

#### SOCRC Voting Members:

Karima Feldhus (*\*Sue Donelson*), Saddleback College, Co-Chair  
 Will Neddersen (*\*Christine Matos*), Tustin Unified School District, Co-Chair  
 Debbie Vanschoelandt (*\*Brooke Bui*), Irvine Valley College  
 Kimberly Jenkins, Capistrano Unified School District  
 Kimberly Thomason, Saddleback Valley Unified School District  
 Chad Mabery, Laguna Beach Unified School District  
 Rebecca Roberts (*\*David Kette*), Irvine Unified School District  
 Chris Carter (*\*Dominic Vellanoweth*), College and Career Advantage  
 Brian Dozer (*\*Gina Escobar*), Coastline Regional Occupation Program  
 Fatinah Judeh, Orange County Department of Education  
*\*Denotes District-Approved Member Proxy*

#### Meeting Norms:

- Be Solution Oriented and take ownership of your role
- Be prepared, respectful, active and engaged participants and both mentally and physically present
- Consider all points of view and discuss concerns candidly with confidentiality
- Work to keep meetings positive, productive, and focused on the agenda

#### Important:

- All presentations for Quarterly Fiscal Reporting will take place prior to certification.

### Minutes - SOCRC General Meeting

February 24, 2025, 1:00-2:30 p.m.

In-person at Quail Hill Community Center:

39 Shady Canyon Dr, Irvine, CA 92603

	ITEM	PRESENTER	Approximate Start Time
1.	<b>CALL TO ORDER &amp; NORM REVIEW</b> Meeting called to order at 1:05 pm. Present: Karima Feldhus (SC), Brooke Bui (IVC), Chantelle Gil (SC), Chris Carter (CCA), Dominic Vellanoweth (CCA), Kim Thomason (SVUSD), Kim Jenkins (CUSD), Rebecca Roberts (IUSD), Gina Escobar (Coastline ROP), Dan Predoehl (SC), Fatinah Judeh (OCDE), Kristia Lengyel-Leahu (SC), Jill Ibbotson (SC), Chad Mabery (LBUSD), Susan Akhavan (IVC).	Co-Chairs	1:00 pm
2.	<b>INTRODUCTIONS AND NEW GUESTS</b> Consortium Co-Chair, Will is out today for jury duty.	All	1:01 pm
3.	<b>ADOPTION OF AGENDA BY PRIORITY</b> Kim Jenkins moved to adopt the agenda. Gina seconded. The South Orange County Regional Consortium approved the adoption of the agenda.	Co-Chairs	1:03 pm
4.	<b>APPROVAL OF MINUTES</b> Kim moved to approve the January minutes. Gina seconded. All in favor. The South Orange County Regional Consortium approved the minutes.	Co-Chairs	1:05 pm
5.	<b>PUBLIC COMMENTS</b> Anyone may address the Committee on any item NOT on the Agenda within the subject matter and jurisdiction of the Committee. Each speaker is limited to two minutes. Chantelle: The Transition workgroup that we were hoping to kickoff this month will be reconvened after the Three-Year Plan is submitted. Based on the plan, we will have guiding points related to transitions that will lead the workgroup. From a recent webinar, the state is looking at transitions from noncredit to credit, as CAEP goals focus on transition to credit or to jobs/ workforce, so that will be important to focus on in our Three-Year Plan.	Open	1:07 pm

	Karima: We can add Transitions as an item in future agendas. Susan: This Thursday, CSU Long Beach is hosting a Future Ready Workforce Summit.		
6.	<b>REGULAR/ONGOING BUSINESS</b>		
	<p><b>A. NOVA Updates</b> Karima: The 2024-25 Quarter 1 Fiscal Reports for the South Orange County Regional Consortium (SOCRC) were certified. We will present the Q3 Fiscal Report templates at the March meeting. The 2024-25 Quarter 2 Fiscal Reports are due in NOVA by March 1st. The consortium will certify the information after the March meeting when the Q2 fiscal templates are presented and the vote takes place.</p>	Co-Chairs	1:10 pm
	<p><b>B. Workforce Updates</b> Chantelle: Attended a CAEP Data Accountability Webinar and there is an interest to especially look at and focus on the noncredit to credit student transitions. This is important for the colleges to track, as they have noncredit and credit programs internally, as well as a whole consortium for student transitions. Our Transition workgroup that was supposed to begin meeting this month will begin meeting after the Three-Year Plan is finalized in order to have guiding principles that we will follow based on our transition plan. The Orange County Workforce Solutions is hosting a Multi-Industry Hiring Event on Wednesday, March 5th from 10am to 1pm at the Laguna Niguel location. Karima: Huntington Beach Adult School is hosting a Job &amp; Resource Fair on Thursday, April 24 from 10am - 1pm at Ocean View High School.</p>	Sue/ Will	1:13 pm
	<p><b>C. WIOA and CASAS Updates</b> Jill: The next WIOA deliverables are due March 31, and a Continuous Improvement Plan is due at the end of April.</p>	All	1:15 pm
	<p><b>D. Update on ELL Healthcare Pathways Grant</b> Sonja: The Quarter 2 Reporting for the ELL Healthcare Pathways Grant is due March 31. Each agency will input their fiscal data in NOVA. Thank you to IVC who has submitted their information. For the narrative portion, there is a Google document that was shared by Sonja. Please add notes on behalf of your agency. Sonja will help write the narratives for Quarter 2 Reporting which includes a summary of activities conducted, how the budget was spent, and challenges for July 1, 2024 - December 2024, Fall semester. You can include notes formatted in bullet points; any information that will help guide the narrative is welcome. Susan: Just to confirm, IVC has entered all their data? Sonja: IVC submitted the fiscal information in NOVA, but I still need the notes on behalf of the agency for the narrative. I'll be writing and completing the narrative for the consortium. Karima: The first six months of reporting deliverables are a lot lighter than the next six months. The state is aware that the first two quarters are going to be lighter because the funding was released late.</p>	All	1:17 pm
	<p><b>E. Marketing</b> Karima: For the ELL Healthcare Pathway programs at Saddleback College, we are working with the School of Health &amp; Wellness to advertise the healthcare programs. We'll see those go out in time for future programs as we enter Year Three of the grant.</p>	Co-Chairs/ Chantelle	1:30 pm
	<p><b>F. Reminders and Updates</b> a. <a href="#">2024-25 Project &amp; Work Schedule</a> b. Upcoming 2025 Events &amp; Conferences ➤ Association of Community and Continuing Education (ACCE) Spring Conference ○ March 12 - 14   San Diego, CA ➤ Teaching English to Speakers of Other Languages (TESOL) International Convention &amp; Expo</p>	All	1:35 pm

	<ul style="list-style-type: none"> <li>○ March 18 - 21   Long Beach, CA</li> <li>➤ California Community College Association for Occupational Education (CCCAOE) Spring Conference <ul style="list-style-type: none"> <li>○ April 8 - 11   Sacramento, CA</li> </ul> </li> <li>➤ Coalition of Adult Basic Education (COABE) National Conference <ul style="list-style-type: none"> <li>○ March 30 - April 2   Dallas, TX</li> </ul> </li> <li>➤ ELL Healthcare Pathways Regional Celebration <ul style="list-style-type: none"> <li>○ Thursday, June 12   Saddleback College</li> </ul> </li> </ul> <p>Karima: Please see the dates for the upcoming events and professional development.</p> <p>Susan: The AESL Mini-Conference is scheduled for Friday, April 4 from 3-4pm on Zoom.</p>		
7.	<b>NEW BUSINESS</b>		
	<p>A. Preparing for CAEP Q2 Fiscal Reporting 2024-2025 Quarter 2 Fiscal Reporting templates that include budget, staffing, sections and enrollments will be presented at our March meeting by all six funded agencies.</p>	All	1:40 pm
	<p>B. Preparing for ELL Healthcare Pathways Q1 &amp; Q2 Fiscal Reporting 2024-2025 Sonja: A follow up email with the link to the fillable Google Doc to add your notes for the narrative will be sent out and include language of what the state is asking for.</p>	All	1:50 pm
	<p>C. Preparing for Three-Year Plan 2025-2028</p> <p>a. WestEd's Los Angeles/Orange County Regional Training at Mt. San Antonio College on February 26, 2025 – Using Data and Personas for Three-Year Planning</p> <p>Karima: Thank you to everyone who attended the consortium Three-Year Planning retreat! A brief summary of notes from our 2025-2028 Three-Year Plan discussion held at last month's retreat is provided for your review.</p> <p>Chantelle: The document of notes is organized by category items from the 2022-2025 Plan (Educational Gaps in Service, Improve Integration of Services, Improve Effectiveness of Services, Address Overall Educational Needs of the Region) with changes for the upcoming plan listed in red. Included are the overall main goals and initiatives that we reduced from five to three, as well as the updated order and language of the initiatives (listed in blue). Please note, the new language is a draft, and we welcome any feedback or recommendations.</p> <p>Karima: For the upcoming Three-Year Planning training held by WestEd at Mt. SAC, Chantelle, Karima, Will, and Sue will be attending this Wednesday with Nancy. The 2025-2028 Three-Year Plan is due in the next three months, so we'll have to work on finalizing the document. Student transition to college or the workforce is a big focus in the 2025-2028 Three-Year Plan, as the two main goals of CAEP are moving students to jobs or college degrees. Yes, noncredit is a pathway, but there is a big push for noncredit to credit transitions and career outcomes. This is important for us all, and at the consortium level particularly through the college partnerships with the K-12 agencies that Chantelle supports. The goal for the state is to create pathways for students to move through the adult schools to further opportunities. In looking at the upcoming Three-Year Plan, we'll create pathways and processes from adult schools/K-12/noncredit to college and to credit.</p> <p>Kim Jenkins: How does the transition work?</p> <p>Karima: The colleges provide that support internally to their existing students as they have both noncredit and credit programs. In addition, Chantelle and Kristia also support the greater consortium, amongst their other roles. Not 100% of Chantelle is consortium-funded (including Karima and Sonja) but she supports a lot with the "Pathway to College" consortium presentations that she and Kristia conduct for Adult Education students in the K-12/adult schools every semester.</p>	All	2:00 pm

	<p>Kristia: What's great about the presentations is that we conduct them on behalf of the consortium to include information from every agency including Coastline ROP, CCA, and Laguna Beach to promote CTE options for students, as well as the ELL Healthcare Pathways offerings across our region.</p> <p>Chantelle: We had the Adult Education Pathways Fair twice that was open to the community, and are looking at doing classroom tours and visits to the colleges now to focus more on our current students' needs and program options as next steps. We can also look at conducting online workshops for all of our students consortium wide. It would be great to focus on aligning the curriculum in our consortium, especially for AESL, so we can better inform the students on next steps based on the ESL level.</p>		
	<p><b>D. Student Supports</b></p> <ul style="list-style-type: none"> <li>a. Supporting Immigrant Students</li> <li>b. Student Retention</li> <li>c. Student Basic Needs</li> </ul> <p>Karima: Last meeting, we talked about supporting Undocumented Students to get a sense of what is happening and if students are getting the support they need. Saddleback College will be hosting an UndocuAlly training happening On March 7th from 9am - 1:30pm.</p> <p>Rebecca: Irvine Adult School has not seen any additional impact in student attendance.</p> <p>Karima: Any support the agencies need or any questions in general related to student support?</p> <p>Kim Jenkins: Coming from the K-12 world, we are seeing students not fluent in English at a loss as to where to go for help.</p> <p>Chantelle: Offered to meet with Kim to provide information on support resources. In the past, Chantelle conducted bilingual presentations focused on Adult Education resources to students in the ESL classes at different high schools in SVUSD. At Saddleback, we offer HSE classes in English and Spanish to support students taking the HiSET exam in English or Spanish.</p> <p>Kim Jenkins: Agreed and is interested in meeting. There is a population gap for students that move to the United States as a Junior or Senior in high school. We have to set them up for the future.</p> <p>Rebecca: At IUSD, students that come later may be Eligible for a 5th Year</p> <p>Kim: It depends on ELL level though.</p> <p>Rebecca: In K-12, students may not be considered a graduate of high school or not earning a diploma. It doesn't count as a drop out, but it doesn't count as a graduate.</p>	All	2:15 pm
8.	<b>MEMBER Effectiveness Share Out: Members will report on the activities in relation to the annual and three-year plans and budget and expenditures to date. *Service providing members required to share out.</b>	All	2:25 pm
	<p>CUSD Kim Jenkins: Currently in early spring planning with CCA, and are looking at programs to meet students needs and industry needs in the area. This year, the Union High School prom will be jointly held with Creekside in Irvine and Silverado High School. Interested in expanding transition kits for students, and would like to meet with Saddleback College to talk about how we can expand support for students through our consortium. With Saddleback, we are in the process of planning for a Middle College High School that will be housed at the college campus.</p> <p>Chantelle: Middle College High Schools are a key component of dual enrollment and Vision 2030, while offering pathways for high school students to earn college credits while in high school. It helps increase students' degree and certificate attainment, improve transfer rates, and close equity gaps. There is a lot of great work happening in California now for Middle College High Schools. As a member of the Middle College High School feasibility taskforce (now Planning Task Force) for Saddleback College, we visited Santa Ana's Middle</p>		

	<p>College High School that has been around for nearly thirty years, and they have an amazing model for students.</p> <p>Chris: On the District team for the Middle College High School, and recently visited a school in San Diego focused on healthcare programs for students. The team also visited Santa Ana's Middle College High School, where they gathered concrete information on the successful model program. Looking forward to the partnership.</p>		
	<p><b>SVUSD</b> Kim Thomason: We're offering a new Classroom to Career class this summer that includes an internship. Applications are required, as students have to create a resume and do an interview process with a company that they are hoping to have an internship with. This is primarily for rising high school seniors at El Toro High School because it's a part of the K-12 Science, Technology, Engineering, Art and Mathematics (STEAM) academy. It is composed of a cohort of students from an elementary level, to Serrano Intermediate School, followed by EL Toro High School as part of a CTE/STEM Pathway. They are eligible for an AI certificate. Currently building out project-based learning for students. Students can self-select to be in the program, and there are choices at the middle school or high school level, although they may not be able to take a visual and performance art class or sports instead, so choices are important.</p>		
	<p><b>LBUSD*</b> Chad: We have CTE classes for ESL students up and running at The Ranch resort in Laguna Beach. We had about 15-16 students participate last time. We have about half this semester, so seeing if it is sustainable. It's primarily for The Ranch employees during their work shift, but is open to the community.</p>		
	<p><b>IUSD*</b> Rebecca: Irvine Adult School started it's second semester. We have been cross referencing a class placement with the last set of test scores to ensure that students are in the right class level, as some students are not making gains. Students often want to stay in the same level or with certain teachers. In Irvine, a lot of students are not there because they want to get a job or a career, but rather with the goal to build community and to socialize. Through our structured support, we are doing better and making gains. We are using the listening test for all the Advanced students to make sure they are both listening and reading at the Advanced level. We are also seeing students in Advanced High that are interested in continuing at IVC, but it's too late because classes fill up fast. We're letting students know when it's time to transition that they need to get ready in advance before the start of the semester.</p> <p>Karima: The issue and student focus of solely socializing comes up at a lot of state webinars in terms of how we can continue to encourage students to move into career education programs in college or jobs, as aligned with CAEP goals.</p> <p>Rebecca: In terms of IUSD in general, we'll be having an early college program in partnership with IVC, focusing on a fall cohort of ninth graders.</p>		
	<p><b>TUSD*</b> Will is out of the office today.</p>		
	<p><b>Irvine Valley College*</b> Susan: At IVC, we're seeing more students moving on with our other noncredit certificates and pathways being developed like CIM and Real Estate. We have a lot of momentum, which has been great. Savy arranged another noncredit meeting for the Career Panel for AESL students.</p> <p>Brooke: The Career Panel has been great and is very helpful for students, as it includes past students on the panel.</p> <p>Susan: We invited a few select classes last year, but it will now be offered to more AESL classes for students to be in that environment and see what is possible.</p>		
	<p><b>Saddleback College*</b> Karima: In a recent AE staff team meeting with the faculty Co-Chairs, we looked at program data metrics thanks to Dan who presented the information.</p> <p>Dan: Data tells a story, so it's important to look at what we can do with that information. One note reflected in the data is that retention is somewhat lagging behind headcount or enrollment in classes. We currently have the highest headcount ever, but retention and attendance is hovering about 65%. Class repetition doesn't emphasize attendance being important, which is in fact important because we also receive funding based on attendance and drive revenue for the college through positive attendance. We noted that in our data collection related to ethnicity, the large gap is understanding those who selected "Do not want to disclose or other" as well as various languages that will allow us to better support students. In the discussion, we talked about the amount of hours in the curriculum, and if</p>		

<p>it's driving some students to say that the hours are too long per week. We want to make sure students are aware that attendance is important for learning and revenue, and make attendance more realistic.</p> <p>Karima: The state is emphasizing learning gains. We currently have monthly data meetings held with the Office of Planning, Research, and Accreditation (OPRA) research team and have a dashboard, so it's important on what we do with that data. We as a consortium have talked about the interest in dedicating one of our meetings to look at data. We can look at it during one of our meetings over the Summer, and can volunteer Dan to present the data, along with Jill and others.</p> <p>Jill: The teachers are being responsive to students on the waitlist, but 'teacher shopping' is happening and it's frustrating seeing students in different levels of AESL in the same class at the same time. We are talking more about the AESL certificates, and the Admissions &amp; Records team now has pictures up in the Adult Education office. There are also Counseling presentations happening in the AESL classes.</p> <p>Brooke: This is great information. At IVC, we are looking at the enrollment for the AESL program differently than the curriculum across campus. With the daily monitored attendance, we are constantly filling these seats and continuing to add students, which takes a lot of staffing support and is why we need these more than other areas across campus. Thank you for addressing the fiscal aspect with apportionment as well. It's definitely a cultural shift and economic shift in many ways.</p> <p>Dan: It's important because the FTES apportionment revenue goes back to college, not just our area.</p> <p>Brooke: It's new for us so we're continuing to advocate with different population of students.</p>		
<p><b>College and Career Advantage*</b> Dominic: CCA is hosting their Open House on April 19 from 10am-2pm to welcome the community to learn about their programs and engage in classroom tours with the teachers and former students.</p> <p>In February, over 53 students participated in internships. For the Medical Assistant program, over 90% of students are already hired. The current cohort/ classes are going well. Nine out of ten ELL Healthcare Pathways students are already hired.</p> <p>Karima: Saddleback College will be having a credit Medical Assistant program and a Surgical Tech program that may start in noncredit.</p> <p>Kristia: Attended CCA's last open house, and in speaking with students and attendees, almost all of the referrals are from word of mouth/ satisfied customers. Do the other agencies check what their burst in enrollment is due to?</p> <p>Brooke: IVC Marketing team tracks in terms of big ads and checks with us on enrollment.</p> <p>Karima: Saddleback College Marketing does as well for any campaign ads that go out.</p>		
<p><b>Coastline ROP</b> Gina: Both classes are full. The cohort from last semester is going out into externships today, and the new Pharmacy Technician instructor is amazing. There are a total of two new instructors, and students are excited.</p>		
<p><b>Orange County Department of Education</b> Fatinah: Since August 2023, Fatinah has been serving as the principal of College and Career Preparatory Academy (CCPA) which serves 18-25 year olds. The challenge has been the adult schools competitors. CCPA provides an independent study/ hybrid blending model. Fatinah recently met with the Superintendent and will present to the board on the new credit requirements. Currently creating pathways for 18+ year olds and keeping it separate from students under 17 in order to not compete with ACCESS.</p> <p>Another focus for CCPA is looking at the integration of services for the English Language Requirement (ELPAC - English Language Proficiency Assessments for California). We purchased new curriculum that's paper, pencil and online so more students are replying. For the first time, the state is allowing remote options for ELPAC. Every year, English Language Learners (ELL) have to take the ELPAC exam every year because it's a state and federal requirement by law, in addition to other state tests every year. This remote option is going to help a lot of our adult students who are working and have families. We are excited about the new curriculum and new training. We are starting to refer to ELL students more now as Emergent/ Emerging bilingual learners.</p>		



9.	<b>SCHEDULED MEETINGS, TRAININGS, DEADLINES</b> <b>Monthly SOCRC meetings are held in person on Mondays from 1 pm- 2:30 pm at Quail Hill Community Center: 39 Shady Canyon Dr, Irvine, CA 92603</b>  Below is the remaining schedule for 2025: <ul style="list-style-type: none"> <li>• March 24</li> <li>• April 28</li> <li>• May 19</li> <li>• June 30</li> <li>• July 28</li> <li>• August 25</li> <li>• September 29</li> <li>• October 27</li> <li>• November 17</li> <li>• December 15</li> </ul>		
10.	<b>ADJOURNMENT</b>		2:30 pm

### South Orange County Regional Consortium

*Empowering Adult Learners for Lifelong Success.*

- Capistrano Unified School District • Coastline ROP • College and Career Advantage • Irvine Unified School District • Irvine Valley College
- Laguna Beach Unified School District • Orange County Department of Education • Saddleback College
- Saddleback Valley Unified School District • Tustin Unified School District

**The Mission of the South Orange County Regional Consortium is to equip adult learners with the life, language, and career skills to achieve their personal and professional goals, and become active members of their communities.**

## Timeline/ Due Dates

\* Items with an asterisk are consortium deliverables

### February 2025

- **Feb 28:** Preliminary allocations for 2025-26 and 2026-27 released by this date.

### March 2025

- **Mar 1:** 22/23 and 23/24 and 24/25 Member expense report is due in NOVA. (Q2)\*
- **Mar 31:** End of Q3
- **Mar 31:** 22/23 and 23/24 and 24/25 Member Expense Report certified by Consortia in NOVA (Q2) \*

### April 2025

- **Apr 30:** Student Data due in TOPSPro (Q3)
- **Apr 30:** Employment and Earnings Follow-up Survey

### May 2025

- **May 2:** CFAD for 2025-26 due in NOVA \*

## June 2025

- **Jun 1:** 24/25 Member Expense Report due in NOVA (Q3)
- **Jun 20:** CAEP Three-Year Plan Due
- **Jun 30:** 24/25 Member Expense Report certified by Consortia in NOVA (Q3) \*
- **Jun 30:** End of Q4

## July 2025

- **Jul 15:** Student Data due in TOPSPro (Q4) FINAL

## August 2025

- **Aug 15:** Annual Plan for 2025-26 due in NOVA \*

## September 2025

- **Sep 1:** 23/24 and 24/25 Member Expense Report due in NOVA (Q4)
- **Sep 1:** 25/26 Certification of Allocation Amendment due in NOVA
- **Sep 30:** 23/24 and 24/25 Member Expense Report certified by Consortia in NOVA (Q4) \*
- **Sep 30:** 25/26 Member Program Year Budget and Work Plan due in NOVA
- **Sep 30:** End of Q1

## October 2025

- **Oct 30:** 25/26 Member Program Year Budget and Work Plan certified by Consortia in NOVA \*
- **Oct 31:** Student data due in TOPSPro (Q1)
- **Oct 31:** Employment and Earnings Follow-up Survey

## November 2025

- **Nov 14:** Written Expenditure Plan (WEP)\* Only for consortia who have exceeded 20% carryover.

## December 2025

- **Dec 1:** 23/24, 24/25 & 25/26 Member Expense Report Due in NOVA (Q1)
- **Dec 1:** July 1, 2024 to June 30, 2025 Instructional Hours and Expenses by Program Area due (actuals) in NOVA and certified by Consortium \*
- **Dec 31:** 23/24, 24/25 & 25/26 Member Expense Report certified by Consortia in NOVA (Q1)
- **Dec 31:** End of Q2