NOCRC

NORTH ORANGE COUNTY REGIONAL CONSORTIUM
FOR ADULT EDUCATION

CALIFORNIA
ADULT EDUCATION

# California Adult Education Program (CAEP) Onboarding Packet

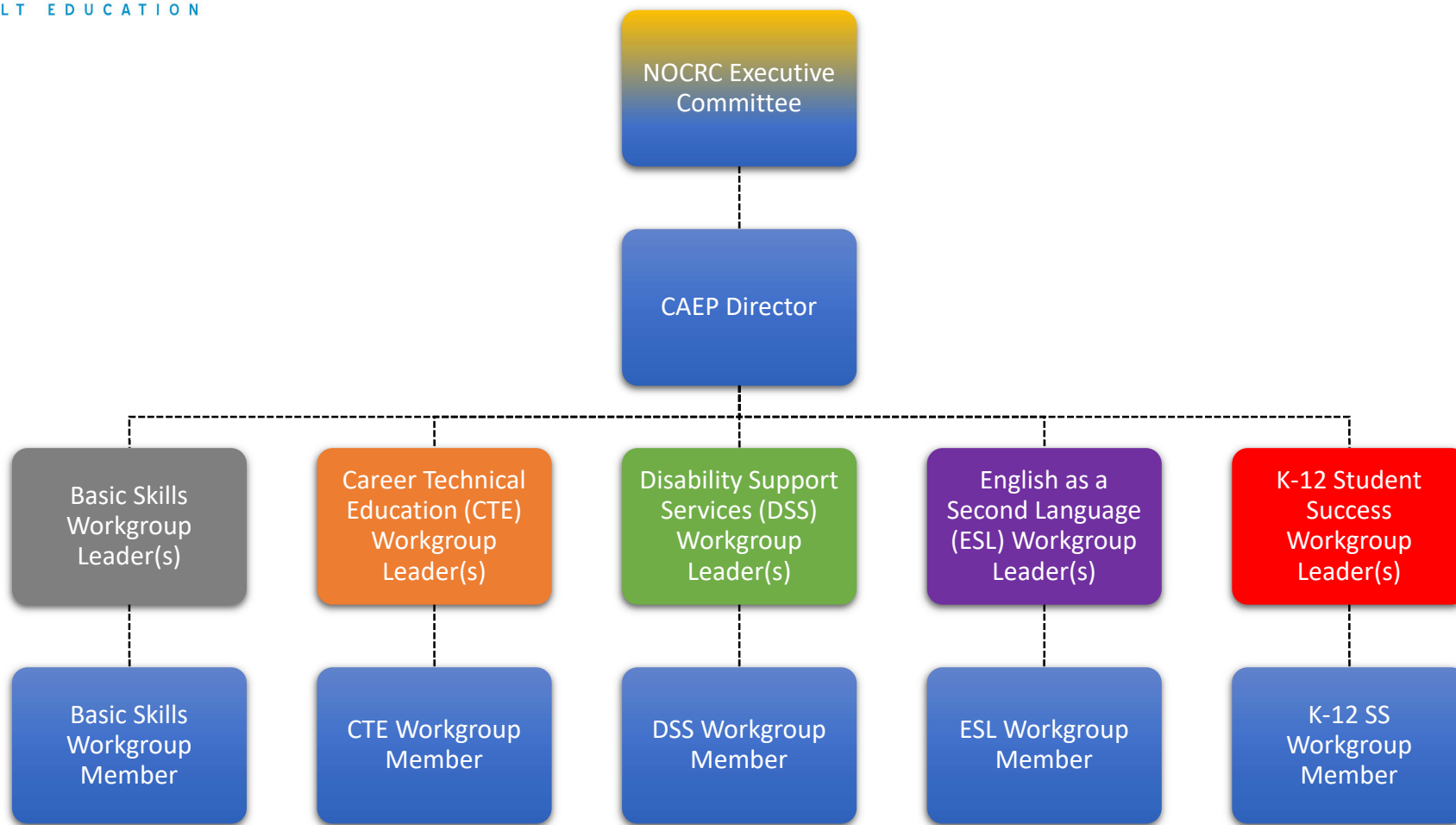# Table of Contents

NOCRC Overview

North Orange County Regional Consortium for Adult Education (NOCRC) strives to improve and expand adult education in North Orange County. Established in 2014 as a result of California legislation AB 86, NOCRC's membership includes community colleges, K-12 school districts, county offices of education, and other community partners in the region.

NOCRC serves a population of more than 900,000 adult learners in North Orange County, including English language learners (ELL), those unemployed and/or undereducated, and individuals with disabilities. Collaborating with academic, industry, and community partners, NOCRC identifies and implements strategies to connect underserved individuals with educational opportunities to reach academic, professional, and personal goals, such as mastering the English language, gaining expertise in parenting, accessing high-demand workforce opportunities, or obtaining a high school diploma or GED/HiSET certificate, to name a few.

Boundaries
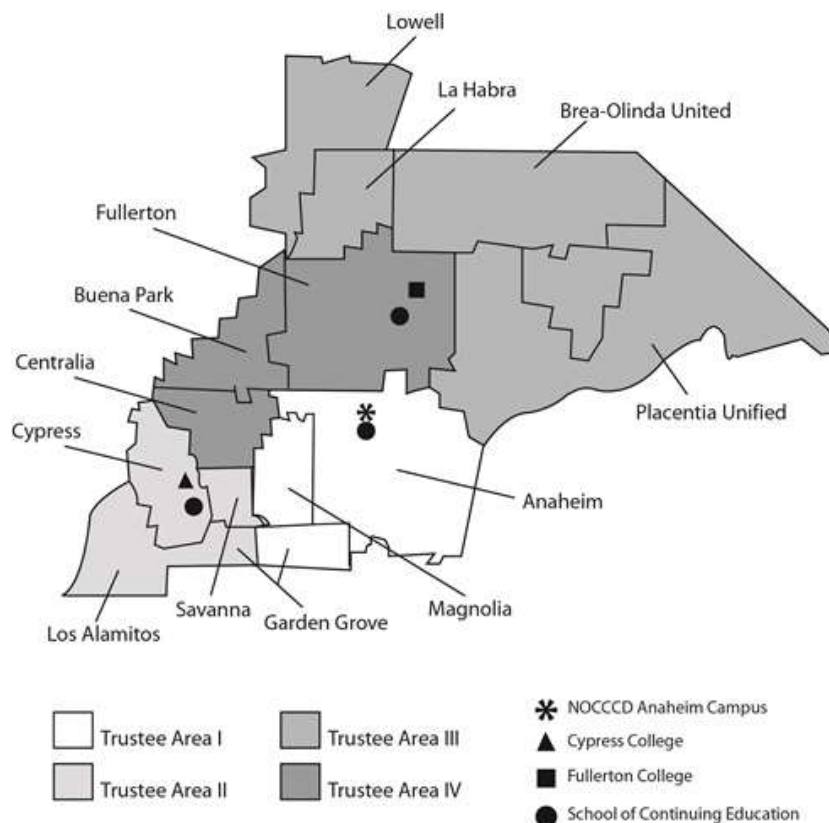
North Orange County Regional Consortium for Adult Education
Strategic Proposal Decision-Making Flow Chart


```
                    NOCRC Executive
                      Committee
                          |
                     CAEP Director
        ┌────────┬──────────┼──────────┬────────┐
   Basic Skills    Career      Disability    English as a   K-12 Student
   Workgroup    Technical    Support       Second         Success
   Leader(s)    Education    Services      Language       Workgroup
                (CTE)        (DSS)         (ESL)          Leader(s)
                Workgroup    Workgroup     Workgroup
                Leader(s)    Leader(s)     Leader(s)
        |           |            |             |              |
   Basic Skills   CTE          DSS           ESL           K-12 SS
   Workgroup    Workgroup    Workgroup     Workgroup      Workgroup
   Member       Member       Member        Member         Member
```

Strategic proposals are created by the workgroups and then submitted to the CAEP Director for review. The proposal is then presented to the NOCRC Executive Committee for discussion and vote.

- *CAEP workgroups members need to reach full consensus or by majority for strategies and proposals to be presented to Executive Committee. The only voting item that workgroups are permitted to authorize are for budget transfer under $35,000, which must be presented as an informational item to Executive Committee. The NOCRC Executive Committee members have the authority to vote on strategies, proposals, budgets, and other items required by the grant or the consortium protocols.*
- *CAEP Director reviews the recommendations for compliance and good use of funding and connects back with NOCRC workgroup leader(s) to address questions or concerns, if necessary.*
- *An additional step is to attain State approval for further vetting, if necessary.*
- *Finally, the recommendations are presented to our EC voting members for a vote.*

NOCRC Roles and Expectations

NOCRC Workgroup Members: NOCRC workgroups are subcommittees, representing each of the California adult education program areas – ESL, CTE, DSS, Basic Skills/High School Diploma, and K-12 Student Success consortium members. They were developed as part of the consortium's regional comprehensive plan to strategize ways to address gaps in existing student needs. Workgroup members are comprised of faculty, staff, managers, and student services professionals from the consortium members that have a vested and expertise in a specific program area.

The purpose of the workgroups is to generate ideas that eventually turn into strategy proposals, proposed action research activities, and projects aligned with the goals and objectives of California Adult Education Program (CAEP). They meet on a regular basis to discuss gaps in services within the region and come up with what they consider to be the most effective ways to address these gaps.

NOCRC Workgroup Leaders: NOCRC Workgroup Leaders coordinate with the CAEP Director to present strategy proposals generated in the workgroup meetings to the NOCRC Executive Committee for a vote.

CAEP Director: The CAEP Director's role is to provide support and guidance to all consortium members, vet strategy proposals and recommendations from the NOCRC Workgroups for compliance and good use of funding, develop guidelines and structures for NOCRC and its operations, monitor the implementation of CAEP plans, and ensure the evaluation of consortium activities and their effectiveness as they pertain to CAEP outcomes. The CAEP Director serves as a liaison for all NOCRC members, community partners, and other stakeholders, and represents NOCRC at regional and state venues.

NORTH ORANGE COUNTY REGIONAL CONSORTIUM FOR ADULT EDUCATION WORKGROUPS

*NOCRC workgroups are subcommittees, representing each of the California adult education program areas – **ESL, CTE, DSS, Basic Skills/High School Diploma, and K-12 Student Success** – made up of representatives from consortium members. They were developed as part of the consortium's regional comprehensive plan to strategize ways to address gaps in existing student needs. Workgroups are comprised of faculty, staff, managers, and student services professionals from the consortium members that have a vested and expertise in a specific program area.*

The purpose of the workgroups is to generate ideas that eventually turn into strategy proposals, proposed action research activities, and projects aligned with the goals and objectives of California Adult Education Program (CAEP). They meet on a regular basis to discuss gaps in services within the region and come up with what they consider to be the most effective ways to address these gaps.

Basic Skills/High School Diploma: The Basic Skills/High School Diploma workgroup is committed to addressing the needs of adult students looking to get their high school diploma or GED, as well as those who have already received a diploma and are hoping to further their studies at a community college. The workgroup's current strategies provide alternative pathways to high school completion to adult students who do not have enough credits to graduate on time or who have already dropped out, and aids graduates in the transition to a community college.

Career Technical Education (CTE): The CTE workgroup develops and implements strategies to increase student awareness of Career Education programs, enhance student learning and student success, facilitate transition to post-secondary education, assist with job placement, and promote career success. In order to further support job placement and long-term career success, the CTE workgroup developed the position of Career Pathways Specialist to provide individualized career services to adult students and facilitate workshops on employment readiness topics such as resume writing and interview techniques, as well as employability topics including empathy, social intelligence, and adaptability.

Disability Support Services (DSS): The Disability Support Services (DSS) workgroup provides instruction services, workforce programs, transition support, mental health services that support adults with disabilities. There is an emphasis on improving independent living, employment and higher education goals of our students. Some of the services we provide are transition counseling where we support K-12 students as they transition to adult education, peer mentorship that focuses on developing awareness of services available as well as a sense of belonging for newly transitioned students, workforce programs that support students in job readiness, placement and continual support, as well as a lab, which offers support to students with Autism Spectrum Disorder (ASD), called the Academics, Relationships, Independence, Self-Advocacy, Emotional Health ARISE lab for short. The lab provides a physical space where students with ASD can decompress, seek guidance, and socialize with their peers. The lab is also home to an on-site academic counselor and staff members for students who need guidance or just want someone to talk to.

English as a Second Language (ESL): The ESL workgroup is actively expanding and building upon a network of programs and services to help the regional ESL population easily transition into post-secondary education and/or the workplace. These services include increasing access to citizenship and ESL classes by providing childcare, offering academic success courses for transition into higher level credit ESL courses, and counseling services, which include developing educational plans and providing information about programs, resources, and services available for NOCCCD ESL students.

K-12 Student Success: The K-12 Student Success Workgroup provides education and training services to parents, educators, and professionals working with elementary and secondary school students promote academic achievement in school. Most recently, the K-12 Student Success Workgroup has collaborated with regional partners to offer various Love & Logic® adult education classes and workshops throughout the region.

For more information please contact:

Janeth Manjarrez | Director, CAEP

jmanjarrez@NOCE.edu | 714.462.9579

North Orange County Regional Consortium Adult Education Pipeline LaunchBoard 2018-19 Data Brief

June 2020

Background

Data relevant to Adult Education Initiative is presented in the Community College Chancellor's Office (CCCCO) LaunchBoard. The **LaunchBoard Adult Education Pipeline** dashboard presents data on enrollments, progress, and outcomes for students served by the California Adult Education Program (CAEP). According to the State Chancellor's Office, "more than a million students that enroll in noncredit community colleges and K12 adult education programs funded by CAEP have an opportunity for moving on to transfer-level coursework and/or the workforce[1]." CAEP is a result of two legislative Assembly Bills – (1) AB 86, which established regional consortia throughout the state to implement the expansion of adult education, and (2) AB 104, passed in 2015, which financially supported regional consortia with over $500 million in funding to 72 community college districts and more than 300 K12 districts and county offices of education.

In 2018, the Adult Education Pipeline became accessible in LaunchBoard to track a variety of metrics for regions, consortia, and institutions that provide adult education. The dashboard presents data for overall student as well as students by the type of program they participate in: English as a Second Language (ESL), Adult Basic Education (ABE), Adult Secondary Education (ASE), Career Technical Education (CTE) students with high employment potential, including those in workforce preparation, pre-apprenticeship training programs and short-term CTE, programs for adult with disabilities (AWD), and adults training to support child school success. Students are also broken down into two categories: adults served and participants. Adults served are those who are at least 16 years of age at the time of entry and receive any support services or participate in at least one instructional contact hour at a K12 adult school or noncredit community college program that is part of an adult education consortium[2]. Participants are considered reportable individuals who receive 12 or more instructional contact hours within the academic year[3]. The 12 contact hours can come from enrollment in any combination of CAEP programs. Participants are counted within a program area when there is at least one program flag or one instructional contact hour matching the program criteria. Progress and outcome metrics are only calculated for participants.

The most recent data presented in the adult education pipeline dashboard is 2018-19 for academic outcomes and 2017-18 for employment and transition outcomes. This data brief will present a snapshot of the data for the North Orange County Regional Consortium (NOCRC) as presented in the LaunchBoard for the CAEP outcomes related to progress, transition, success/completion, and employment and wages.

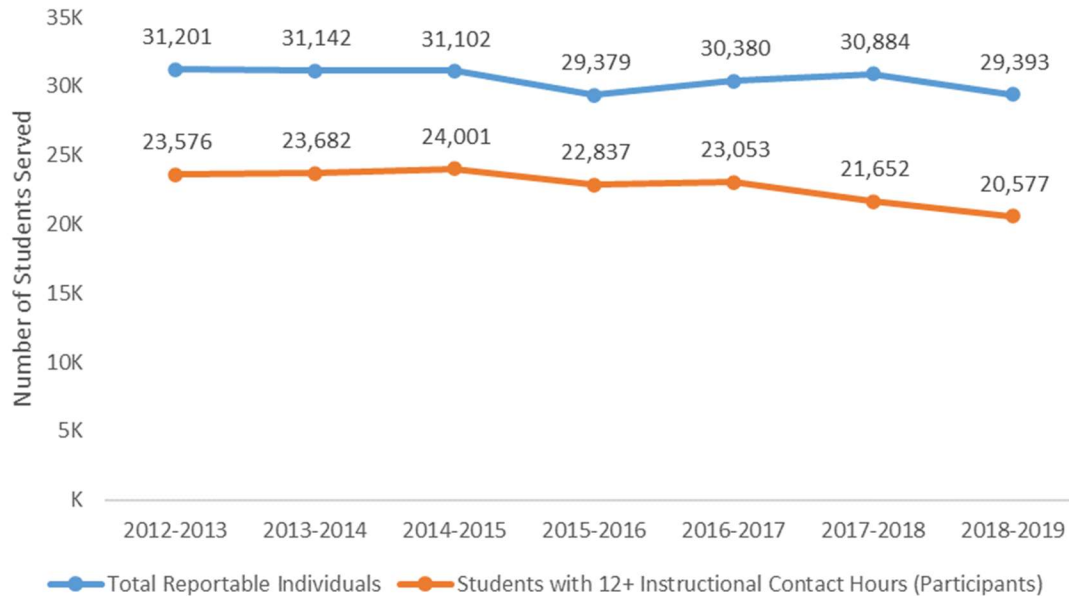[1] CCCCO website on What is CAEP: https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/California-Adult-Education-Program

[2] Note. Students underage of 18 are eligible as emancipated minors to enroll in adult education.

[3] Data is displayed on the Adult Education Pipeline dashboard according to program year (PY). This term is interchangeable with academic year.

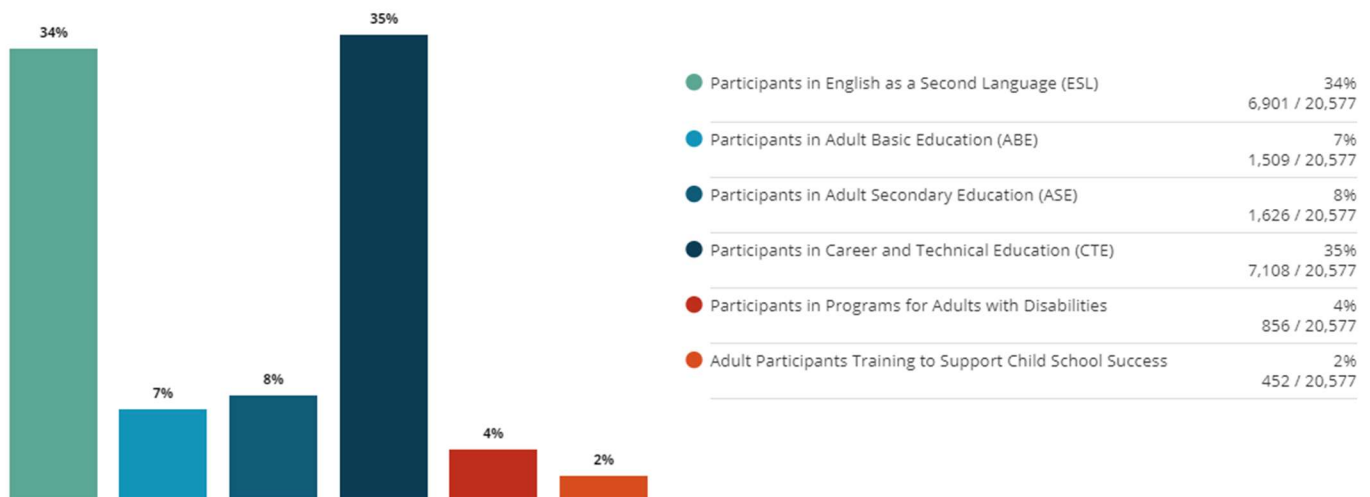## Total Reportable Individuals and Participants

*The chart below presents the unduplicated count of adults (**reportable individuals**) who received any services and/or were enrolled in any course provided by any adult education program including adults who had one or more instructional hours in any noncredit course and/or who received support services in the selected year. Additionally, it presents, among all reportable individuals, the number of **participants** who had 12 or more hours of instruction and enrolled in a recognized adult education program.*

Total Reportable Individuals:
- 2012-2013: 31,201
- 2013-2014: 31,142
- 2014-2015: 31,102
- 2015-2016: 29,379
- 2016-2017: 30,380
- 2017-2018: 30,884
- 2018-2019: 29,393

Students with 12+ Instructional Contact Hours (Participants):
- 2012-2013: 23,576
- 2013-2014: 23,682
- 2014-2015: 24,001
- 2015-2016: 22,837
- 2016-2017: 23,053
- 2017-2018: 21,652
- 2018-2019: 20,577

Students and Programs

Many different types of students are enrolled in adult education programs for different goals. Below is a breakdown of NOCRC participants by CAEP program areas.

70% of 29,393 adults served had 12+ contact hours (participants) in 2018-2019.

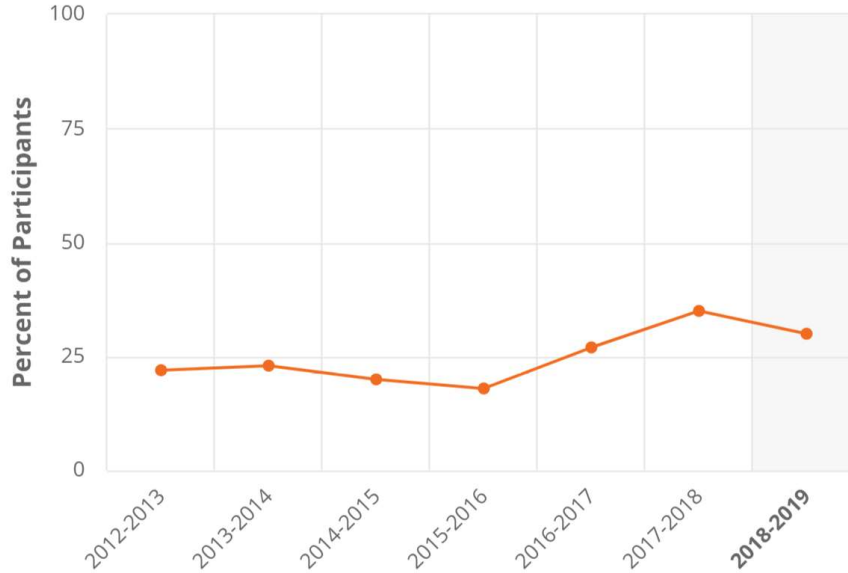| Program Area	Percent	Count
Participants in English as a Second Language (ESL)	34%	6,901 / 20,577
Participants in Adult Basic Education (ABE)	7%	1,509 / 20,577
Participants in Adult Secondary Education (ASE)	8%	1,626 / 20,577
Participants in Career and Technical Education (CTE)	35%	7,108 / 20,577
Participants in Programs for Adults with Disabilities	4%	856 / 20,577
Adult Participants Training to Support Child School Success	2%	452 / 20,577

Completed One or More Educational Functional Levels

Among all participants in ESL, ABE, and ASE with an exit test, the unduplicated number of students who improved skills by one or more Educational Functioning Levels in the selected year.

● North Orange County Regional Consortium for Adult Education (NOCRC), All, 2018-2019
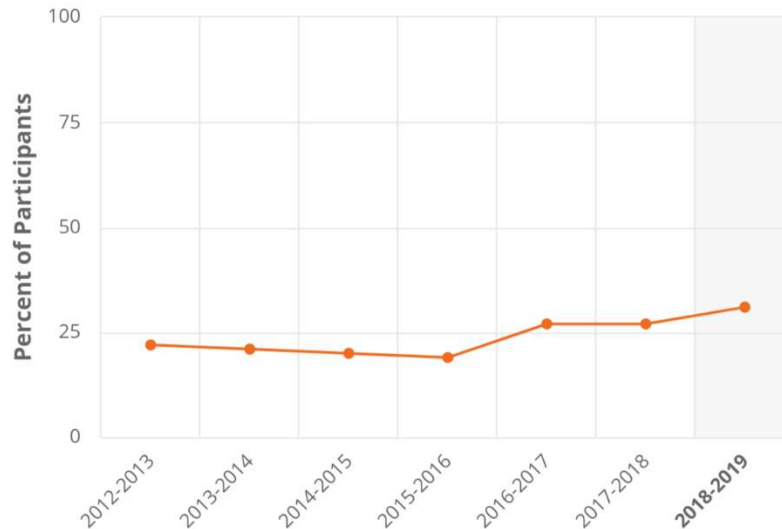
Year	Outcome/Participants	%
2012-13	2,412/11,201	22%
2013-14	2,643/11,437	23%
2014-15	2,323/11,676	20%
2015-16	1,963/10,860	18%
2016-17	3,059/11,304	27%
2017-18	3,712/10,662	35%
2018-19	2,672/8,941	30%

Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System

Completed a Workforce Prep Milestone

Among all participants, the number who completed a noncredit career education or workforce preparation course or had 48 or more contact hours in a noncredit career education or workforce preparation course in the selected year with drill down by program.

● North Orange County Regional Consortium for Adult Education (NOCRC), All, 2018-2019

Year	Outcome/Participants	%
2012-13	5,277/23,576	22%
2013-14	5,055/23,682	21%
2014-15	4,903/24,001	20%
2015-16	4,438/22,837	19%
2016-17	6,283/23,053	27%
2017-18	5,748/21,652	27%
2018-19	6,277/20,577	31%

Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System

Occupational Skills Gain

Among all participants, the number who completed a CTE technical skills course or training milestone in the selected year.
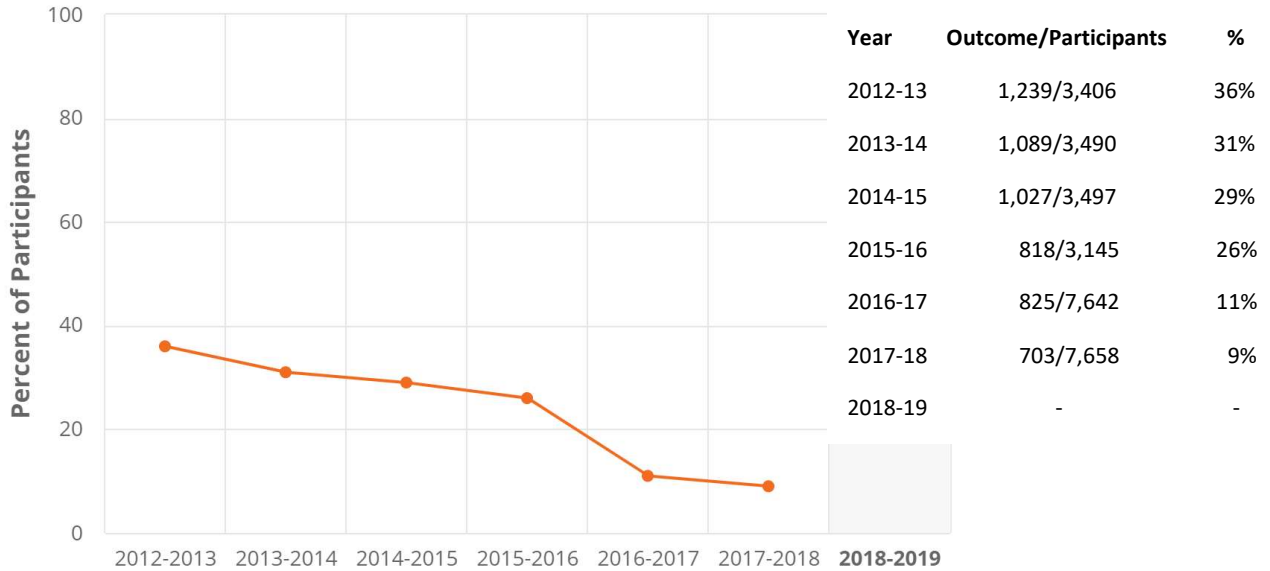
● North Orange County Regional Consortium for Adult Education (NOCRC), All, 2018-2019

Year	Outcome/Participants	%
2012-13	442/23,576	2%
2013-14	423/23,682	2%
2014-15	428/24,001	2%
2015-16	471/22,837	2%
2016-17	5,563/23,053	24%
2017-18	5,598/21,652	26%
2018-19	6,238/20,577	30%
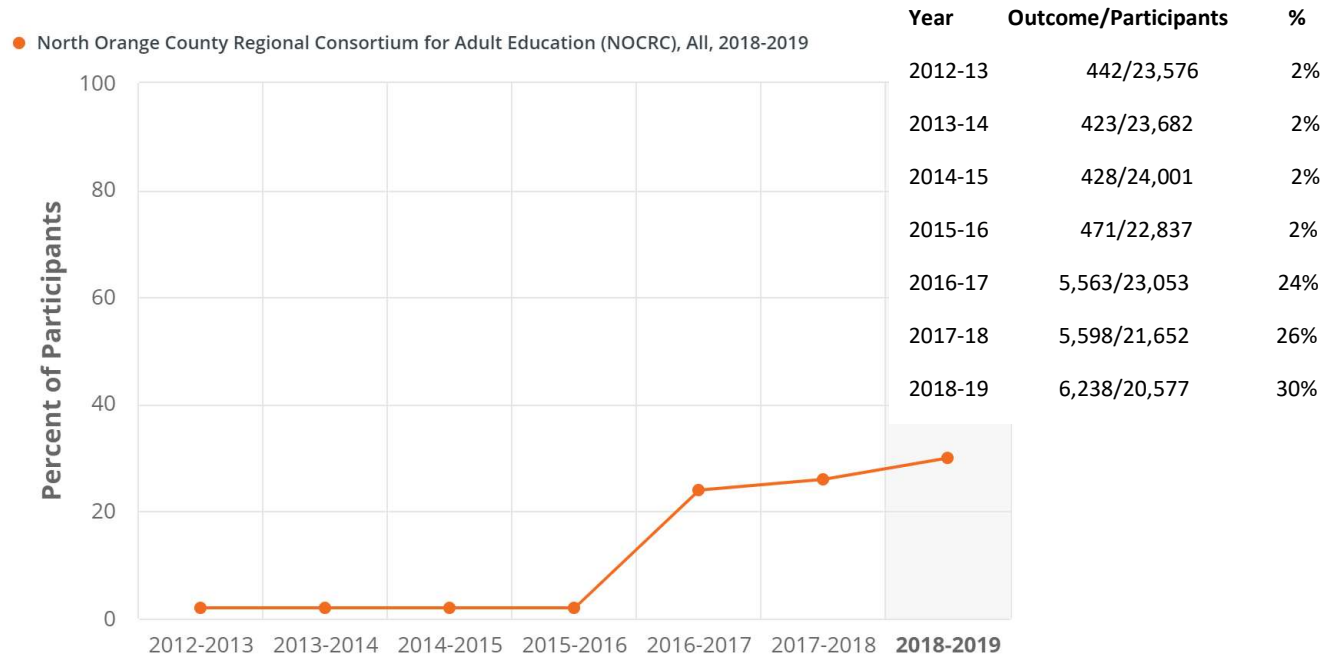
Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System

Transition

Transition to ASE

Among all ESL or ABE participants, the number who subsequently enrolled in 12 or more instructional contact hours in an ASE program area within the same or subsequent year for the first time ever at any institution.

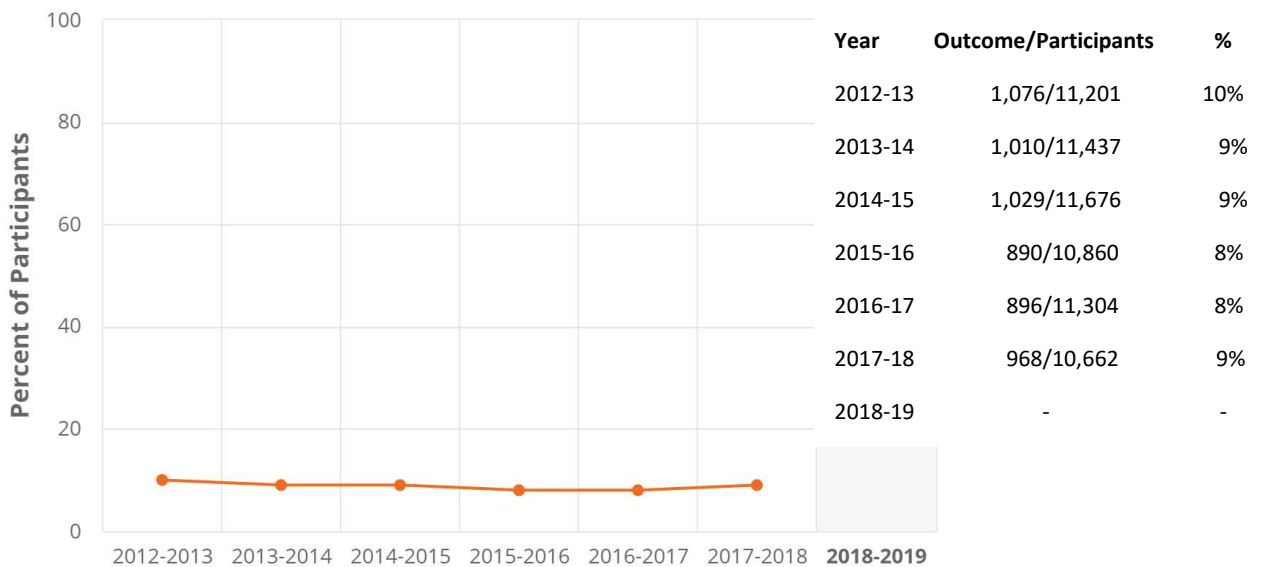● North Orange County Regional Consortium for Adult Education (NOCRC), All, 2018-2019

Year	Outcome/Participants	%
2012-13	1,239/3,406	36%
2013-14	1,089/3,490	31%
2014-15	1,027/3,497	29%
2015-16	818/3,145	26%
2016-17	825/7,642	11%
2017-18	703/7,658	9%
2018-19	-	-

Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System

ESL, ABE and ASE Participants Who Transition to Postsecondary

Among all ESL, ABE and ASE Participants, the number who transition by enrolling in either a K12 adult education or community college noncredit or credit CTE course, or a non-developmental credit college course for the first time at any institution within the selected or subsequent year.

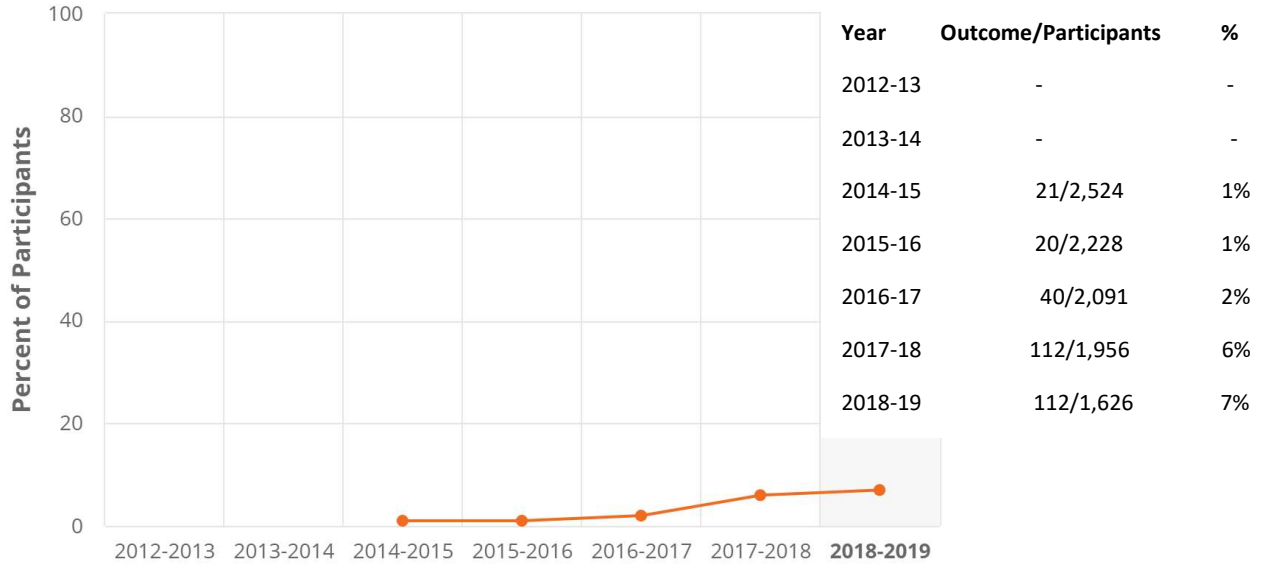● North Orange County Regional Consortium for Adult Education (NOCRC), All, 2018-2019

Year	Outcome/Participants	%
2012-13	1,076/11,201	10%
2013-14	1,010/11,437	9%
2014-15	1,029/11,676	9%
2015-16	890/10,860	8%
2016-17	896/11,304	8%
2017-18	968/10,662	9%
2018-19	-	-

Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System

Success/Completion

Participants Who Earned a Diploma, GED, or High School Equivalency

Among ASE Participants, the number who earned a diploma or high school equivalency in the selected year.

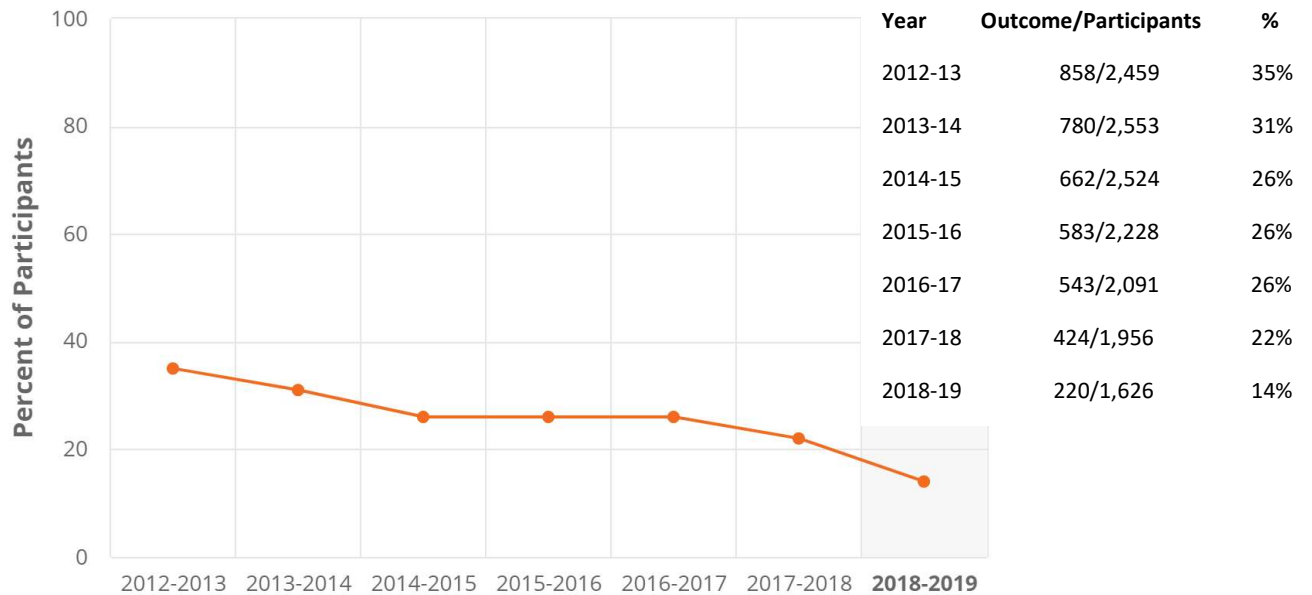● North Orange County Regional Consortium for Adult Education (NOCRC), All, 2018-2019

Year	Outcome/Participants	%
2012-13	-	-
2013-14	-	-
2014-15	21/2,524	1%
2015-16	20/2,228	1%
2016-17	40/2,091	2%
2017-18	112/1,956	6%
2018-19	112/1,626	7%

Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System

Participants Who Completed a Postsecondary Credential

Among all ASE participants, the number who subsequently earned any postsecondary credential (ever).

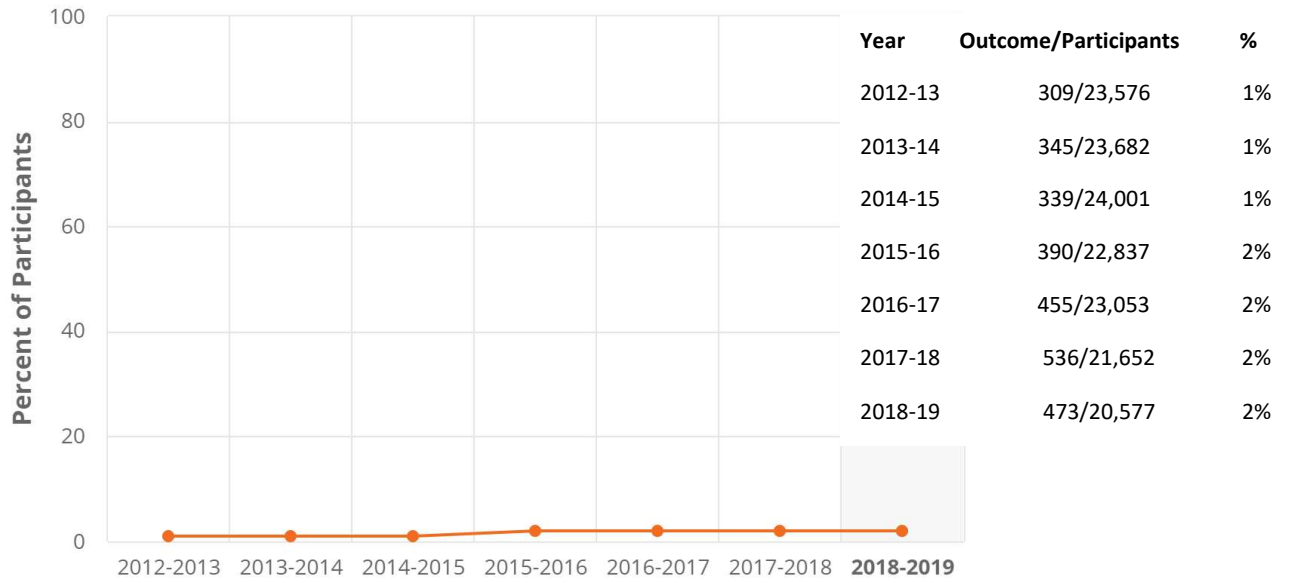● North Orange County Regional Consortium for Adult Education (NOCRC), All, 2018-2019

Year	Outcome/Participants	%
2012-13	858/2,459	35%
2013-14	780/2,553	31%
2014-15	662/2,524	26%
2015-16	583/2,228	26%
2016-17	543/2,091	26%
2017-18	424/1,956	22%
2018-19	220/1,626	14%

Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System

Participants Who Earned a Postsecondary CTE Certificate

Among all participants, the number who earned a WIOA-recognized postsecondary certificate in a K12 adult school or college noncredit program in the selected year.

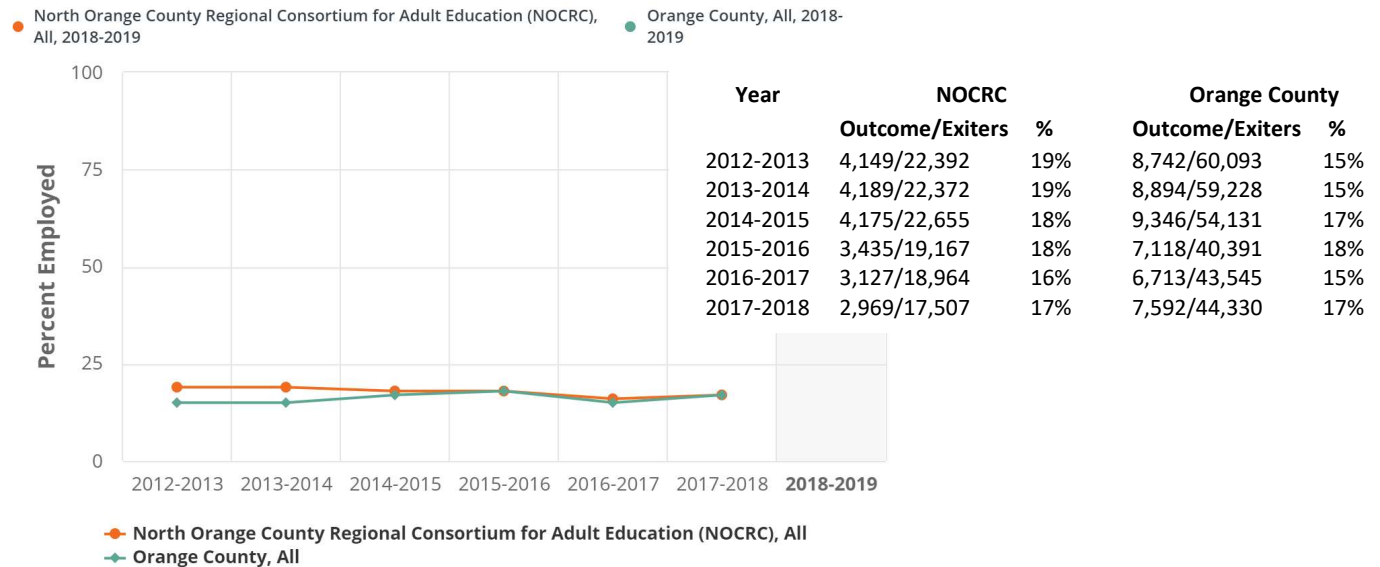● North Orange County Regional Consortium for Adult Education (NOCRC), All, 2018-2019

Year	Outcome/Participants	%
2012-13	309/23,576	1%
2013-14	345/23,682	1%
2014-15	339/24,001	1%
2015-16	390/22,837	2%
2016-17	455/23,053	2%
2017-18	536/21,652	2%
2018-19	473/20,577	2%

Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System

Employment and Wages

NOCRC is within Orange County; thus, NOCRC's employment and wages data is compared to the overall Orange County region.
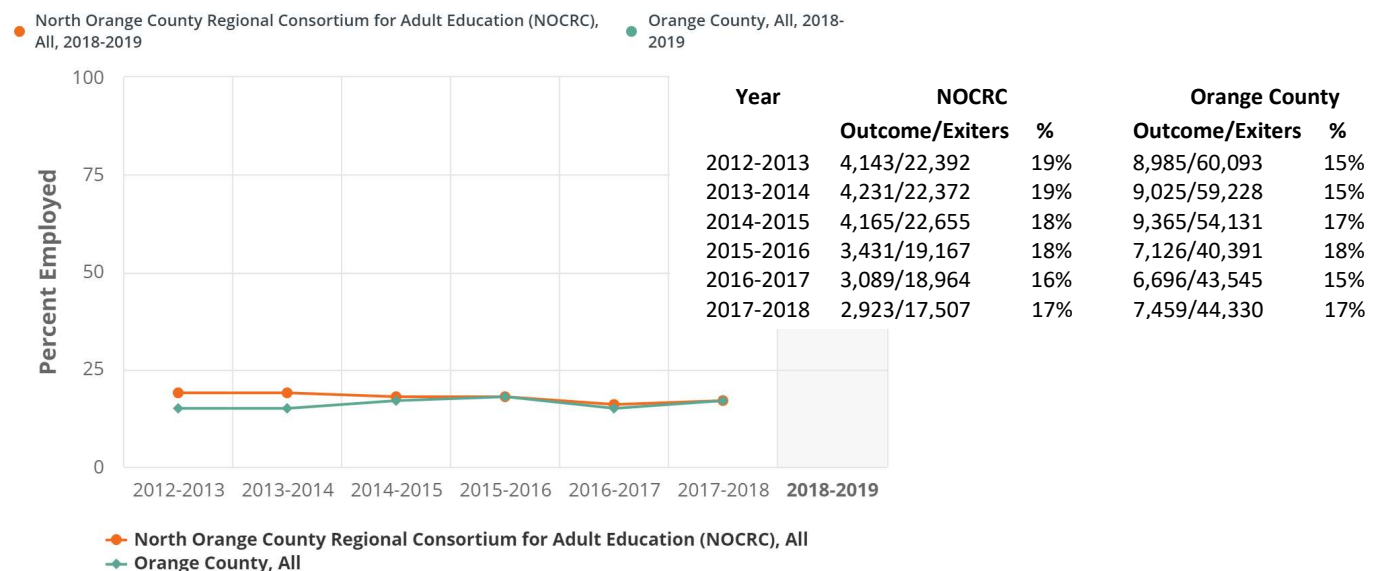
Employment Two Quarters After Exit

Among exiters, the number of participants who were employed two fiscal quarters after exiting adult school.

North Orange County Regional Consortium for Adult Education (NOCRC), All, 2018-2019 ● Orange County, All, 2018-2019 ●

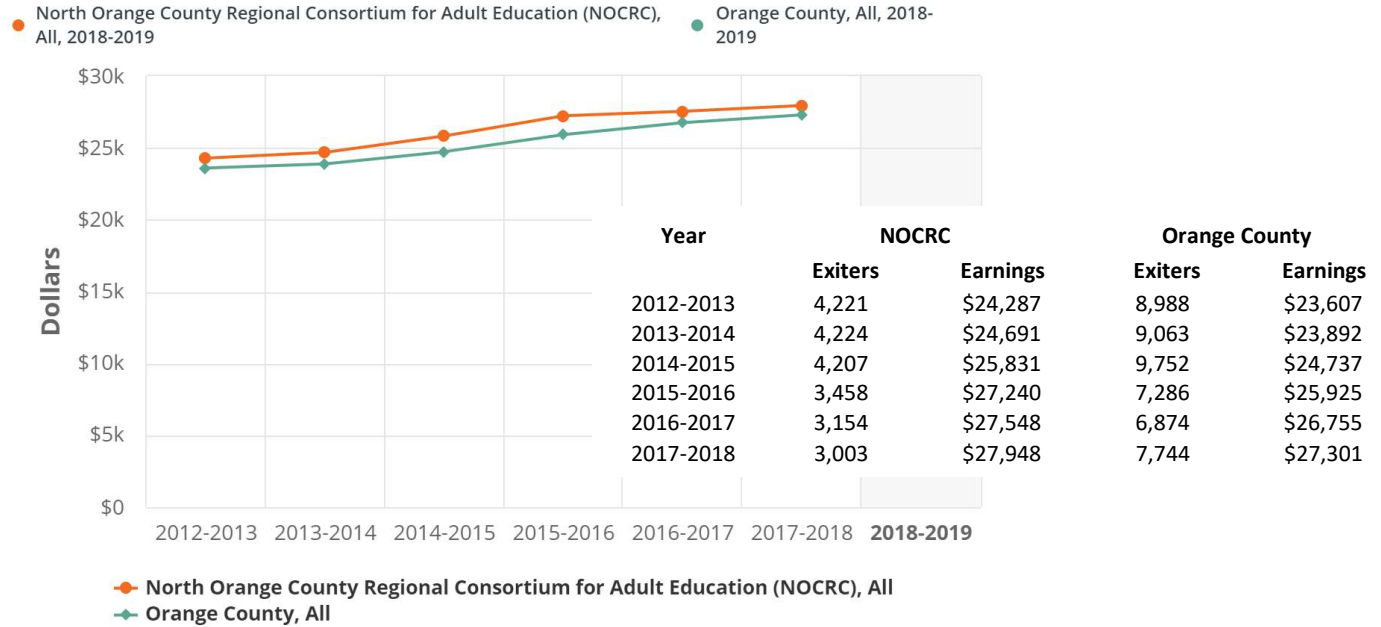| Year	NOCRC Outcome/Exiters	%	Orange County Outcome/Exiters	%
2012-2013	4,149/22,392	19%	8,742/60,093	15%
2013-2014	4,189/22,372	19%	8,894/59,228	15%
2014-2015	4,175/22,655	18%	9,346/54,131	17%
2015-2016	3,435/19,167	18%	7,118/40,391	18%
2016-2017	3,127/18,964	16%	6,713/43,545	15%
2017-2018	2,969/17,507	17%	7,592/44,330	17%

Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Wage File

Employment Four Quarters After Exit

Among exiters, the number of participants who were employed four fiscal quarters after exiting adult school.

North Orange County Regional Consortium for Adult Education (NOCRC), All, 2018-2019 ● Orange County, All, 2018-2019 ●

Year	NOCRC Outcome/Exiters	%	Orange County Outcome/Exiters	%
2012-2013	4,143/22,392	19%	8,985/60,093	15%
2013-2014	4,231/22,372	19%	9,025/59,228	15%
2014-2015	4,165/22,655	18%	9,365/54,131	17%
2015-2016	3,431/19,167	18%	7,126/40,391	18%
2016-2017	3,089/18,964	16%	6,696/43,545	15%
2017-2018	2,923/17,507	17%	7,459/44,330	17%

Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Wage File

Median Annual Earnings

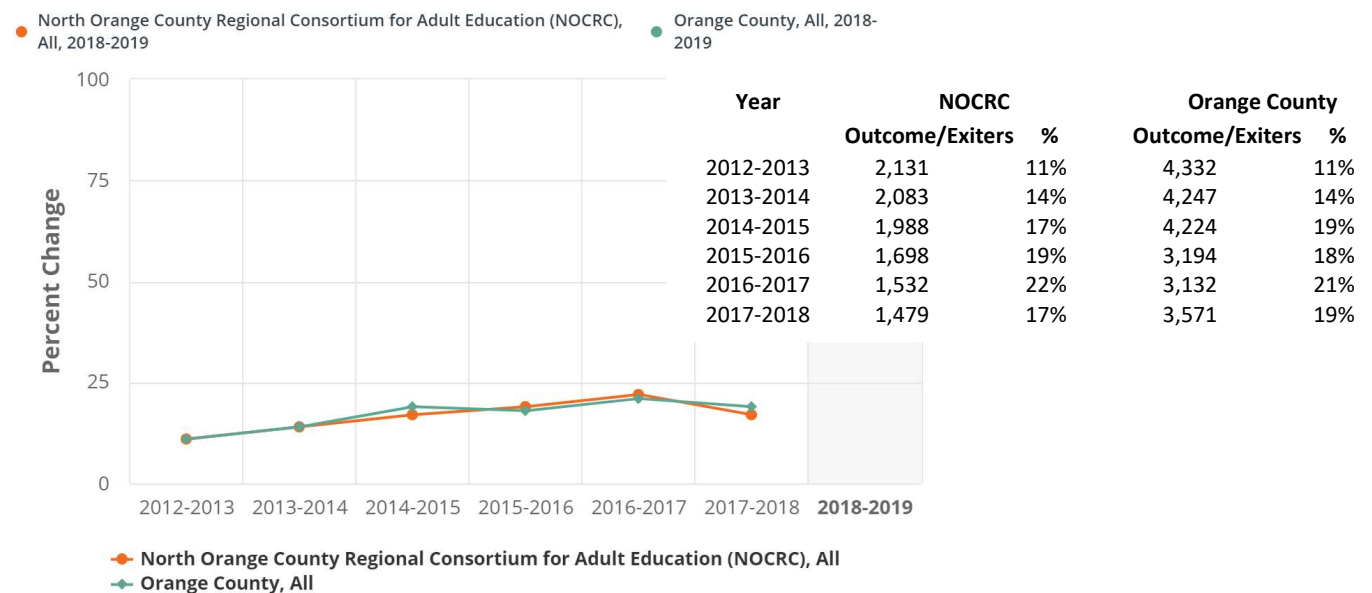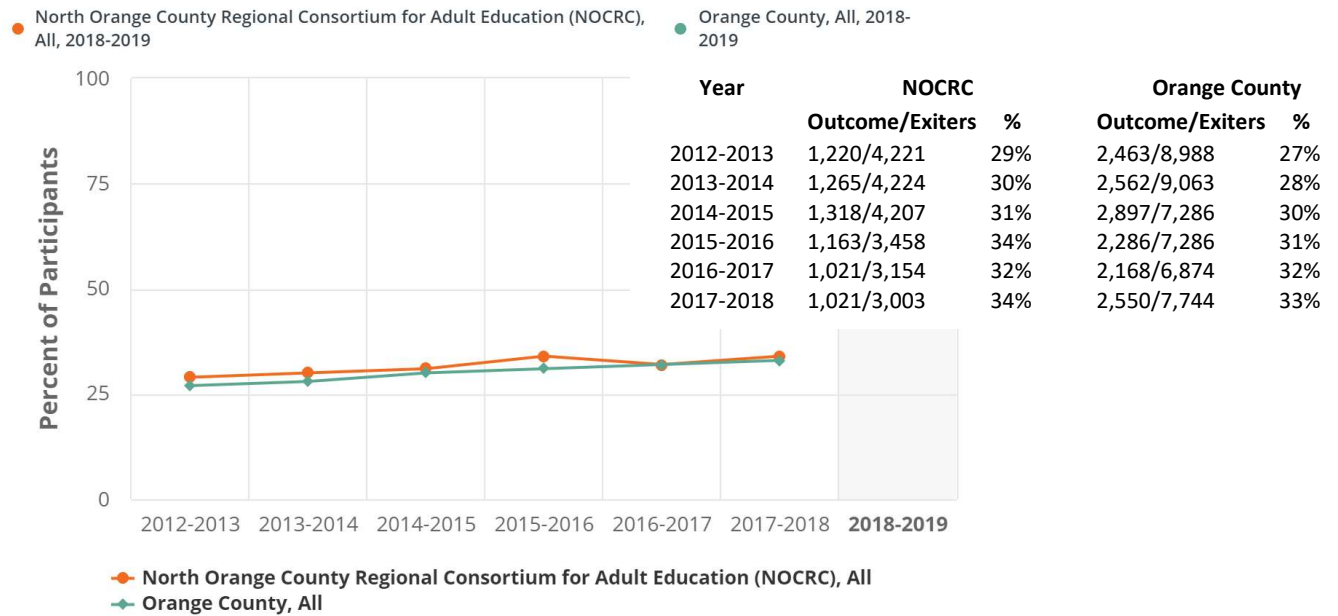*The median annual earnings of exiting participants following their academic year of exit.*

● North Orange County Regional Consortium for Adult Education (NOCRC), All, 2018-2019   ● Orange County, All, 2018-2019

Year	NOCRC		Orange County	
	Exiters	**Earnings**	**Exiters**	**Earnings**
2012-2013	4,221	$24,287	8,988	$23,607
2013-2014	4,224	$24,691	9,063	$23,892
2014-2015	4,207	$25,831	9,752	$24,737
2015-2016	3,458	$27,240	7,286	$25,925
2016-2017	3,154	$27,548	6,874	$26,755
2017-2018	3,003	$27,948	7,744	$27,301

●— North Orange County Regional Consortium for Adult Education (NOCRC), All
●— Orange County, All

Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Wage File

Change in Earnings

The median change in earnings of exiting participants between the second quarter prior to the academic year of entry at any institution and the second quarter after the academic year of exit from the last institution attended.

● North Orange County Regional Consortium for Adult Education (NOCRC), All, 2018-2019   ● Orange County, All, 2018-2019

Year	NOCRC		Orange County	
	Outcome/Exiters	**%**	**Outcome/Exiters**	**%**
2012-2013	2,131	11%	4,332	11%
2013-2014	2,083	14%	4,247	14%
2014-2015	1,988	17%	4,224	19%
2015-2016	1,698	19%	3,194	18%
2016-2017	1,532	22%	3,132	21%
2017-2018	1,479	17%	3,571	19%

●— North Orange County Regional Consortium for Adult Education (NOCRC), All
●— Orange County, All

Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Wage File

Annual Earnings Compared to the Living Wage

Number and percentage of exiting participants in the selected year who earned a living wage, based on annual earnings, compared to the standard-of-living wage for a single individual for each county by consortium.

● North Orange County Regional Consortium for Adult Education (NOCRC), All, 2018-2019 ● Orange County, All, 2018-2019

Year	NOCRC Outcome/Exiters	%	Orange County Outcome/Exiters	%
2012-2013	1,220/4,221	29%	2,463/8,988	27%
2013-2014	1,265/4,224	30%	2,562/9,063	28%
2014-2015	1,318/4,207	31%	2,897/7,286	30%
2015-2016	1,163/3,458	34%	2,286/7,286	31%
2016-2017	1,021/3,154	32%	2,168/6,874	32%
2017-2018	1,021/3,003	34%	2,550/7,744	33%

—●— North Orange County Regional Consortium for Adult Education (NOCRC), All
—+— Orange County, All

Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System, Employment Development Department

Unemployment Insurance Wage File, Insight Center for Community Economic Development, Living Wage table

Final Thoughts

NOCRC Data Brief presents valuable data that is intended to provide the NOCRC community a snapshot of the CAEP metrics reported annually to the legislature for Adult Education in California. The purpose of including state defined metrics is to provide the NOCRC community a sense of how overall the consortium is performing, in addition to presenting how the state interprets and measures NOCRC data. This is a publicly available data and is intended to provide metrics through student journey to facilitate local, regional, and state-wide conversations.

Looking forward, OIRP plans to continue to cultivate a data-driven culture within NOCRC by providing the necessary tools and holding data workshops to build internal capacity around the value of data and how to apply it to decision-making.

CAEP Outcomes

Adults Served
Adults served by members of the consortium will be disaggregated into three categories:

- Service only students.
- Students receiving 1-11 instructional contact hours in any combination of the CAEP program areas over a single program year.
- Students receiving 12 or more instruction contact hours (known as participants) in any combination of the CAEP program areas over a single program year.

Progress
Participants who have demonstrated the following measures of progress:

- Literacy Gains: gains in Educational Functioning Level (EFL) in Reading, Math, or ESL as measured by federally approved National Reporting System (NRS) instruments among Adult Basic Education (ABE [grades K-8]), Adult Secondary Education (ASE [grades 9-12]), or English as a Second Language (ESL) participants
- Improved Basic Skills: includes completion of a course in ABE, ASE, or ESL for levels below transfer or a Career Development and College Preparation (CDCP) certificate in basic skills or ESL.
- Transition to a New Program: from ABE to ASE or from ESL to ASE or from ABE/ESL/ASE to Career Technical Education (CTE).
- Occupational Skills Gain/Workforce Preparation: includes a successful noncredit CTE or workforce prep course completion

Success/Completion
Participants who have demonstrated the following measure of completion:

- Completion of High School Diplomas or Recognized Equivalents (GED, HiSET, TASC)
- Completion of Postsecondary Certificates, Degrees, or Training Programs: CDCP CTE certificates (48+ hours), locally approved certificate eligible for inclusion on the Eligible Training Provider List (ETPL) or certificates that meet the threshold or Title IV Federal Student Aid, any credit college award, certificate, degree that is not developmental.

Placement into Jobs
Participants who have demonstrated the following measure:

- Employment (new or continuing) after two or four quarters post exit.
- Entrance into Military Services

Improved Wages
Participants who have demonstrated the following measure:

- Wage gain four quarters after exit.
- Median wage attainment two quarters after exit.
- Attainment of a living wage.

Transition to Postsecondary
Participants who have demonstrated the following measure:

- Transition to noncredit or credit CTE program.
- Transition to credit courses that are not developmental.

NOCRC Strategy Proposal Scoring Rubric

Proposal Title: _____   Proposal Contact Person: _____

This rubric is designed for the evaluation of the NOCRC Strategy Proposals by the NOCRC Executive Committee Voting Members. The rubric should also be utilized by the workgroup members as a guideline to outline their planned strategy.

Introduction: Rate the proposal for each item based on the specified criteria. Then sum all the points and give the proposal a final score.

Criterion	Not at all (0 points)	Needs Improvement (1 point)	Adequate (2 Points)	Exemplary (3 points)
Background and Significance The proposal clearly identifies the problem. Regional need is well researched and at the center of the proposed strategy. The proposal aims to close regional adult education service gaps in one or more of the CAEP instructional programs.				
Regionally Inclusive The proposal incorporates Consortium Members/Partners throughout the region.				
Goals, Objectives, and Milestones The proposal clearly defines the goals, objectives, and milestones of the proposed strategy. The objectives align with the goals, and measurable milestones represent meaningful efforts to reach the objectives.				
Implementation Plan The Implementation Plan details the strategies/activities, staff roles and responsibilities, and resources needed to achieve the goals(s), objectives and milestones. It contains all components, represents a detailed realistic timeline, and identifies possible barriers and challenges.				
Data Collection Plan The proposal clearly outlines all elements of data collection, including how data will be collected, who will collect it, where it will be stored, and how data will be reported (MIS, TopsPro, Local Databases). The proposal clearly identifies methodology for self-improvement through the support of data.				
Alignment with CAEP Metrics The proposal clearly states the ways in which the proposed data collection for the strategy aligns with one or more of the CAEP Outcome metrics as described by the Adult Education LaunchBoard.				
Scalable Proposed strategy can be scaled and institutionalized.				
Budget The proposed budget is appropriate for the proposed strategy, cost effective, well justified, and linked to strategies and outcomes.				
			Total Score	

Reviewer Comments:

Reviewer Name: _____   Date: _____

Reviewer Signature: _____

NOCRC Budget Decision Making Guidelines

1. NOCRC is a student-centered consortium. Budget decisions should focus on maximizing resources to support access and success of adult learners.
2. Make decisions with the goal of developing long-term and sustainable programs.
3. While being compliant with CAEP requirements, evaluate all possible scenarios and consider innovative approaches to maximize accessibility and learning outcomes.
4. Be good stewards of human, financial, and physical resources by adopting the principle of "good use of funds" when designing CAEP strategies.
5. To increase the consortium's capacity, rely on strengths of every consortium member and avoid unnecessary duplication of services.
6. As appropriate, leverage other funding sources to ensure breadth and sustainability of NOCRC programs and services.
7. Use data when making decisions with the understanding that other, non-quantifiable, factors may be considered as well.
8. Ensure that personnel cost is not beyond 85% of the total CAEP program area
9. Review and keep in mind that higher cost should be invested in instructional activities for CAEP outcome pathway.

Criteria for Budget Reduction Strategies due to COVID-19 Emergency

1. To respond to current emergency, consider eliminating budget items supporting in-person instruction, such as facility rental agreements and current off-site locations.
2. Prioritize CAEP core services, i.e., strategies supporting outcomes in CAEP program areas.
3. Consider eliminating travel and conference fees or minimize the amount to an absolute need and only related to CAEP activities.
4. Leverage existing structure and program offerings of NOCRC members and use CAEP funds to support what is in place.
5. When considering staffing structure for CAEP strategies, review the existing and proposed permanent positions. Keep sustainability in mind.
6. One-time personnel cost will not be considered if it does not support CAEP activities only in lieu of the budget reduction (AUHSD and ROP in mind)

Criteria from the Education Code 84914 for the reduction

Keep in mind that Education Code 84914 (see below) guides the allocation process for all members. This education code governs the appropriate percentage allowed for members in good standing, and also allows for a reduced amount if members cannot or no longer wishes to follow the consortium approved CAEP annual plan (or if the member is ineffective in providing services

identified in the CAEP annual plan). For more information, please see the recently released CAEP Planning Memo. EC84914 (2) For any year for which the chancellor and the Superintendent allocate an amount of funds to the consortium less than the amount allocated in the prior year, the amount of funds to be distributed to a member of that consortium shall not be reduced by a percentage greater than the percentage by which the total amount of funds allocated to the consortium decreased, unless the consortium makes at least one of the following findings related to the member for which the distribution would be reduced further:

(A) The member no longer wishes to provide services consistent with the adult education plan.

(B) The member cannot provide services that address the needs identified in the adult education plan.

> (C) The member has been ineffective in providing services that address the needs identified in the adult education plan and reasonable interventions have not resulted in improvements.

Personnel Screening Criteria
for CAEP proposed positions

1. Does this position support a core service that is aligned with institutional priorities at this time?
2. Would this strategy duplicate a program, service or initiative that is already offered or being planned by NOCE?
3. Can another NOCE staff or faculty member perform the job responsibilities?
4. Is the strategy project-based with a definite start and end date appropriate for the position?
5. If the strategy is part of a pilot project, is there a sustainability plan that is feasible?
6. Is this a best practice that can be scaled?

Additional Criteria to be implemented if the consortium does not reach consensus for the program areas
1. Reduce member's budget by the percentage of their allocation

NOCRC Budgetary Approved Processes

Thursday, May 28, 2020 / Thursday, April 30, 2020

Interim Process for NOCRC Meetings due to COVID-19 –
VOTING ACTION ITEM (APPROVED 4/30/2020)

- Host NOCRC Executive Committee Meeting via Zoom
- Host NOCRC Mega Workgroup Meeting In lieu of Individual NOCRC Workgroup Meetings

Approval to extend the NOCRC meeting interim process until September 2020, due to COVID-19 –
VOTING ACTION ITEM (APPROVED 5/28/2020)

Guidelines from the state indicating next steps for meeting in person have not been received. The NOCRC Executive Committee does not have a July meeting, and by extending the interim process until September and consolidating into one mega workgroup meeting, we can continue to support workgroup members who have obligations to attend many meetings.

If time permits workgroups and their members to find the time to meet outside of the Mega Workgroup Meeting and Executive Committee Meeting, they are permitted to do so with full NOCRC support. If workgroups would like to coordinate a separate additional meeting, we ask that they please notify Janeth Manjarrez and the NOCRC admin team so that we can support them in that process.

If no guidelines are received by the state by September 2020, then the interim process will be revisited.

Wednesday May 13, 2020

Email from Janeth Manjarrez, CAEP Director
RE: CAEP Budget Revision Process

We are discussing budget revisions with all NOCRC funded members, which include NOCE, ROP, PYLUSD, and AUHSD, to give that individualized attention to each budget item for 2019-2020 and 2020- 2021 budgets. For example, the CTE workgroup has two funded members; NOCE and ROP. We meet with NOCE to go over their CTE budgets and then meet with ROP separately to go over their CTE budgets for budget reduction. Again, to be clear, the oversight of budgets is done and the responsibility of NOCRC, not NOCE.

Taking it a step further to ensure equity by setting this individual budget session with each funded member to provide support and guidance helps make sure we ALL bring the over-allocated number down so that expenditures support remote instruction per State request.

Please see the step by step process referenced below.

- The NOCRC department will remove the following expenses from all 2020-2021 budgets
  - conferences, events, professional development, and off-site locations, lease agreement, rental agreements, and other related expenses
  - we will send the revised budgets in a shared link with access granted so that all program areas can see each other budgets to make sure we stay within the allocated amount.
- Then Denise and I will meet with each program Director and Workgroup manager for additional support
- Denise and I will also meet with the rest of the NOCRC members who are being funded
- Each program director will discuss all temporary positions funded by CAEP with who they deem necessary
- All budget CAEP items will be revisited to support remote instructions and preparation for budget reduction shared by Valentina and by the State
- All postponed CAEP permanent positions salaries will be disencumbered as a recurring cost and moved as a one-time to be spent elsewhere
- **Moving forward, all CAEP funded MOU will be written and vetted by the NOCRC department and push through for signature attainment**
- Janeth will follow up on the final decision on Special Project Managers and compile all the information to be shared with HR

Tuesday, June 18, 2019

Email from Janeth Manjarrez, CAEP Director

In the spirit of collaboration streaming, here are the steps for the approval on CAEP recommendations to our NOCRC Board (EC voting members):

1. CAEP workgroups know that they do not "vote" on items being recommended to the EC voting members, but they "vote" on the consensus of the recommendation. The only voting item that workgroups are able to do are for budget items under $35,000 to which we inform our NOCRC Board. No workgroup member has a voting right other than collective agreement on a strategy, budget changes, and proposals for the workgroup.
2. CAEP Director reviews the recommendations for compliance and good use of funding and connects back with the CAEP manager and workgroup leader to address questions or concerns, if necessary.
3. An additional step is to attain State approval for further vetting, if necessary.
4. Finally the recommendations are presented to our EC voting members for a vote.

Thursday, February 21, 2019

Approval of CAEP budget modification to move budget under $35,000 without EC Approval –
VOTING ACTION ITEM (APPROVED)

This has been done during an interim process for budget 17/18 under the amounts of $35,000 being moved without EC approval, which assists in expediting the processes for spending on expenditures. The amounts will be approved by the workgroup, but informational for Executive Committee.

Is there a way of tracking the funds being moved around in case of an audit?

- Yes, and an internal process has been created and will be monitored by the fiscal team of where the funds are moving
- Moving of funds will then turn into "Informational Items" for the board's reference and review at Executive Committee

What about budget increases?

- Budget increase will require Executive Committee approval to set amount for the new budget lines
- Overall workgroup budgets are technically already approved, but the moving of funds to different strategies is just to ensure flexibility to meet deadlines, ensuring expenditures with an internal process to audit