NOCRC

NORTH ORANGE COUNTY REGIONAL CONSORTIUM

FOR ADULT EDUCATION

CALIFORNIA ADULT EDUCATION

# California Adult Education Program (CAEP) Onboarding Packet
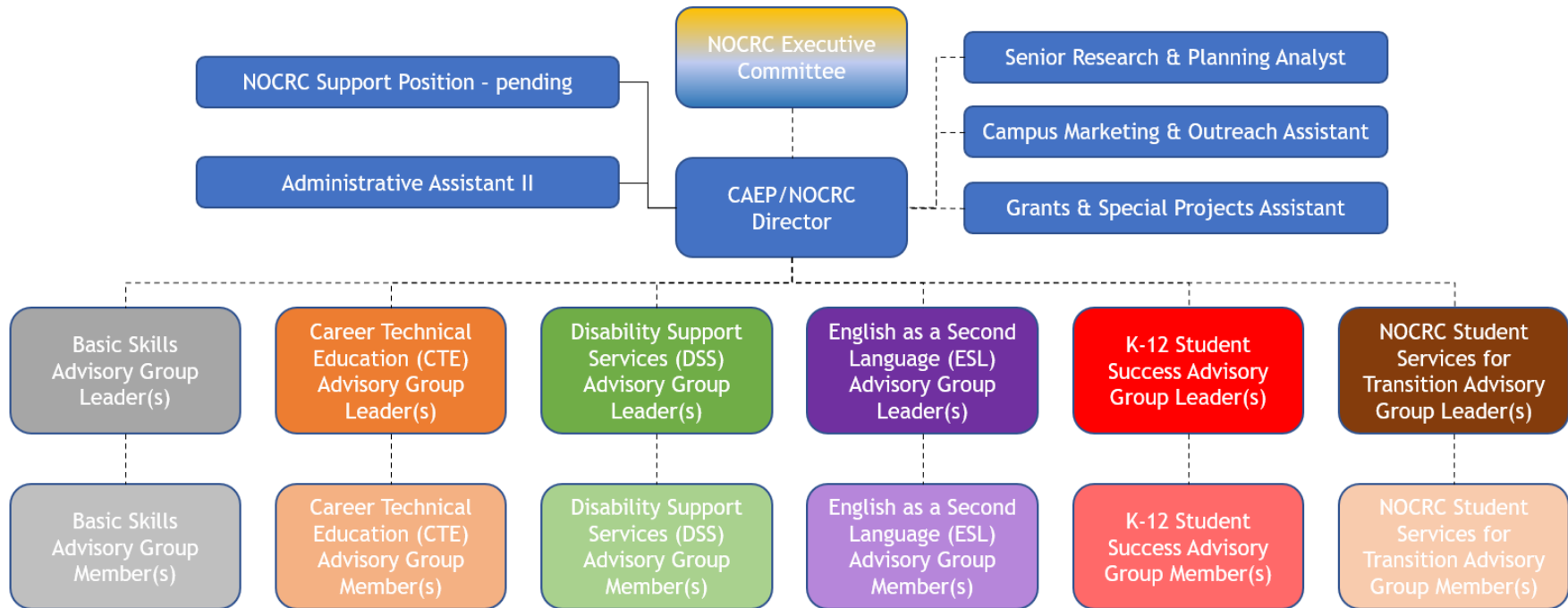
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NOCRC Overview

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 adult learners in North Orange County, which is home to over 750,000 adults, 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
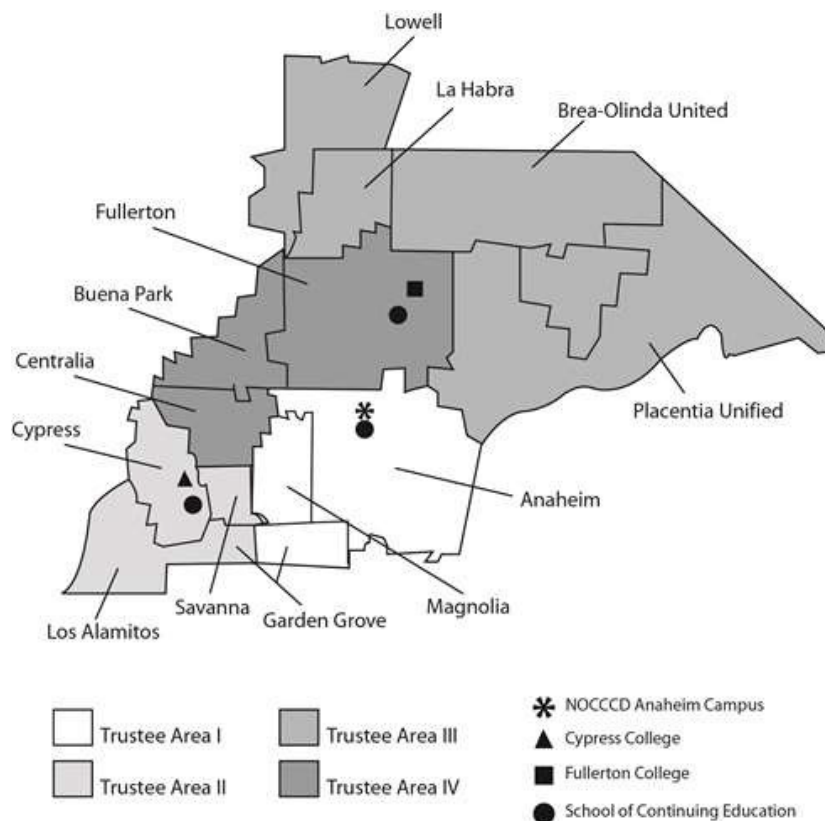
North Orange County Regional Consortium for Adult Education
Strategic Proposal Decision-Making Flow Chart

NOCRC Executive Committee

NOCRC Support Position - pending

Administrative Assistant II

CAEP/NOCRC Director

Senior Research & Planning Analyst

Campus Marketing & Outreach Assistant

Grants & Special Projects Assistant

Basic Skills Advisory Group Leader(s)	Career Technical Education (CTE) Advisory Group Leader(s)	Disability Support Services (DSS) Advisory Group Leader(s)	English as a Second Language (ESL) Advisory Group Leader(s)	K-12 Student Success Advisory Group Leader(s)	NOCRC Student Services for Transition Advisory Group Leader(s)
Basic Skills Advisory Group Member(s)	Career Technical Education (CTE) Advisory Group Member(s)	Disability Support Services (DSS) Advisory Group Member(s)	English as a Second Language (ESL) Advisory Group Member(s)	K-12 Student Success Advisory Group Member(s)	NOCRC Student Services for Transition Advisory Group Member(s)

Strategic proposals are created by adult education providers, vetted by advisory groups and then submitted to the CAEP Director for review. The proposals are then presented as recommendations to the NOCRC Executive Committee (EC) for discussion and approval:

- *NOCRC advisory group members use consensus-based decision-making model. If consensus cannot be reached, the decision is made by the majority of votes prior to being presented to EC. The only item that advisory groups are permitted to authorize are budget transfers under $60,000, which must be presented as an informational item to EC. The NOCRC Executive Committee voting members have the authority to vote on activities, proposals, budgets, and other items required by the grant, the consortium's protocols and Decision-Making Guidelines.*
- *CAEP Director reviews the recommendations for compliance with the grant requirements and "good use of funding" and works with NOCRC advisory group leader(s) to address questions or concerns, if necessary.*
- *CAEP Director seeks State approval as required for certain expenses, e.g., capital outlay.*
- *Finally, the recommendations are presented to EC members for a vote.*

NOCRC Roles and Expectations

NOCRC Advisory Group Members: NOCRC advisory groups are subcommittees, representing each of the California Adult Education Program (CAEP) areas – ESL, CTE, DSS, Basic Skills/High School Diploma, K-12 Student Success, and NOCRC Student Services for Transition consortium members. They were developed as part of the consortium's regional comprehensive plan to strategize ways to address gaps in existing student needs. Advisory group members are comprised of faculty, staff, managers, and student services professionals from the consortium members that have a vested interested and expertise in a specific program area.

The purpose of advisory groups 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. 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 Advisory Group Leaders: NOCRC Advisory Group Leaders coordinate with the CAEP Director to present activity proposals generated in the advisory group 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 Advisory Groups 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 ADVISORY GROUPS

*NOCRC advisory groups 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, and local needs, to strategize ways to address gaps in existing student needs. Advisory groups 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 advisory groups 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 advisory group 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 advisory group'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 advisory group 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 advisory group 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) Advisory Committee provides guidance, feedback, and recommendations to the NOCRC Executive Committee for programs and services offered through DSS. DSS braids CAEP funding with other sources of funding to provide instructional programs and students services. Instructional programs lay the foundation for students who want to transition to other higher education programs, and to competitive, integrated employment (CIE). Many committee recommendations have provided direction to program development at NOCE. Examples of program development include neurodiversity labs on all three campuses, services that support inclusion in higher education (e.g., educational coaching, specialized counseling, etc.), and programs that support the employment of students who have disabilities.

English as a Second Language (ESL): The ESL Advisory Group is actively expanding and building upon a network of programs and services to help the regional ESL population easily transition into post-secondary education, enter or advance in the workplace, and/or increase community involvement. These services include increasing access to ESL and citizenship classes by offering Academic Success programs for transition into higher-level credit ESL as well as contextualized language learning paired with vocational training. NOCE ESL collaborates with local community partners to offer NOCE ESL classes and support services (including book vouchers, counseling, and laptop loans) to adult language learners throughout North Orange County.

K-12 Student Success: The K-12 Student Success Advisory group 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 Advisory group has collaborated with regional partners to offer various Love & Logic® adult education classes and workshops throughout the region.

Student Services for Transition: The Student Services for Transition Advisory Group is focused on identifying and addressing regional needs related to student services and transition. This Advisory Group is unique because it is not tied to a specific CAEP program area but provides a place for collaboration and communication to address transition needs. Current strategies include a full-time counselor focused on transition, identifying and providing case management-type support to students through an Early Alert system, and Special Projects Manager on Student Engagement to increase progress, completion, and transition.

For more information please contact:
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www.nocrcae.org

North Orange County Regional Consortium Adult Education Pipeline LaunchBoard Data Brief

July 2022

Background

Data relevant to Adult Education Initiative is presented in the California Community Colleges Chancellor's Office (CCCCO) LaunchBoard. The **Adult Education Pipeline (AEP) LaunchBoard** 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 AEP LaunchBoard became accessible to track a variety of metrics for regions, consortia, and institutions that provide adult education. The LaunchBoard 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/program 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 AEP LaunchBoard is 2020-21 for academic outcomes and 2019-20 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 AEP LaunchBoard for the CAEP outcomes related to progress, transition, success/completion, and employment and wages.

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

[3] "The hour threshold requirement in this metric is not enforced for noncredit community college students during Covid-impacted terms (spring 2020 and all terms in 2020-21). An enrollment record in an adult education program is used as a proxy for the hour threshold component of this metric during the timeframe." (AEP LaunchBoard note for Participants retrieved at https://www.calpassplus.org/Launchboard/Adult-Education-Pipeline.aspx)
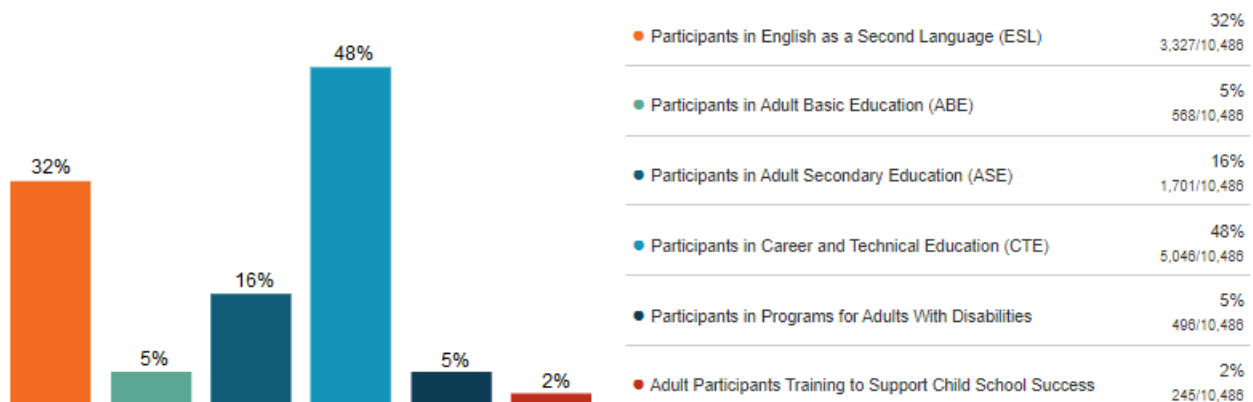
Total Reportable Individuals and Participants

*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 enrolled in a recognized adult education program and had 12 or more hours of instruction or an enrollment record for Spring 2020 and any term in 2020-21[3].*
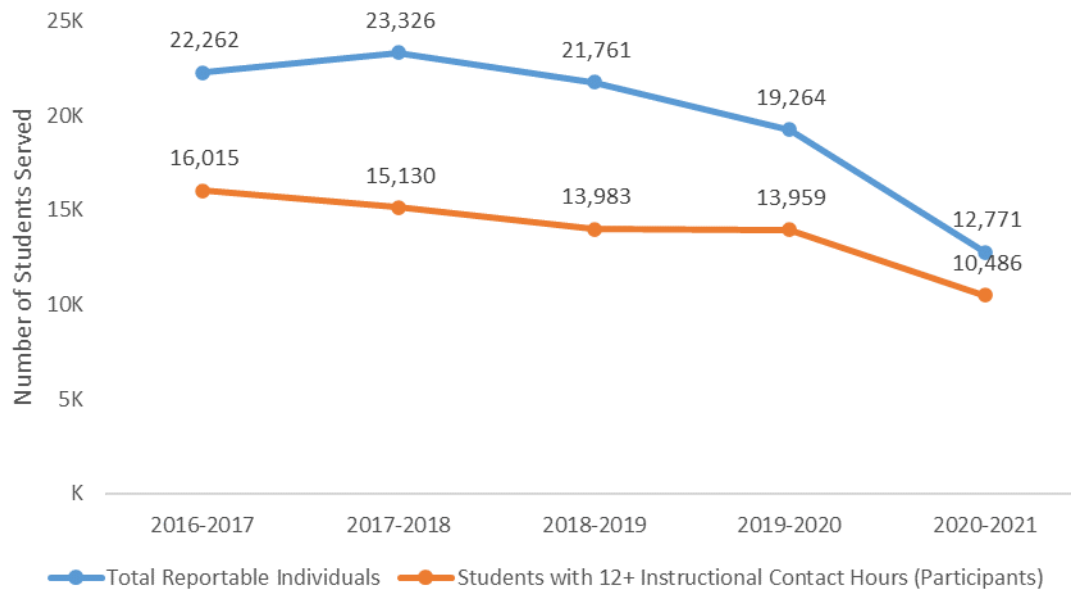
Students and Programs

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.

82% of 12,771 adults served had 12+ contact hours (participants) or an enrollment record in 2020-2021[3].

|	
● Participants in English as a Second Language (ESL)	32% 3,327/10,486
● Participants in Adult Basic Education (ABE)	5% 568/10,486
● Participants in Adult Secondary Education (ASE)	16% 1,701/10,486
● Participants in Career and Technical Education (CTE)	48% 5,046/10,486
● Participants in Programs for Adults With Disabilities	5% 496/10,486
● Adult Participants Training to Support Child School Success	2% 245/10,486

Progress

Completed an Educational Functioning Level Gain

Among all participants in ESL, ABE, and ASE, the number who improved skills by one or more Educational Functioning Levels or by course progression in the selected year.

● North Orange County Regional Consortium for Adult Education (NOCRC), 2020-2021
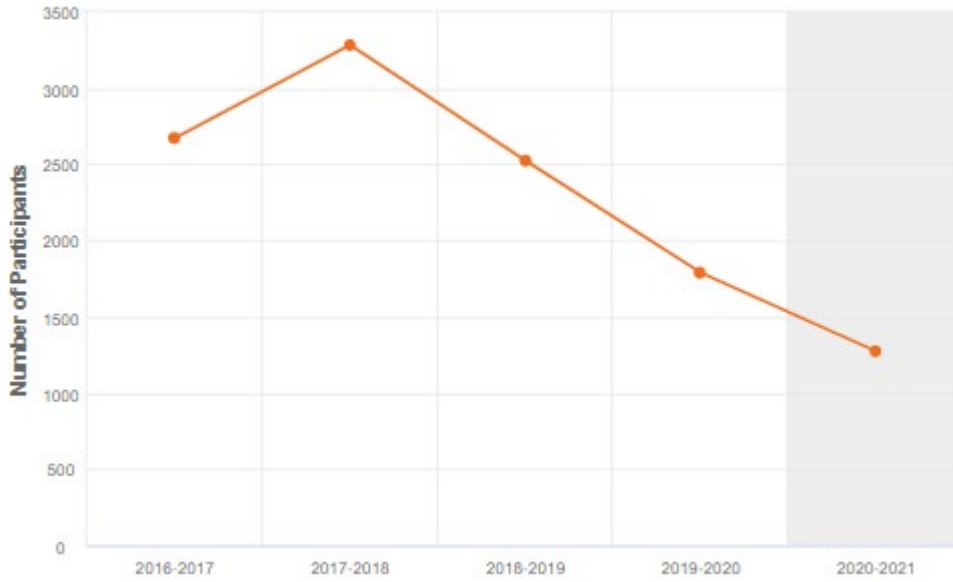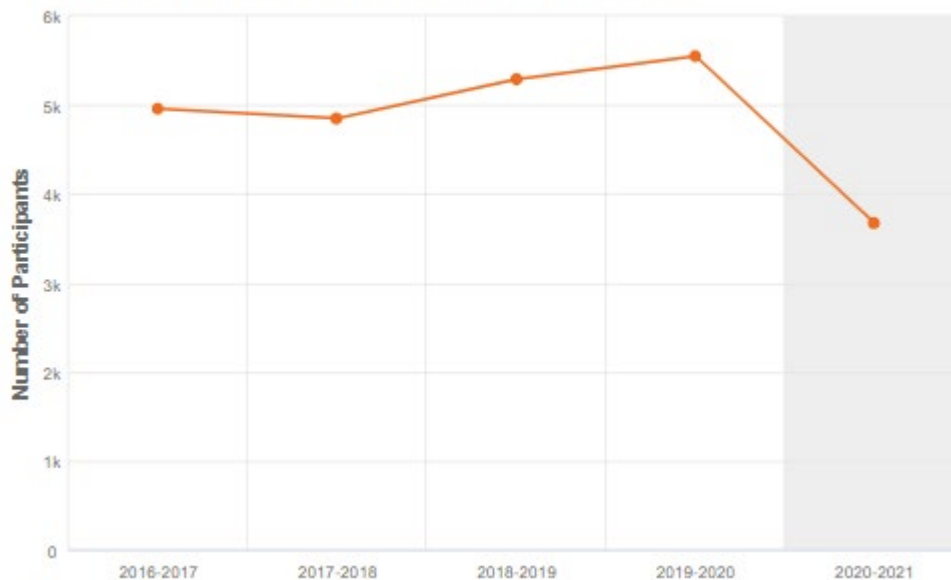
Year	Outcome/Participants	%
2016-17	2,674/11,232	24%
2017-18	3,284/10,567	31%
2018-19	2,525/8,861	28%
2019-20	1,790/7,731	23%
2020-21	1,274/5,325	24%

Completed a Workforce Preparation 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.

● North Orange County Regional Consortium for Adult Education (NOCRC), 2020-2021

Year	Outcome/Participants	%
2016-17	4,960/16,015	31%
2017-18	4,848/15,130	32%
2018-19	5,291/13,983	38%
2019-20	5,550/13,959	40%

Progress

Occupational Skills Gain

Among all participants, the number who completed a CTE technical skills course or training milestone.

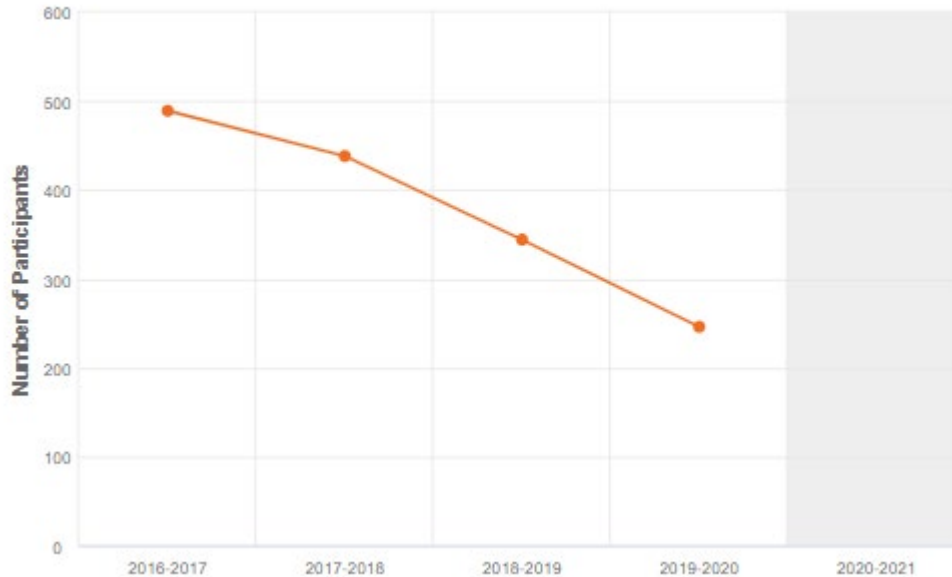● North Orange County Regional Consortium for Adult Education (NOCRC), 2020-2021
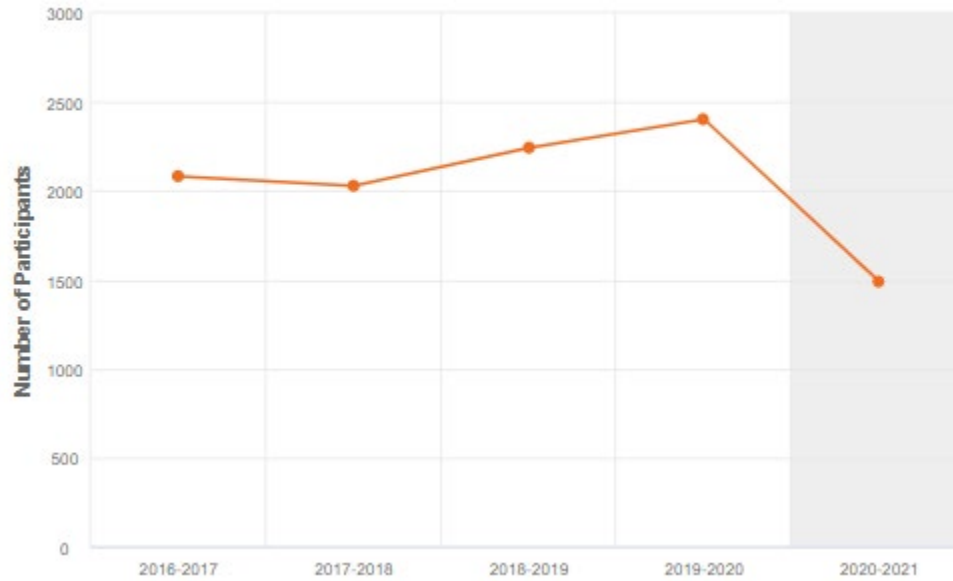
Year	Outcome/Participants	%
2016-17	2,083/16,015	13%
2017-18	2,029/15,130	13%
2018-19	2,243/13,983	16%
2019-20	2,403/13,959	17%
2020-21	1,489/10,486	14%

Transition

Transition to ASE

Among all participants in ESL or ABE, the number who enrolled in any ASE program within the same or subsequent year for the first time ever at any institution.

North Orange County Regional Consortium for Adult Education (NOCRC), 2020-2021

Year	Outcome/Participants	%
2016-17	489/9,908	5%
2017-18	438/9,336	5%
2018-19	344/7,876	4%
2019-20	246/6,518	4%

Transition to Postsecondary

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

North Orange County Regional Consortium for Adult Education (NOCRC), 2020-2021
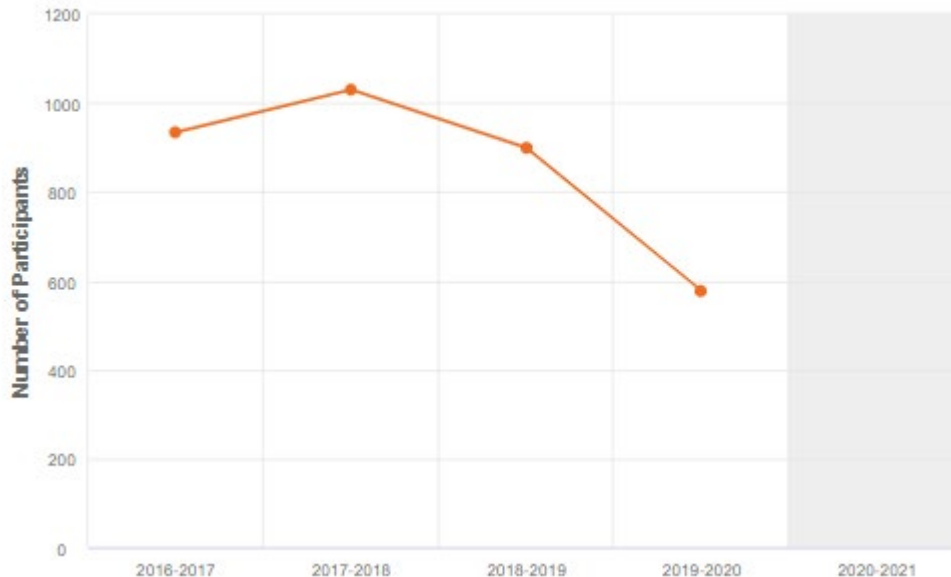
Year	Outcome/Participants	%
2016-17	934/11,232	8%
2017-18	1,030/10,567	10%
2018-19	899/8,861	10%
2019-20	577/7,731	7%

Success/Completion

Earned a Diploma, GED, or High School Equivalency

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

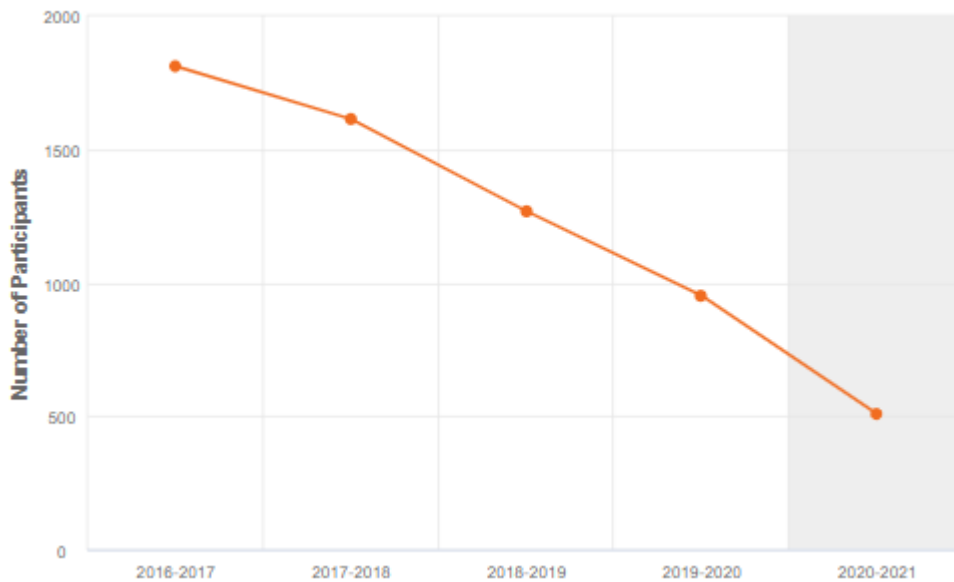● North Orange County Regional Consortium for Adult Education (NOCRC), 2020-2021
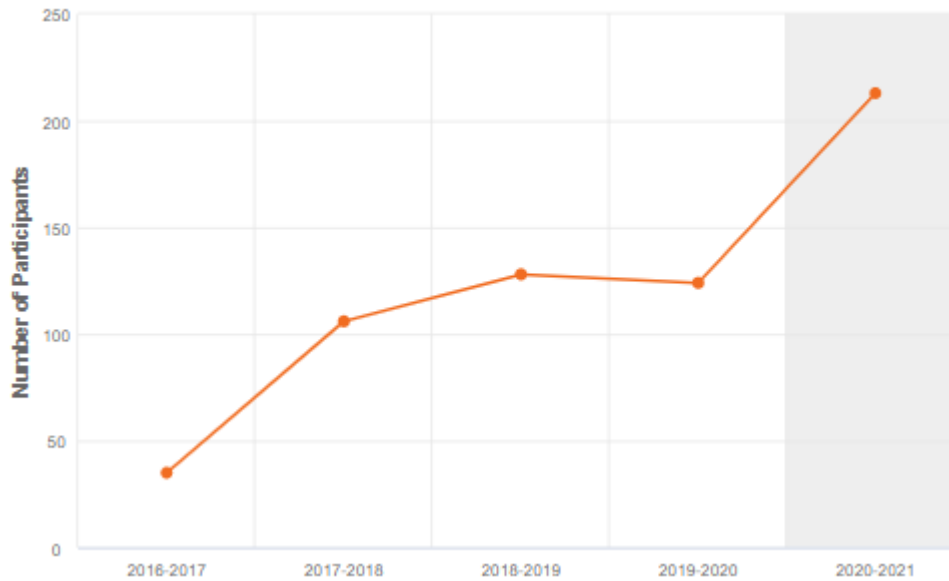
Year	Outcome/Participants	%
2016-17	35/16,015	0%
2017-18	106/15,130	1%
2018-19	128/13,983	1%
2019-20	124/13,959	1%
2020-21	213/10,486	2%

Completed a Postsecondary Credential

Among all participants, the number who earned a postsecondary credential in the same or any subsequent year.

● North Orange County Regional Consortium for Adult Education (NOCRC), 2020-2021

Year	Outcome/Participants	%
2016-17	1,812/16,015	11%
2017-18	1,614/15,130	11%
2018-19	1,268/13,983	9%
2019-20	951/13,959	7%
2020-21	508/10,846	5%

Success/Completion

Earned a Postsecondary Noncredit CTE Certificate

Among all participants, the number who earned a CTE certificate in a K12 adult school or community college noncredit program in the selected year.

● North Orange County Regional Consortium for Adult Education (NOCRC), 2020-2021

Year	Outcome/Participants	%
2016-17	409/16,015	3%
2017-18	416/15,130	3%
2018-19	414/13,983	3%
2019-20	296/13,959	2%
2020-21	279/10,486	3%
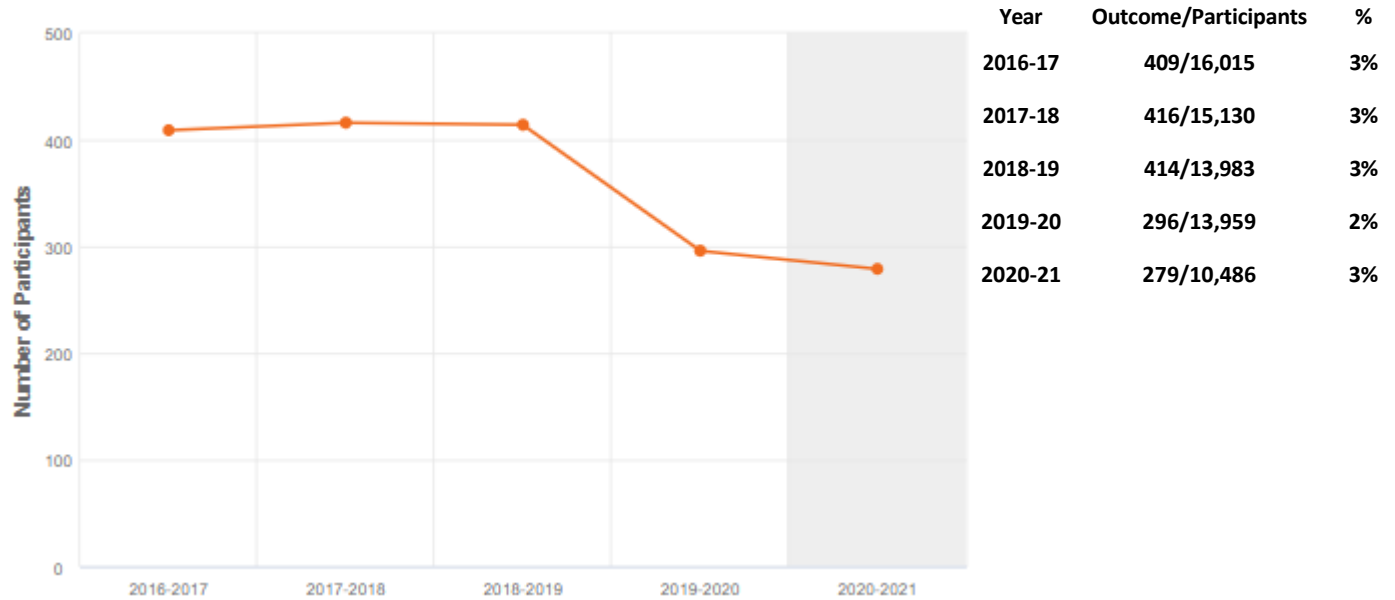
Employment and Wages

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 exiting participants, the number who were employed two fiscal quarters after exit.
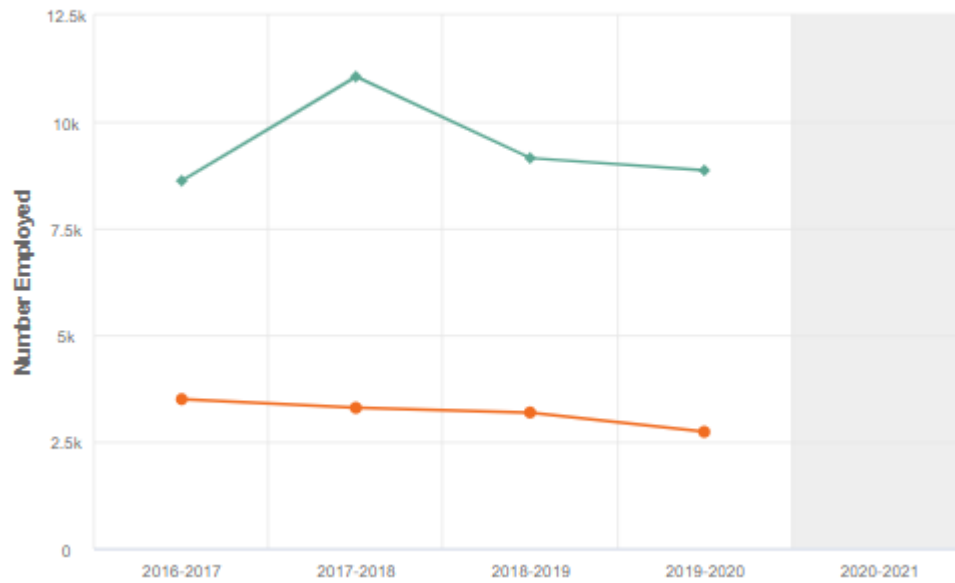
Year	Orange County Outcome/Exiters	%
2016-2017	8,617/33,888	25%
2017-2018	11,057/37,101	30%
2018-2019	9,150/32,568	28%
2019-2020	8,860/36,802	24%

Year	NOCRC Outcome/Exiters	%
2016-2017	3,498/12,305	28%
2017-2018	3,295/11,388	29%
2018-2019	3,186/11,497	28%
2019-2020	2,732/12,303	22%

Employment Four Quarters After Exit

Among exiting participants, the number who were employed four fiscal quarters after exit.

Year	Orange County Outcome/Exiters	%
2016-2017	8,738/33,888	26%
2017-2018	11,093/37,101	30%
2018-2019	8,312/32,568	26%
2019-2020	9,028/36,802	25%

Year	NOCRC Outcome/Exiters	%
2016-2017	3,476/12,305	28%
2017-2018	3,272/11,388	29%
2018-2019	2,839/11,497	25%
2019-2020	2,766/12,303	22%

Employment and Wages

Median Annual Earnings

The median annual earnings of exiting participants who were employed two quarters after exit.

Year	Orange County	
	Exiters	Earnings
2016-2017	8,617	$26,265
2017-2018	11,057	$25,363
2018-2019	9,150	$27,743
2019-2020	8,860	35,214

Year	NOCRC	
	Exiters	Earnings
2016-2017	3,498	$27,471
2017-2018	3,295	$27,959
2018-2019	3,186	$28,817
2019-2020	2,732	$31,812

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 year of exit from the last institution attended.

Year	Orange County	
	Exiters	% Change
2016-2017	4,279	15%
2017-2018	5,562	14%
2018-2019	4,846	21%
2019-2020	4,689	35%

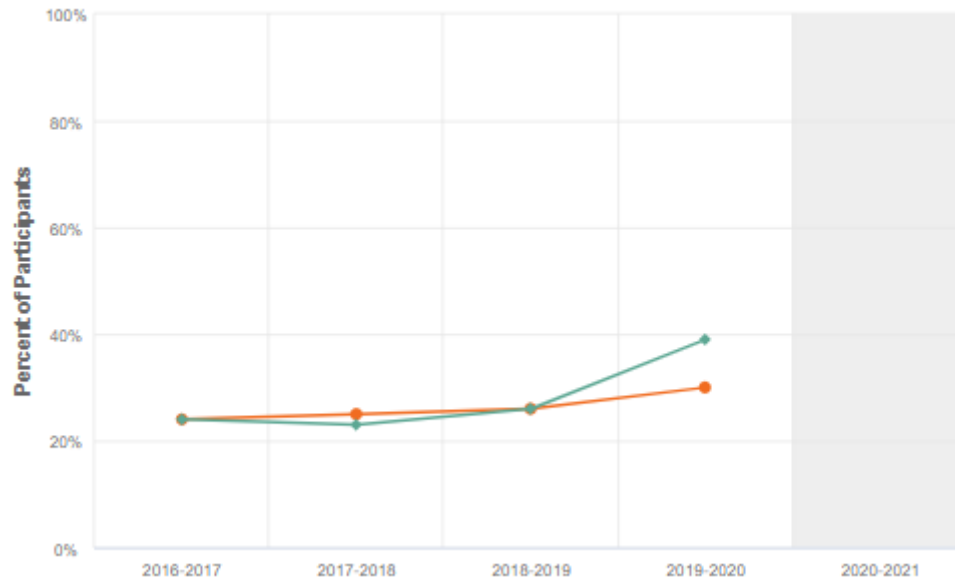| Year	NOCRC	
	Exiters	% Change
2016-2017	2,156	15%
2017-2018	2.057	11%
2018-2019	1,990	16%
2019-2020	1,758	15%

Employment and Wages

Annual Earnings Compared to the Living Wage

The number and percentage of exiting participants that were employed two quarters after exit 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), 2020-2021 ● Orange County, 2020-2021

Year	Orange County Outcome/Exiters	%
2016-2017	2,061/8,617	24%
2017-2018	2,518/11,057	23%
2018-2019	2,356/9,150	26%
2019-2020	3,490/8,860	39%

Year	NOCRC Outcome/Exiters	%
2016-2017	834/3,498	24%
2017-2018	818/3,295	25%
2018-2019	830/3,186	26%
2019-2020	815/2,732	30%

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 publicly available data and is intended to provide metrics through student journey to facilitate local, regional, and state-wide conversations.

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.

CAEP Resource List

Below are links most referenced to/used by NOCRC Members and Staff

NOCRC Website Main: https://nocrcae.org/

NOCRC Executive Committee Meeting Agendas: https://nocrcae.org/resources/agendas/

California Adult Education Program (CAEP) Forms: https://nocrcae.org/resources/forms/
- CAEP Data Metric Tracking Sheet
- CAEP Executive Committee Business Item Template
- CAEP Strategy Budget Template
- CAEP Workplan Template
- NOCRC Executive Committee Agenda Template

Reports: https://nocrcae.org/resources/reports/ (reports are updated on an annual basis)
- CAEP 2020/21 Evaluation Report

Calendar: https://nocrcae.org/events/

North Orange Continuing Education, Office of Institutional Research and Planning (OIRP):
https://noce.edu/about/administration/institutional-research/ - from here scroll down to OIRP Reports and Resources, where you will see the California Adult Education Program option:

Available reports on this page include:
- CAEP Community Profile Brief
- CAEP Data Collection Manual
- CAEP Outcomes Infographic (included in this packet, page 15)
- ESL Student Career Interest Facts
- 2020/21 NOCRC Evaluation Report (linked above)
- 2022/25 CAEP Three-Year Plan NOCRC Planning Guide

Adult Education Pipeline (LaunchBoard): https://www.calpassplus.org/Launchboard/Adult-Education-Pipeline.aspx
To view NOCRC data, select "Consortia" and then "North Orange County Regional Consortium (NOCRC)" from the drop down, then "view". Additional narrowing down of data is available by Institution and Academic Year: