

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

Inputs	Activities	Outputs	Immediate (Short Term) Outcomes	Intermediate Outcomes	Long Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
<ul style="list-style-type: none"> Increased and focused dialogue amongst members to ensure collaboration 	Revise SOCRC governance and create bylaws	New SOCRC governance and bylaw documents to ensure effective consortium engagement, activities, monitoring, and productivity	A new SOCRC governance and bylaw document will be written by October 2019	Revision and input on revisions will be completed by November 2019	Final draft of bylaws and voting on new bylaws by December 2019
<ul style="list-style-type: none"> Commitment from all members to engage in ongoing growth 	Develop a consortium-wide program roadmap that provides many paths to success using the sample from SCAE	SOCRC will have its own consortium-wide program roadmap	Draft Program Roadmap by March 2020 and presentation to consortium by April 2020	Revision of program roadmap by May 2020	Completed roadmap by June 2020
<ul style="list-style-type: none"> Monthly collaboration time with members to engage in activities related to goals 	Create an articulation plan among the various programs offered within the consortium	SOCRC will have an articulation plan and a common learning plan document	Planning and gathering of information for articulation retreat by October 2020	Draft of Articulation agreement shared to SOCRC by December 2020	Final Draft of articulation agreement by June 2022
	Create a tool to use to report completion from each member that is	Common data collection tool used by all members and analyzed	Determine key indicators the consortium will use by March 2020	Develop a survey to give to students by May 2020	Analyze data collected from survey by August 2020 and continue to use

	shared throughout consortium	systematically and continually			survey and analyze data moving forward
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Assumptions	External Factors
<ul style="list-style-type: none"> • Consortium representation consists of five K-12 districts, two community colleges, one county office of education, and two JPA's • CAEP programs & services are provided by the following members: Irvine Valley College, Saddleback College, Irvine Unified School District, Tustin Unified School District, Laguna Beach Unified School District, and College and Career Advantage. • That our consortium currently serves a wide variety of Adult Learners, 6306 students in total. • That the student breakdown by consortium member is as follows: <ul style="list-style-type: none"> ○ 1227 students from Irvine Valley College ○ 2576 students from Saddleback College ○ 917 students from Irvine Unified School District ○ 1467 students from Tustin Unified School District ○ 10 students from Laguna Beach Unified School District ○ 109 students from College and Career Advantage • Our consortium demographics reflect the following: <ul style="list-style-type: none"> ○ The vast majority of adult learners are females (68%, 4303 students). ○ The majority of students are between 30-54 years of age with the largest percentage between 40-50 years of age. ○ The majority of adult learners have either a high school diploma or BA as the highest diploma earned, outside the United States. ○ In terms of ethnicity, 37% of our students are Hispanic. ○ In terms of race, the majority of students fall in two groups (59% are white and 36% are Asian) which includes a wide variety of ethnic subgroups. 	<ul style="list-style-type: none"> • The demographics in Orange County reflect the following: <ul style="list-style-type: none"> ○ Median Age is 37.9 ○ Irvine is the 3rd largest population in OC with the most rapid population growth since 2010 at 3.4% ○ Hispanic population is increasing, white population is decreasing ○ Ethnicity = 40% White, 34% Hispanic, 20% Asian; minority majority ○ 15% do not have a high school diploma ○ 1.5% student dropout rate (vs LA @3.2% and State @2.4%) District rates: Tustin .2%, Laguna Beach .4%, Irvine .5%, Saddleback .6%, CUSD .8%, Newport Mesa 1.0% ○ OC has the highest K-12 English Language Learner students at 23.5% vs 20.4% for State. District rates: Irvine 19.9%, Saddleback 17.4%, Tustin 17.1%, CUSD 9.4%, Laguna Beach 3.6% • Key Industry Sectors: Healthcare (highest salary increase after completing a community college certificate program), Hospitality and Tourism, Information and Communication Technology, Energy-Construction-Utilities, Transportation and Logistics, Business and Entrepreneurship • OC unemployment rate is 3.1% (vs LA 5.1%, State 4.3%, US 3.9%) • Fastest growing occupations in OC (2014-2024)= Web Developers, Floor Layers, Operations Research Analysts, Tapers, Electrician Helpers, Home Health Aides (@ 40% growth – but low salaries), Painters-Construction-Maintenance, Drywall and Ceiling Tile Installers, Tile and Marble Setters, Interpreters and Translators

- There are over 25 languages spoken by our adult learners with the majority speaking Spanish (32%), in the southern portion of our consortium, and Chinese (20%), in the northern portion of our consortium.

- Baseline skills (the in-demand basic skills an individual should have): Communication and Teamwork/Collaboration (soft skills) most in-demand, however Microsoft Excel was the most in-demand hard skill
- Healthcare has become OC's most important middle-skills employing industry, with almost 20,000 job postings in the past year

Table 3. Progress Indicators

Provide three to five 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.

Example: By May 2019, increase the number of agencies that have aligned CTE pathways and developed comprehensive program maps from 2 to 10.

1. By December 2019, SOCRC governance plan will be revised and bylaws will be created to allow for full member participation to support each other and build capacity to deliver high quality adult education to meet community needs.
2. By June 2020, develop an SOCRC program map that articulates the path to success from adult programs to college or workforce readiness.
3. By June 2022, create articulation plan among the various programs offered within the consortium.
4. By June 2021, a 3-5% increase in completion/progression of students in program learning gains, high school diploma/HSE completion, and/or transfer to college or employment.

2.5 Piloting and Implementation

Progress Indicator #1: By December 2019, SOCRC governance plan will be revised and bylaws will be created to allow for full member participation to support each other and build capacity to deliver high quality adult education to meet community needs.

Actions:

- Develop committee that includes all 10 member to write bylaws,
- Vote/Adopt bylaws
- Develop training for members to be active participants in the Consortium such as Brown Act Training, Overview of AB 104

Action	Date	Members	Evidence/Outcome
Establish Committee	May 2019	All	List of Members, Meeting Dates Set
Training of AB 104, Brown Act	June-July 2019	Committee Members	Agendas, Notes, Established Calendar
Writing of Bylaws	August-October 2019	Committee Members	Draft Bylaws
Revision of Bylaws	November 2019	Consortium Members	Revision Notes
Vote on Bylaws	December 2019	Consortium Members	Adopted Bylaws

Progress Indicator #2: By June 2020, develop an SOCRC program map that articulates the path to success from adult programs to college or workforce readiness.

Actions:

- Develop a consortium-wide program roadmap that provides many paths to success. See sample from Sonoma County Adult Education (SCAE)

Action	Date	Members	Evidence/Outcome
Discuss Elements for Program Roadmap, establish members for project, and who will produce the final version	January 2020	All	Agenda and Notes
Draft Program Roadmap	February-March 2020	Assigned Members	Draft Roadmap

Present Draft Program Roadmap	April 2020	All	Agenda and Notes
Revision of Program Roadmap	May 2020	Assigned Members	Revision Notes
Provide completed version to members to publicize	June 2020	Consortium Members	Verification on websites

Progress Indicator #3: By June 2022, create articulation plan among the various programs offered within the consortium.

Actions:

- Members will share current offerings for each program
- Members (faculty, counselors, administration) will come together to articulate the class progression and alignment of offerings
- Create articulation plan for consortium to share
- Create a common SOCRC individual learning plan document

Action	Date	Members	Evidence/Outcome
Collect class offerings from Consortium members	January-February 2020	All	Google Drive Folder with list of offerings from each member
Discuss priorities of progression and alignment of offerings	March 2020	All	Agenda and Notes
Establish of leadership team to lead effort of faculty and counselors to meet	April 2020	All	Agenda, Notes, Referral form
Leadership team meets to determine action plan for upcoming Articulation Retreat	May-August 2020	Leadership Team	Agenda and Notes
Articulation Retreat	Early October 2020	Leadership Team and Faculty/Counselor members	Agenda, Notes, and draft Articulation Plan
Share out to Consortium	December 2020	Leadership Team	Agenda and Notes
Revise Time	January-March 2021	Leadership Team and Faculty/Counselor members	Draft Articulation Plan

Second Articulation Retreat	Late April/Early May 2021	Leadership Team and Faculty/Counselor members	Agenda, Notes, and draft Articulation Plan
Share out to Consortium	June 2021	Leadership Team	Agenda and Notes
Final Revisions	September 2021	Leadership Team and Faculty/Counselor members	Draft Articulation Plan
Final Draft and establishing process for Maintenance of Articulation Agreement	June 2022	All	Agenda, Notes, and Articulation Plan

Progress Indicator #4: By June 2021, a 3-5% increase in completion/progression of students in program learning gains, high school diploma/HSE completion, and/or transfer to college or employment.

Actions:

- Determine how completion translates for each program and agency
- Establish a tool to use to report completion from each agency that can be shared
- Reflect on collected data to share best practices to increase completion rates biannually
- Biannual (January and June) evaluation of program effectiveness (student survey data) and progress on 3-year plan goals

Action	Date	Members	Evidence/Outcome
Discuss how completion/progress for programs is collected by agency	January-February 2020	All	Agenda, Notes and Google Drive folder
Determine what key indicators the consortium will use	March 2020	All	Agenda and Notes, Google Sheet/TOPSPRO/Inform
Create student survey for agencies to give to students	April 2020	All	Agenda and Notes
Give student survey	May 2020`	All	Google Forms
Collect data from each agency	June 2020	All	Google Sheet/TOPS Pro/Inform
Analyze Data	August 2020	All	Agenda, Notes, and Google Sheet/TOPSPRO/Inform
Plan Professional Development based on data results.	September 2020	All	Agenda and Notes
Professional Development Day	Early October 2020	All	Agenda, Notes and Session Speakers Notes

Give student survey	December 2020	All	Google Forms
Collect data from each agency	January 2021	All	Google Sheet/TOPS Pro/Inform
Analyze Data	February- March 2021	All	Agenda, Notes, and Google Sheet/TOPSPRO/Inform
Assess cycle to determine if data collection and analysis shows increase of data	April-June 2021	All	Agenda, Notes, and Google Sheet/TOPSPRO/Inform