



An Evaluation of 2019-20 North Orange County Regional Consortium Workgroup Strategies

November 2020

NOCRC
NORTH ORANGE COUNTY
REGIONAL CONSORTIUM
FOR ADULT EDUCATION

NOCE
NORTH ORANGE
CONTINUING EDUCATION

 **OIRP**
Office Of Institutional Research and Planning
North Orange Continuing Education

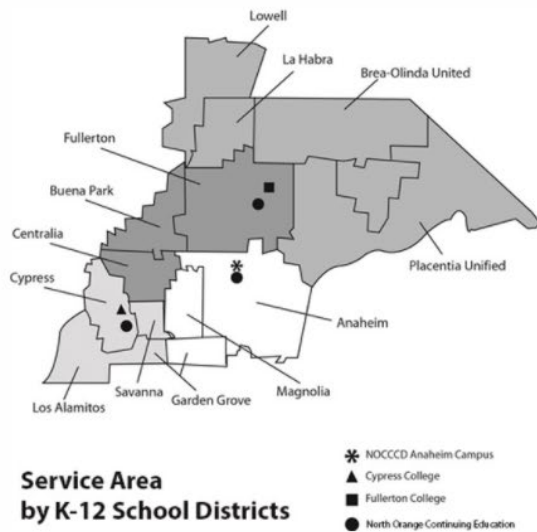
THIS PAGE INTENTIONALLY LEFT BLANK

Introduction

The California Adult Education Program (CAEP) aims to improve adult education through the formation of 71 regional consortia as a result of the passing of Assembly Bill 86. Consortia are made up of a variety of adult education stakeholders, including K-12 school districts, community college district, county offices of education and other community partner organizations. Consortia structures consist of a governing board that develops regional plans to provide adult education in their designated regions. The North Orange County Regional Consortium (NOCRC) is made up of ten regional members and partners:

- Anaheim Union High School District (AUHSD)
- Cypress College
- Fullerton College
- Fullerton Joint Union High School District (FJUHSD)
- Garden Grove Unified School District (GGUSD)
- Los Alamitos Unified School District
- North Orange Continuing Education (NOCE)
- North Orange County Regional Occupational Program (NOCROP)
- Orange County Department of Education
- Placentia-Yorba Linda Unified School District (PYLUSD)

NOCRC Service Area



Source: <https://noce.edu/info/businesses/nocrc/>

Assembly Bill 104, Section 84920 requires the California Community Colleges State Chancellor's Office and the State Superintendent of Public Instruction to measure the effectiveness of consortia providing adult education services in their region. The following measures have been identified as key outcomes in measuring consortia effectiveness¹:

1. How many adults are served by members of the consortium?
2. How many adults served by members of the consortium have demonstrated the following:
 - a. Improved literacy skills
 - b. Completion of high school diploma or their recognized equivalents
 - c. Completion of postsecondary certificates, degree, or training programs
 - d. Placement into jobs
 - e. Improved wages

Statewide outcomes are focused among five CAEP program areas:

1. Elementary and Secondary Basic Skills (ABE/ASE)
2. English as a Second Language (ESL)
3. Career Technical Education (CTE)
 - a. Short Term CTE
 - b. Workforce Preparation
 - c. Pre-Apprenticeship
4. Adults with Disabilities (AWD)
5. Adults Training to Support Child School Success (K12 Student Success)

Students served and outcomes data is presented through the California Community College Chancellor's Office Adult Education Pipeline LaunchBoard². The purpose of this data dashboard is to present CAEP data at various levels including state-wide, by region, by consortia, by community college district, and by institution.

Students who have been served within consortia are placed into two categories in the LaunchBoard: **Adults Served/Reportable Individuals**, which includes adult education students who have received any services and/or had one or more hours of instruction in any combination of the CAEP program areas over a single program year or **Participants**, students who have received 12 or more hours of instruction in any combination of the CAEP program areas over a single program year.

CAEP Adults Served Categories



Service only students



Students receiving 1-11 instructional contact hours



Students receiving 12 or more instructional contact hours (known as participants)







¹ <https://caladulthood.org/DownloadFile/51>

² <https://www.calpassplus.org/LaunchBoard/Adult-Education-Pipeline.aspx>

Outcome metrics are only tracked and reported for student participants who have received 12 or more instruction contact hours within a single program year. Below is a visual overview of statewide CAEP outcomes that are displayed in the Adult Education Pipeline LaunchBoard:



CAEP Outcomes

	<p>Adults Served Adults served by members of the consortium will be disaggregated into three categories:</p> <ul style="list-style-type: none"> • 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.
	<p>Progress Participants who have demonstrated the following measures of progress:</p> <ul style="list-style-type: none"> • 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 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
	<p>Completion Participants who have demonstrated the following measure of completion:</p> <ul style="list-style-type: none"> • 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.
	<p>Placement into Jobs Participants who have demonstrated the following measure:</p> <ul style="list-style-type: none"> • Employment (new or continuing) after two or four quarters post exit. • Entrance into Military Services
	<p>Improved Wages Participants who have demonstrated the following measure:</p> <ul style="list-style-type: none"> • Wage gain four quarters after exit. • Median wage attainment two quarters after exit. • Attainment of a living wage.
	<p>Transition to Postsecondary Participants who have demonstrated the following measure:</p> <ul style="list-style-type: none"> • Transition to noncredit or credit CTE program. • Transition to credit courses that are not developmental.

The most recent data presented in the LaunchBoard is 2018-19 data for academic outcomes and 2017-18 data for employment and transitional outcomes. For NOCRC, data is presented for NOCE, Cypress College, and Fullerton College. The NOCROP Adult Career Education Program began submitting student level data through CASAS TOPSpro starting 2019-20, thus their data is not included in the 2018-19 counts. In 2018-19, NOCRC served **29,393** adults, of which 20,577

(70%) adults were identified as participants. NOCE is one of the largest adult education providers within the North Orange County region and make up 96% of the reported individuals for NOCRC in the LaunchBoard.

Purpose/Objectives of the Evaluation

The statewide LaunchBoard presents the data on all adults served within the consortium regardless of the funding source. However, the purpose of the evaluation is to understand what the implementation of CAEP for NOCRC looks like, what strategies/activities are implemented by NOCRC workgroups in the 2019-20 academic year, what CAEP and internal outcomes they are achieving, and to identify areas for growth. The evaluation will also help identify strategic adjustments that could contribute to increasing statewide outcomes for the consortium.

The findings highlighted in this report are based on an internal review of locally collected CAEP data and documents from consortium members that were gathered for the 2019-20 academic year. This report also includes recommendations for improving internal processes and data collection efforts. Since the intent of the report is to be used for planning and improvement purposes, NOCRC strategies/activities that were discontinued in 2020-21 were not evaluated; only the strategy narrative is included in the report. With this evaluation report, NOCRC seeks to understand the impact of its strategies/activities and workgroups to serve adult education students, and ultimately to improve outcomes for the consortium.

The following key evaluation questions will be addressed in the report:

Key Evaluation Questions

1. What types of instructional and supportive services are provided to students through the North Orange County Regional Consortium?
2. What data elements is NOCRC capturing through the implementation of the strategies/activities funded by the California Adult Education Program?
3. How are NOCRC workgroup strategies contributing to Adult Education LaunchBoard outcomes?

Datasets and Methodology

The findings in this evaluation report are based on an analysis of existing CAEP data and documentation for NOCRC. Data regarding information on the implementations of all NOCRC strategies was obtained through consortium documentation including proposals, email exchanges, meeting notes, and the CAEP 2019-20 budget for NOCRC. Data for examining outcomes was primarily obtained directly from the North Orange County Community College District (NOCCCD) student information system, Banner, through queries created using Oracle PL/SQL Developer. Modular data regarding High School Diploma Program student course-taking patterns was retrieved from the Electronic Class Record module of iTendance, NOCE's local attendance tracking system. Additional data that was not available through institution-wide sources such as student populations served by individual strategies was obtained through data tracking logs provided by individual workgroups. Lastly, data related to NOCROP strategies was provided by

the NOCROP staff. All data was then aggregated, merged, and analyzed by NOCE's Office of Institutional Research and Planning (OIRP) using statistical analytical software.

Due to the COVID-19 Pandemic impacting operations beginning in March 2020, there are significant limitations regarding data for the Winter 2020 and Spring 2020 terms. Data collection efforts that were standard practice needed to be revisited as instruction and student services transitioned into a remote environment. Per guidance from state and federal agencies, assessments to measure gains in educational functioning level could not be conducted during this timeframe. Additionally, local data collection activities including the capture of instructional hours did not occur due to changes in attendance accounting procedure, per state guidance.

Below are the technical data definitions of terms used throughout the entirety of this report. Any definitions specific to a given strategy will be covered in its respective section:

Enrollment (NOCE)

Due to the limitations of the data due to the COVID-19 Pandemic, for this report, enrollment is defined as any student having a registration status that can be collected for apportionment for any course section. The following registration status codes are included as valid for enrollment: canceled after class starts (CA), dropped after class starts (DC), dropped after starting a Career Technical Education course (DT), registered (RE), registered via web (RW), administrative withdrawal (WA), withdrawal via web (WW).

Participant

A participant is defined as any student who received 12 or more hours of instructional contact within the academic year across all program areas. This was determined by summing the total positive attendance hours for all coursework attended by each student. Because of the impact of the COVID-19 Pandemic, positive attendance hours data is only partial for the Winter 2020 term, and positive attendance hours were not collected during the Spring 2020 term. Thus, participant counts are only reflective of data provided from Summer 2019 until mid-Winter 2020.

New Student

A student is considered a new student if they have enrolled for the first time ever during the 2019-20 academic year. In determining new student status, prior enrollment in NOCE community education and KIDS College and Teen Program courses was excluded.

Workforce Preparation Completion

A workforce preparation completion milestone is defined as a student successfully completing (that is, receiving a grade of "P") in any Career Technical Education (CTE) Program course during the 2019-20 academic year. A student may successfully complete any number of CTE courses during the year; however, only one workforce preparation completion milestone is recorded.

High School Diploma Completion

A high school diploma completion is defined as a student earning a high school diploma from the NOCE High School Diploma Program during the 2019-20 academic year.

Career Development/College Prep Career Technical Education Certificate Completion

A Career Development/College Prep (CDCP) Career Technical Education Certificate completion is defined as a student earning a career technical education certificate from the NOCE CTE Program during the 2019-20 academic year. This includes the following CTE certificates: Administrative

Assistant Certificate, Business Information Worker Certificate, Early Childhood Education Certificate, Electrical Trainee Certificate, Fundamental Computer Concepts and Skills Certificate, Funeral Service Assistant Certificate, Graphic Design and Web Skills Certificate, Management Certificate, Medical Assistant Front Office Certificate, Medical Assistant Certificate, Office Applications Essentials Certificate, Pharmacy Technician Registration Certificate, Pharmacy Technician Certificate, and Quality Assurance Management for Medical Devices Certificate.

Career Development/College Prep Completion – Other Certificates

A Career Development/College Prep completion for other certificates is defined as a student earning a Career Development/College Prep certificate from any of NOCE's other programs during the 2019-20 academic year. This includes the following certificates from the Basic Skills, English as a Second Language (ESL), and Disability Support Services programs: Braille Transcribing Certificate, College Prep Math Skills 2 Certificate, ESL Intermediate High Certificate, ESL Advanced Certificate, ESL for Academic Success I Certificate, and ESL for Academic Success II Certificate.

Transition from Basic Skills/English as a Second Language to Career Technical Education

A student is considered transitioned from Basic Skills/ESL to CTE if a student enrolled in the Basic Skills Program or ESL Program during the 2019-20 academic year enrolled for the first time ever in the CTE program during the 2019-20 academic year or any time thereafter. This outcome is only examined for students enrolled the Basic Skills Program or ESL Program; students enrolled in other program areas are excluded from this analysis.

Enrollment (Credit College)

Enrollment at credit college is defined as any student registered for and retained in a course at Cypress College or Fullerton College for at least one term. A student who drops the course before census or withdraws from the course is not considered enrolled for this purpose.

Transition from Basic Skills/English as a Second Language to Credit College

A student is considered transitioned from Basic Skills/ESL to credit college if a student enrolled in the Basic Skills Program or ESL Program during the 2019-20 academic year enrolled for the first time ever in any credit college course at Cypress College or Fullerton College during the 2019-20 academic year or any time thereafter. This outcome is only examined for students enrolled the Basic Skills Program or ESL Program; students enrolled in other program areas are excluded from this analysis.

Credit College Certificate or Degree Completion

A credit college certificate or degree completion is defined as a student earning a credit award from Cypress College or Fullerton College during the 2019-20 academic year. This includes all California Community Colleges Chancellor's Office approved certificates as well as some local certificates offered by Cypress College and Fullerton College.

Evaluation Findings

Basic Skills

High School Equivalency Instructional Program (NOCE)

The NOCE High School Equivalency (HSE) program offers cohort-based direct instruction to students to help prepare them for their HSE (GED or HiSET) exams. The direct instruction courses provide a space to support students as they prepare to take an HSE exam by offering them academic support via instructor-led lessons and in-class tutoring. CAEP funds were used to pay for the salaries of the instructors who taught the direct instruction workshops and for in-class tutors. In the 2019-20 academic year, courses were offered in-person at the Anaheim Campus four days a week both in the morning and the evening in the subject areas of Mathematics, Science, Language Arts and Social Sciences. In Spring 2020, HSE courses were offered online.

Student Success Story



When Victorino moved to the United States, he was eager to pursue an education, unfortunately he had to work to support his family he left behind, 20 years later after he got married, he told his wife he wanted to go to school. Victorino currently studies at NOCE and is trying to pass the GED exam. He has passed three sections and is studying so he can pass the last exam. His daughter is his inspiration, and he wants to be an example for her. When Victorino completes his GED exams, he will continue his studies. "My family inspired me to never give up."

In 2019-20, **153** students were enrolled in the direct instruction GED courses at the Anaheim Campus with 321 course enrollments. **Four** students have passed their GED/HiSET exams in 2019-20 and are considered completers. Of the remaining 149 students, **51** (34%) were retained in the GED program. A student is considered retained in the GED program if they continued taking a GED course at NOCE after their first term of taking GED direct instruction course in the 2019-20 academic year. Of the 149 students, **11** students have passed at least one of the four GED exams. The GED test progress and completers data was pulled by NOCE GED faculty from the GED website for students who indicated NOCE as their institution of GED instruction.

How is GED/HiSET data captured for NOCE students?

The data for students who made progress or completed their GED/HiSET exams is limited. GED completion data is captured only for the students who identified NOCE as their institution of instruction on their GED exams. Outcomes for students who may have passed one or more sections of their GED exam but did not identify NOCE as their institution are not included in the report. HiSET completion data is not provided by HiSET directly to institutions. Upon completion of their exams, students must provide documentation to instructors.

High School Diploma Program Direct Instruction Workshops (NOCE)

In 2019-20, students in the High School Diploma (HSD) program lab at the Anaheim Campus were offered an opportunity to attend the direct instruction workshops in English and Mathematics. The General Math workshops were offered both during the day and evening, whereas an English workshop and an Algebra workshop were offered during the day. CAEP funds were used to pay for the salaries of the instructors who taught the direct instruction workshops.

Workshop attendee data was collected from the faculty who provided the direct instruction workshops. A total of **67** students participated in the English, General Math and Algebra workshops at the Anaheim Campus in Fall 2019 and Winter 2020. Of the 67 students, three-fourths (n= **50**) were retained in the HSD program. A student is considered retained in the HSD program if they continued enrolling in the HSD program at NOCE any time after their first term of taking an HSD course in 2019-20 academic year³. Of those who participated in the direct instruction workshops, **11** students (16%) earned a high school diploma since their enrollment in the workshop.

A Note About Course Modules

To determine whether students were working on the course modules in the subject area for which they attended the workshop, students' active courses and course history in iTendance was examined. For example, course history was examined to determine whether a student who attended the General Math workshop has testing data related to the General Math subject area modules in iTendance.

Table 1 provides data on whether the students who attended the workshops successfully passed their courses and/or continued to work on the modules within the specific subject areas in that term.

³ Student enrollments in IHSS 300 (Training to College) and IHSS 990 (High School Assessment) were excluded.

Table 1. Outcomes of Direct Instruction Workshop Attendees

	Fall 2019	Winter 2020
English Workshop Attendees	10	18
Successfully Completed an English Course	6 (60%)	5 (28%)
Not Completed but Working on English modules	4 (40%)	13 (72%)
General Math Workshop Attendees	25	26
Successfully Completed a General Math Course	13 (52%)	7 (27%)
Not Completed but Working on General Math modules	11 (44%)	15 (58%)
Not Working on General Math modules	1 (4%)	4 (15%)
Algebra Workshop Attendees	7	6
Successfully Completed an Algebra Course	4 (57%)	1 (17%)
Not Completed but Working on Algebra modules	2 (29%)	4 (67%)
Not Working on Algebra Modules	1 (14%)	1 (17%)

Gilbert South Offsite High School Lab (NOCE)

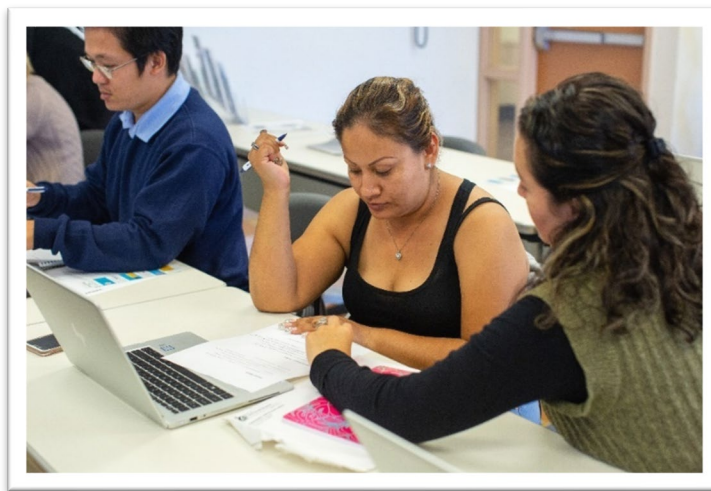
NOCE provided educational opportunities to adult students to earn their high school credits at an offsite location at Gilbert South High School, which was open to serve students who were at-risk of aging out of AUHSD. The offsite high school provided a space for students to work toward completing their high school diploma. The lab was open after-school in evening hours four days a week. Two lab faculty, a counselor, and tutors were funded by CAEP to provide services and instruction to students who attended the offsite lab. Data was not analyzed for this strategy since it was discontinued at the end of the 2019-20 academic year.



Career Technical Education (CTE)

Outreach, Pathways, Student Support, Entry/Re-Entry, Workforce, and Program Development (NOCE)

The outreach, pathways, student support, entry/re-entry, workforce, and program development strategy supports comprehensive career services for adult students at NOCRC. CAEP funds supported the salaries of a curriculum development expert who focused on developing new programs and revising existing programs to meet industry need and a pathway specialist who assisted in the Career Resource Center (CRC) to provide students access to career related training and assistance with creation of resumes, cover letters, completing online applications, career exploration, etc. Under this strategy, business outreach events, industry workshops, career pathway days, and employability skills development were offered to students.



Only the CRC data was examined for this strategy. OIRP received data from CRC staff regarding the student visits in the 2019-20 academic year. A total of **953** CRC visits (in-person or online) were recorded. Only 871 records included a Banner ID, a NOCE Student ID, of which **315** unique IDs were identified⁴. Of the 315 IDs, seven students were identified to have more than one Banner ID and their correct ID was kept. Upon verification of the IDs in Banner, another six IDs did not match the student names provided in the CRC list. Data was only examined for the **302** students whose IDs were verified in Banner.

CRC staff captured several employment-related outcomes for the students served by CRC. Although CRC staff recorded outcomes for visits, data is reported at the student level to examine the overall outcomes for the student. Academic outcomes for CRC served students were examined within the overall outcomes analysis and presented below in the NOCRC Overall section.

Of the 302 Students Served at CRC:

- 48%** completed a resume
- 10%** completed a cover letter
- 9%** completed a job application
- 2%** attained a job interview
- 3%** attained a job

⁴ To identify the unique number of students served by CRC, students' Banner IDs were de-duplicated. Banner IDs were not captured for 88 records; most of the missingness in Banner IDs was from the Spring 2020 term.

I-BEST – Support Instructors (NOCE)

Under the Integrated Basic Education and Skills Training (I-BEST) strategy, a CTE instructor was paired with a basic skills instructor to teach and support the success of students within CTE courses. While the CTE instructor focused on the CTE content, the co-instructor provided basic skills support. CAEP funds were used to pay for the salaries of co-instructors for the I-BEST courses in the CTE subprograms of Administrative Assistant, Medical Assistant, Early Childhood Education, Pharmacy Technician, and Business Management. Data was not analyzed for this strategy since it was discontinued at the end of the 2019-20 academic year.



Outreach, Pathways, Student Support, Entry/Re-Entry, Workforce, and Program Development (NOCROP)

NOCROP provides career education through their Adult Career Education Program within the North Orange County region. CAEP funds were used by NOCROP to support their adult students by providing extended services that they could not offer otherwise. CAEP funds were used by the NOCROP Adult Career Education Program to pay for the salaries of an instructor, professional experts, custodial staff, a program specialist, and a marketing and outreach specialist. The 80% CAEP funded instructor served as an instructional coach that provided professional development to NOCROP staff on how to foster innovative teaching and best support students. Additionally, professional experts were hired to develop curriculum for new programs and/or revise existing programs to meet industry needs and fill identified training gaps throughout the county.

The marketing and outreach specialist (50% CAEP funded) was responsible for scheduling outreach activities to increase awareness in CTE programs. CAEP funds were used to improve marketing efforts, including a brand new NOCROP Adult Career Education website and social media presence. The new website allows students to connect with employers through NOCROP's Job Board, provides information on current and upcoming courses including detailed educational pathway maps for students, and provides a platform for students to directly connect to the adult career education counselor. Additionally, promotional materials including postcards and mailers were developed and distributed using CAEP funds.

The program specialist (70% CAEP funded) provided several support services to students including assisting students with registration, assisting with day-to-day tasks with the new student

information system, Orbund, and provide support to instructors. Additionally, the program specialist conducted labor market research leading to implementation of new programs, pathway planning, and outreach.

OIRP does not have access to student level data for the NOCROP Adult Career Education Program. Only aggregated numbers provided by NOCRC staff are included in the report, which included counts of students who received the following services:

- 78 students completed new online orientation through brand new portal
- 209 students accessed brand new website resources (job board, events, etc.)
- 78 students accessed Orbund resource bulletin board
- 209 students received additional support for distance learning during COVID
- 45 students received virtual counseling workshops (distance learning and self-care) during VN Student Support week



“Everything was very detailed and provided all the information needed” and “I feel like everything that was covered has given me guidance and knowledge.”

~ NOCROP Student Voice Regarding New Online Orientation



Data & Accountability (NOCROP)

Under this strategy, NOCROP purchased two software, (1) a student information system, Orbund and (2) a CAEP data reporting software, CASAS TOPSpro Enterprise (TE). Orbund allows for constant communication among students, instructors, and staff, including an ability to instant alerts via email or SMS. Prior to Orbund, students could only register for classes in-person at the NOCROP Education Center. Orbund allows students to register online, 24/7, as well as make payments online. It also allows NOCROP instructors to post content, announcements, assessments, discussion boards, and grades online. It is used to capture clock hours, especially for clinical courses, that are viewable on transcripts. The capturing of clinical hours is important for students taking medical courses since these hours are counted for work-based learning, which is mandatory for students to receive or be eligible to receive industry certification. Orbund also allows required CAEP data to be pulled from Orbund and imported into TE.

Along with the TE software, a scantron machine and forms were also purchased that allows NOCROP to capture student demographic and outcome data, which is reported to the State Chancellors Office. A data and accountability project manager's salary was paid through this strategy, and their role is to ensure collection of data within NOCROP in compliance with reporting requirements and provide professional development to staff for the adoption of new data management tools. Using the CASAS TE software, NOCROP submitted data on **230** students enrolled at their institution within 2019-20. This is the first year NOCROP's data will be reflected in the Adult Education Pipeline LaunchBoard.

Workforce Development (NOCE/NOCROP)

The workforce development strategy focused on developing employer contacts by collaborating with NOCRC partner agencies and building relationships with employers to increase employment opportunities for students. A special project manager and a professional expert were funded by CAEP to develop these collaborations. Data was not analyzed for this strategy since it was discontinued at the end of the 2019-20 academic year.

Disability Support Services (DSS)

ARISE (NOCE)

The ARISE (Academics, Relationships, Independence, Self-Advocacy, Emotional Health) Hub provides specialized support for students experiencing stressors from academic and campus life. The ARISE Hub was designed to support individuals with autism spectrum disorder (ASD) and has expanded to support students with mental health needs, anxiety, and stress. The ARISE hub is a sensory-friendly space where students can decompress, seek guidance, and socialize with peers. The Hub offers individual and group counseling, and small group instruction. Staff provide services and resources that support the educational, vocational, and personal goals of students. CAEP funds were used to fund one full-time Student Services Specialist (SSS) and three professional experts at the ARISE Hub.

OIRP received data from the Disability Support Services (DSS) staff regarding the student visits to the ARISE Hub and an ARISE counselor within the 2019-20 academic year. A total of **3,607** visits (in-person or online) to the ARISE Hub were recorded. To identify the unique number of students served by ARISE, Banner IDs were de-duplicated. A total of **393** unique IDs were identified. Of the 393 IDs, 29 students were identified to have more than one Banner ID. Students' correct ID was kept and 35 records with wrong IDs were excluded. Upon verification of the IDs in Banner, another three IDs did not match the student names provided in the ARISE list. Students' outcomes were examined within the overall outcomes analysis and presented below in the NOCRC Overall section. Data was only examined for the **355** Arise Hub students whose IDs were verified in Banner.

Students visiting the ARISE Hub received the following services:



DSS Workforce (NOCE)

The DSS Workforce strategy focuses on providing students with disabilities case management services regarding their employment development needs for entry into the workforce. To meet this goal, CAEP continued to partially fund (50%) a Student Services Specialist Job Developer, whose cost was braided with funds acquired from the Department of Rehabilitation (DOR) through the WorkAbility III Program (WAIll). This Job Developer provided students with disabilities services that included career exploration and employment preparation as well as job placement and job retention. Additionally, the DSS Workforce strategy aims to foster relationships with local employers and secure internships with local partners to assist with connecting students with disabilities to employment opportunities. CAEP funds were used to hire two professional experts who aided in starting NOCE's partnership with Ralphs as Workforce Case Managers for the Ralphs collaboration project. This cost was ultimately absorbed into the WAIll Program. Lastly, CAEP provided one-time funding toward starting Project SEARCH Anaheim, a collaboration project between NOCE, Kaiser Permanente, and Goodwill wherein Kaiser will act as a host site for up to ten student interns, with NOCE and Goodwill providing instruction and training for these students.



Data was provided for 37 students who were served by the CAEP Job Developer. One of the student IDs provided could not be verified through Banner and was excluded. Data was only examined for the **36** students whose IDs were verified in Banner. DSS staff captured several employment related outcomes for the students served by the Job Developer. Three-fourths of the students completed a vocational assessment, which documents students' employment skill, employment history, employment goals, and availability. About one-third of the students gained and retained employment. It must be noted that the 33% students who retained employment are not necessarily the same students as the 31% that gained employment in 2019-20. Students who were retained may have gained employment prior to 2019-20.

Of the 36 Students Served by CAEP Job Developer:

75% completed a vocational assessment

31% gained employment

33% retained employment for a minimum of 90 days

New DSS Instructional Offerings (NOCE)

The DSS instructional offerings strategy focuses on the development and implementation of a new curriculum in DSS focusing on students with autism spectrum disorder (ASD), attention deficit disorder (ADD), and other mental health related issues. The focus of the new curriculum is to offer courses that are CDCP approved with a strong vocational emphasis to better meet student needs for transitioning to NOCE noncredit CTE courses, credit instruction, and employment. This strategy has been postponed to the 2020-21 academic year; thus, no data has been analyzed.

Mental Health (NOCE)

The DSS Mental Health strategy aimed to support students with mental health issues in the region through research. An adjunct counselor with expertise in mental health was paid through CAEP funds to identify the needs of students with mental health issues and develop a plan with proposed intervention strategies to close the gaps in instruction and services for students with mental health needs. This strategy was discontinued, but crucial elements of the strategy were incorporated into the ARISE Hub.

DSS Transition (NOCE)

The DSS Transition strategy was designed to aid in the successful transition of the region's adults with disabilities. Under this strategy, CAEP funds were used to pay for the salaries of six adjunct DSS counselors, a peer trainer, four peer mentors, and a part-time transition specialist. The counselors provided information to adult students and their parents regarding adult education programs and services, along with providing one-to-one counseling services on how to manage the transition from K-12 to noncredit and post-secondary studies. An on-boarding experience for students, including campus tours, warm handoff to campus offices, and peer guidance on courses and services, was provided to create an environment of belonging. Data was not analyzed for this strategy since it was discontinued at the end of the 2019-20 academic year.



English as a Second Language (ESL)

ESL Noncredit Pathway to College/Lower Level Academic Success (NOCE)

Under the ESL Noncredit Pathway to College strategy (formerly the ESL Lower Level Academic Success strategy), the ESL workgroup had developed a program to ease the transition of English Language Learners into academic programs including NOCE's HSD Program and CTE Program, as well as into credit college courses. Initially focusing on the creation of Lower Level ESL Academic Success courses to support the existing ESL for Academic Success courses, in the 2019-20 academic year, the ESL Lower Level Academic Success strategy was renamed as the ESL Noncredit Pathway to College strategy. This change was to reflect the updated scope of the strategy which now included the funding of the revised higher-level ESL for Academic Success courses. CAEP funded the salaries of three adjunct faculty who taught six ESL Academic Success I course sections at the Anaheim Campus and Walter Knott Center, and three ESL Academic Success II course sections at the Wilshire Center. Data will be examined for the students enrolled in these course sections.



In the 2019-20 academic year, **179** students had 309 course enrollments in ESL Academic Success I and II courses taught by CAEP funded faculty. Of the 309 course enrollments, 19% received a passing grade and 48% received a satisfactory progress (SP) grade for an overall success rate of 67%.

To examine whether the strategy met its goals of students' transition and CDCP certificate completion, outcome data was examined for the 179 students served by this strategy (Table 2). A student is considered *transitioned to Credit ESL* courses at Cypress or Fullerton College if they enrolled in a credit ESL course any time after taking an ESL Academic Success course at NOCE in the 2019-20 academic year. Of the 179 students, **9%** transitioned to credit ESL courses.

Students' transition outcomes within NOCE were also examined. One-fifth of the students *transitioned to NOCE CTE* and **7%** *transitioned to NOCE HSD* program after taking an ESL

Academic Success course at NOCE in 2019-20. Less than 5% of the students were awarded a CDCP Certificate of Completion for ESL Academic Success I.

Table 2. Transition and Completion Outcomes for Students in CAEP-Funded ESL Academic Success Courses

Outcome	N=179
Transitioned to Credit ESL	17 (9%)
Transitioned to NOCE CTE	36 (20%)
Transitioned to NOCE HSD Program	13 (7%)
Completed CDCP Certificate – ESL Academic Success I	7 (4%)

ESL Mentorship Program (NOCE)

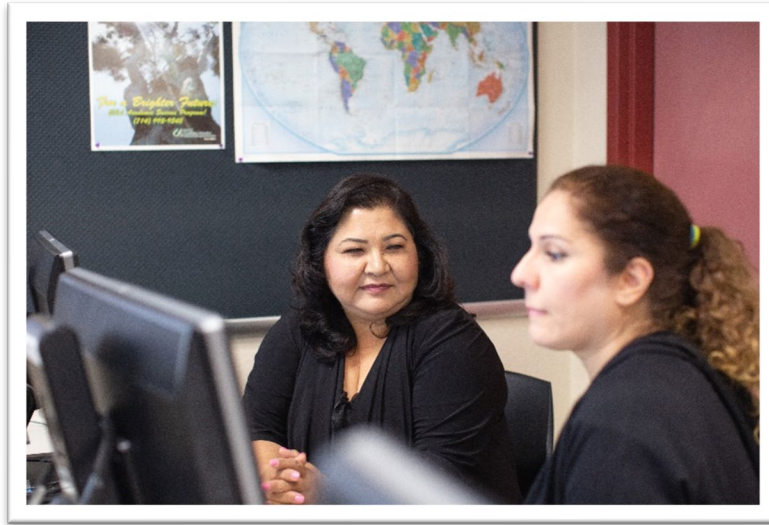
The focus of the ESL Mentorship Program is to provide one-on-one support to students who are accepted as mentees in the program in helping them create a clear pathway to further their education. Mentees are assigned a peer mentor for two semesters, and CAEP funds are used to pay for the salaries of a lead mentor and hourly peer mentors. While the lead mentor focused on building working partnerships with Cypress and Fullerton College programs and services, the peer mentors provided individualized support to students as they navigate their way through the college system. In the initial intake system, mentees’ individualized academic needs are assessed, and students are provided services accordingly. The Mentorship program developed a case management system that helps students streamline the transition process from NOCE to Cypress or Fullerton College. Data was not analyzed for this strategy since it was discontinued at the end of the 2019-20 academic year.

Offsite Student and Location Development (NOCE)

The ESL Offsite Student and Location Development strategy focuses on serving the needs of ESL students located at offsite locations during the 2019-20 academic year. Offsite locations provided essential English language courses to students who cannot attend courses at NOCE campuses due to educational barriers, such as transportation or childcare. CAEP funds paid for ESL instructors who taught the different levels of ESL courses at these offsite locations. Additionally, CAEP funds were used to lease building space to allow for expanded offerings at some offsite locations. CAEP funds also provided childcare services to ESL students at some offsite locations. Lastly, the 2018-19 ESL Offsite Counseling strategy was integrated into the ESL Offsite Student and Location Development strategy, and two additional ESL counselors were hired to supplement the two existing ESL offsite counselors already funded through CAEP. These counselors visited offsite locations and provided guidance and resources that onsite locations provide to students. However, for the 2020-21 academic year, these ESL offsite counselor positions will be moved to the Transition Workgroup budget to better align with the restructuring of the Transition Workgroup.

Although courses are offered at multiple offsite locations, CAEP funding primarily provided resources for the development of the Walter Knott Center (WKC). More specifically, CAEP budget was used to fund the salaries of two ESL faculty at the WKC location. One of the faculty at WKC taught academic success courses along with other ESL courses, and their academic success courses were included under the ESL Noncredit Pathway to College strategy. Data is analyzed only for students who were enrolled in the other courses offered at WKC, ESL Intermediate High and

the ESL Learning Center. **Ninety-nine** students had 124 enrollments in non-academic success ESL courses taught at WKC.



One of the primary goals of the strategy is to transition ESL students from the offsite locations to the onsite higher-level ESL courses. A student is considered *transitioned to onsite higher-level noncredit ESL courses* if they enrolled for the first time in an Intermediate High, Advanced, Academic Success I, or Academic Success II course at one of the NOCE onsite campuses (Anaheim Campus, Cypress Center, Wilshire Center) after initially taking an ESL course at an offsite location Fall 2016 or later. Of the 99 students who were enrolled at WKC in the non-academic success ESL courses, **21%** transitioned to onsite higher-level noncredit ESL courses. It is important to note that students’ minimum term at the offsite locations was set to Fall 2016 since CAEP funds were first used during that term to pay for staff that served ESL students at the offsite locations.

Additional transitional outcomes were examined for the students served under this strategy (Table 3). Of the 99 students, **4%** transitioned to *Credit ESL* courses at Cypress or Fullerton College, **7%** students transitioned to *NOCE CTE*, and **9%** transitioned to *NOCE HSD* program any time after taking an ESL course at WKC in 2019-20.

Table 3. Transition Outcomes for ESL Students in CAEP-Funded Courses at WKC

Outcome	N=99
Transition to Onsite Higher-level Noncredit ESL Courses	21 (21%)
Transitioned to Credit ESL	4 (4%)
Transitioned to NOCE CTE	7 (7%)
Transitioned to NOCE HSDP	9 (9%)

Data was also examined for students served by counselors at the offsite ESL locations. NOCE Counseling and Services Department provided data for **401** students (2,349 counseling appointments) who are recorded in SARS within the offsite ESL grid. Of the 401 students, **69%** were enrolled in ESL courses in 2019-20 at offsite locations.

The focus of the counselors was to help ESL students who were enrolled at the offsite ESL locations to transition to onsite ESL courses. Transitional outcomes were calculated only for 278 students who enrolled in ESL courses at the offsite locations in 2019-20. Of those students, nearly one-fourth *transitioned to an onsite noncredit ESL course* any time after their first term of taking an ESL course since Fall 2016 at an offsite location (Table 4). Less than 10% of the students transitioned to a higher-level noncredit ESL course at an onsite location.

Table 4. Transition Outcomes for Students Served by Counselors at the Offsite ESL Locations

Outcome	N=278
Transitioned to Onsite Noncredit ESL Courses	58 (23%)
Transitioned to Onsite Higher-level Noncredit ESL Courses	18 (7%)

ESL Course Alignment (NOCE)

Under the ESL Course Alignment strategy, the ESL workgroup identified the need to redevelop and align current curricula for noncredit ESL courses to curricula for credit ESL courses at Cypress and Fullerton college. This calls for collaboration between all colleges so that students can successfully transition into college credit ESL courses and/or other English courses. CAEP funds were used to reimburse one Cypress College faculty member and one Fullerton College faculty member for their time in assisting NOCE faculty with the curriculum alignment process. The 2019-20 academic year was a planning period for this project. Curriculum alignment conversations were initiated between NOCE Cypress ESL faculty and Cypress College ESL faculty regarding pathways to transition for NOCE students into Cypress College. Concurrently, alignment conversations took place between NOCE Wilshire ESL faculty and Fullerton College ESL faculty regarding pathways to transition for NOCE students into Fullerton College. To support these conversations, NOCE ESL students from the Wilshire Center were taken to Fullerton College and participated in the Fullerton College ESL assessment process to determine where NOCE students would place in Fullerton College ESL curriculum.

Digital Literacy and Integration (NOCE)

The Digital Literacy and Integration strategy developed a state approved curriculum to teach digital literacy and internet safety to ESL students. The ESL workgroup implemented marketing and outreach strategies to promote this course via classroom visits, flyers, social media, and the NOCE website. The strategy focused on providing support and training to instructors related to the integration of digital literacy tools and strategies to help students use technology comfortably with the goal of them becoming autonomous technology users. Data was not analyzed for this strategy since it was discontinued at the end of the 2019-20 academic year.

K-12 Student Success

Love & Logic Framework (NOCE)

The K-12 Student Success Workgroup provides support to adults for K-12 student academic success by offering Love & Logic® classes at community locations in the North Orange County region, including classes focusing on supporting children with challenging and traumatic pasts and children with special needs. To support the needs of the community, in-class translators and babysitting services were provided to parents attending these classes. The Love & Logic Framework strategy includes the salaries of instructors who teach the Love & Logic pilot classes, translation services, babysitting services, professional development for K-12 Student Success Workgroup, and hosting an annual Love and Logic Trauma conference.



The workgroup held their 2nd annual Building Trauma-Informed Communities Conference in 2019-20, which was attended by over **400** guests. Attendees included K-12 teachers and administrators, counselors, social workers, therapists, non-profit and social service agencies, aftercare programs, higher education staff and counselors, and parents. The conference featured presentations and workshops on several topics, including microaggressions, trauma and Adverse Childhood Experiences (ACEs), children's ability to learn and develop trusting, healthy relationships, Love & Logic® Classroom Management Skills, Early Childhood Interventions, and Trauma-Related Behaviors in Teens. Attendees also learned how adults who are committed to supporting the K-12 youth can help them heal and achieve academic success as well as lifelong health and happiness.

One of the original goals of this strategy was to move Love & Logic® CAEP-funded pilot classes to apportionment. In 2019-20, 22 apportionment course sections were offered for the Parenting with Love and Logic course, in which **584** unique students enrolled. However, for this report, only the course sections funded by CAEP were examined. A total of **232** students had 663 enrollments in 33 course sections funded by CAEP under this strategy, including 9 Essential Skills for the Love & Logic Classroom, Love & Logic Parenting Children with Special Needs, and Love & Logic:

Supporting Youths with Challenging Past courses. Only one section for the Parenting with Love and Logic course was funded by CAEP, which was included.

Love & Logic® Faculty Testimonials

“One student said yesterday that they took the class to help with raising their littlest but realized the tools they learned could help them with their adult son still living at home. The spark in this dad’s eyes when he realized how helping his son learn the value of “contributions to the family” was priceless!”

Faculty member “reported that [they] have a single father who has taken the class before and is taking it again. He has addiction issues and has relied heavily on what he is learning in the Love & Logic classes and considers his success as a single parent as result of our classes. After his wife left them, his daughter was failing all her classes. Since attending our classes, she raised her average to a “C” and currently, she is making “A’s in her classes!”

Faculty member shared “that one of [their] moms reported out that since she is using Love & Logic at home, her daughter wants to spend more time with her. Her daughter had previously been cared for by her grandmother and was not really interested in having a relationship with her mom. After taking the Parenting the Love and Logic Way® class, her daughter wants to be with her mom.”

Curriculum Exploration (NOCE)

Based on community and member feedback, the K-12 Student Success workgroup focused on several areas of interest within the Curriculum Exploration Strategy, including the development of trauma-informed curriculum that will support all adults who serve or care for K-12 students. The curriculum exploration team completed the Western Youth Services’ Adverse Childhood Experiences (ACEs) Train the Trainer course and were able to develop an 8-12-week course which focused on the effects of childhood trauma on brain development and how adults can help a child heal from their traumas. Under this course, the team plans to develop more specific curriculum that focuses on the LGBTQ students in the North Orange region. The curriculum exploration team has begun the work on researching existing curricula in the region through their partnership with various agencies, including the California LGBTQ Health and Human Services Network and A Child’s Place Learning Center. Due to COVID-19 budget concerns, curriculum exploration and development have been postponed.

Transition

El Camino Counselors (NOCE/PYLUSD)

The NOCRC transition strategy focused on assisting students with transitioning to noncredit NOCE courses and/or Cypress or Fullerton colleges by funding two counselors located at the El Camino Real High School. Counselors met with the students to promote transition and career options offered through the district via various workshops and presentations such as CTE Career Pathway Day, NOCE Open House, Application Workshops, and EOPS Information Workshop. Counselors provided guidance on the transition process including, assisting students with the application and enrollment process, assisting with financial aid process, and discussing college and career options.

The counselors captured the data on the number of student contacts they had with students, however the data is only analyzed and tracked for those students who had an NOCCCD Banner ID. Banner IDs were collected for 20 students and their outcomes were incorporated within the overall outcome analysis and presented in the NOCRC Overall section.

Dream Your Future Event (NOCE)

In 2019-20, NOCE hosted the Dream Your Future student conference virtually via Zoom. The conference provided support to students who planned to continue their educational journey from NOCE to one of the credit colleges within the District. Three live sessions were offered at the end of May, in which students received guidance from NOCE and college counselors on how community college is within their reach, ways to choose a college major, and information regarding financial aid, college programs and services. To serve more students, the Zoom sessions were pre-recorded and made accessible to all via NOCE website.

While data was recorded for 23 students who registered to attend the live sessions in May 2020, not all students who registered attended the session. Therefore, student outcomes were tracked only for 11 students who completed a survey after attending the live session, and their outcomes are reflected within the NOCRC Overall section below.

NOCRC Overall

The following section provides an overview of the outcomes achieved by students served by CAEP funded strategies/activities at NOCE in 2019-20. Student level data is not available to OIRP for NOCROP Adult Career Education Program, thus cannot be included in the overall analysis provided below.

In the 2019-20 academic year, NOCRC funded strategies served **1,709** trackable students. Data was not tracked for any students whose IDs were inaccurate or missing in the data files provided to OIRP. The data for all the NOCRC strategies was appended and students were grouped in NOCRC workgroup/program areas based on the strategies in which they were served:

- Students served in the HSE strategy and the HSD Direct Instruction strategy were identified as students served by the NOCRC **Basic Skills** program.
- The **CTE** program includes data only for students served by the CRC.
- The **DSS** program area includes students served by the ARISE Hub and the Job Developer.
- The students included under the **ESL** program are those served by the Noncredit Pathway to College strategy and the Offsite Student and Location Development strategy.
- The **K-12 student success** program encompasses all students who were enrolled in CAEP funded Love and Logic and pilot classes.
- The **transition** workgroup includes a small sample of students who had a Banner ID and were served by the El Camino strategy counselors and those who participated in the Dream Your Future event hosted by this workgroup.

Students' enrollment, completion, and transition outcomes were explored and reported in Table 5 and Table 6⁵. Data is presented both at the overall NOCRC level and broken at the NOCRC workgroup/program level. Headcount and enrollment data (Table 5) are presented both at an overall NOCE level and NOCE program level, including Basic Skills, CTE, DSS, ESL, and Parenting:

- Student enrollments in the GED program and HSD program are included under **Basic Skills**.
- **CTE** includes enrollments in any of the NOCE CTE subprograms.
- **DSS** and **ESL** include course enrollments in their respective programs.
- Instead of capturing all Lifeskills Education Advancement Program (LEAP) enrollments, only course enrollments in the **parenting** program were included to better align with CAEP program areas.

As presented in Table 5, of the 1,709 students served by all NOCRC strategies, 91% of the students were enrolled in NOCE courses in 2019-20, accumulating 8,742 course enrollments. The remaining 9% do not have any course enrollments within NOCE in the 2019-20 academic year but were served by the NOCRC strategies. Eighty percent of the 1,709 students were identified as participants, meaning they had at least 12 hours of instruction within the academic year. Moreover, 30% of the students served by NOCRC did not have prior course enrollments within NOCE and were identified as new students in the 2019-20 academic year.

⁵ Only the percentages are presented in the Tables; raw numbers can be found in the Appendix.

Table 5. Student Enrollment Outcomes at NOCE by CAEP/NOCRC Strategy Program Areas

Student Outcomes in 2019-20	NOCRC Workgroup/Program Areas*						
	Students Served by NOCRC Overall (N=1,709)	Students Served by Basic Skills (N=218)	Students Served by CTE (N=302)	Students Served by DSS (N=381)	Students Served by ESL (N=617)	Students Served by K-12 SS (N=232)	Students Served by Transition (N=31)
Overall NOCE Noncredit Enrollments							
Headcount of Students Enrolled in NOCE Courses	91%	100%	88%	85%	92%	99%	71%
Total Number of NOCE Course Enrollments	8,742	1,054	2,118	2,255	2,961	875	120
Headcount of Participants	80%	75%	76%	82%	85%	80%	58%
Headcount of New Students at NOCE	30%	39%	19%	16%	27%	64%	19%
NOCE Noncredit Enrollments Across Programs							
Headcount of Students Enrolled in NOCE Basic Skills Classes	18%	100%	9%	6%	7%	3%	42%
Headcount of Students Enrolled in NOCE CTE Classes	21%	13%	72%	20%	11%	3%	23%
Headcount of Students Enrolled in NOCE DSS Classes	15%	1%	3%	68%	0%	0%	0%
Headcount of Students Enrolled in NOCE ESL Classes	37%	11%	25%	3%	88%	4%	23%
Headcount of Students Enrolled in NOCE Parenting** Classes	9%	0%	2%	0%	3%	59%	0%

Note. * Students were grouped in NOCRC workgroup/program areas based on the strategies in which they were served. For example, CTE workgroup/program areas includes the counts and outcomes of those students served by the Career Resource Center, which was a CAEP funded CTE strategy.

**Parenting includes courses under the PARN subject code. This is different from K-12 SS courses, which also include the Love and Logic pilot courses.

The NOCE Noncredit Enrollments Across Programs section of Table 5 highlights that while students may be served by a specific NOCRC workgroup strategies/program, students take courses across one or more NOCE programs. For example, of the 218 students served by the Basic Skills strategies, 13% were co-enrolled in CTE courses, 1% in DSS courses and 11% in ESL courses. This trend is apparent for other NOCRC program areas and emphasizes the importance of understanding that students are shared among NOCRC workgroups/programs.

Table 6 presents the completion and transition data, including measurable skills gains within CTE, completion of high school diploma and CDCP certificates within NOCE, transition to postsecondary both at NOCE and NOCCCD Credit Colleges for Basic Skills and ESL students, and certificate and degree completion outcomes within NOCCCD Credit Colleges. Over half of the students served by the CTE strategies completed a workforce prep milestone compared to the other NOCRC program areas. This proportion is higher for CTE served students because it is based on students successfully completing a CTE course within the year, and most students in the CTE strategies were enrolled in CTE courses.

The Transition to Postsecondary outcome was calculated only for students who had an enrollment in GED, HSD and ESL courses at NOCE in 2019-20. There were students served by the ESL strategies and transition strategies that did not have any Basic Skills/ESL course enrollments in 2019-20. Of the 617 students served by the ESL strategies, only 554 students had Basic Skills/ESL enrollments. Similarly, only 19 out of 31 students under the Transition workgroup strategies had Basic Skills/ESL enrollments. Thus, the transition to postsecondary outcomes were calculated only for the 554 and 19 ESL-served and Transition-served students, respectively. To align with the LaunchBoard calculations, the transition to postsecondary outcomes were examined for the same and subsequent year, meaning 2019-20 or later.

Table 6. Student Completion, Transition, and Credit Outcomes by CAEP/NOCRC Strategy Program Areas

NOCRC Workgroup/Program Areas							
Student Outcomes in 2019-20	Students Served by NOCRC Overall (N=1,709)	Students Served by Basic Skills (N=218)	Students Served by CTE (N=302)	Students Served by DSS (N=381)	Students Served by ESL (N=617)	Students Served by K-12 SS (N=232)	Students Served by Transition (N=31)
Measurable Skills Gain Outcomes							
Completed a Workforce Preparation Milestone	16%	7%	58%	15%	6%	2%	23%
Noncredit Certificate and Diploma Completers Outcomes							
Headcount of Students who Earned a High School Diploma	2%	6%	1%	0%	1%	0%	6%
Headcount of Students who Earned a NOCE CDCP CTE Certificate	4%	1%	20%	2%	0%	0%	0%
Headcount of Students who Earned a NOCE CDCP Other Certificates*	0%	0%	0%	0%	1%	0%	0%
Transition Outcomes**							
Headcount of Basic Skills and ESL Students	887	218	N/A	N/A	554	N/A	19
Basic Skills/ESL Students who Transitioned to Postsecondary (NOCE CTE)	8%	6%	N/A	N/A	5%	N/A	16%
Basic Skills/ESL Students who Transitioned to Postsecondary (NOCCCD Credit)	5%	4%	N/A	N/A	5%	N/A	11%
Credit Outcomes							
Headcount of Students Enrolled in Credit Classes	6%	4%	8%	5%	9%	0%	3%
Headcount of Students who Earned a Credit Certificate or Degree	0%	0%	0%	0%	0%	0%	0%

Note. * Other CDCP Certificates awarded at NOCE in 2019-20 include Braille Transcribing Certificate, College Prep Math Skills 2 Certificate, ESL Intermediate High Certificate, ESL Advanced Certificate, ESL for Academic Success I Certificate, and ESL for Academic Success II Certificate.

** Basic Skills/ESL Transition to Postsecondary outcome is calculated only for students who had an enrollment in GED, HSD and ESL courses at NOCE in 2019-20. Students are considered transitioned if they achieved a postsecondary outcome any time in 2019-20 or later.

Recommendations

NOCRC's mission is to improve and expand adult education in the North Orange County region. The internal evaluation of the NOCRC strategies funded in 2019-20 is conducted to understand whether the implemented strategies support the overarching mission. The goal of the evaluation report is to provide data at the strategy, program, and consortium levels to allow NOCRC members to make data-informed program refinements and improvements as needed. The evaluation report provides a description of the workgroup strategies implemented in 2019-20 and the relevant data related to each strategy as a means to assess how well the programs have moved toward meeting their key objectives as presented in their strategy proposals.

Throughout the process of collecting data from strategy providers, the cleaning and analysis process, and summarizing the strategy descriptions, OIRP discovered several areas that have room for improvement. Below are OIRP's recommendations for program and process improvement:

1. Clear outline of goals and objectives of the strategy

- Ensure that strategy proposals clearly outline the desired goal(s) of the strategy, including strategy objectives in measurable terms that address the regional need the strategy is trying to meet

2. Communication of any changes to the strategy

- Ensure communication occurs to inform all workgroup members and OIRP regarding any changes to the goals of the strategy and the implementation process

3. Improvements in the data collection process

- Ensure gathering of student names and Banner IDs so there is no missingness in the data for students who received services
- Verify that the names and Banner IDs of the students are accurate
- Consider developing an online data sharing process or a data hub where all strategy data is shared with OIRP

4. Collection of qualitative data

- To give voice to the experiences of students as well as faculty and staff implementing the strategies and services, it is important to collect qualitative data via satisfaction surveys, focus groups, and interviews
- Gather student feedback on strategies and services to determine what is working well for students and what needs to be improved
- Collect feedback from faculty and program staff who are implementing the strategies and providing services to ascertain what is working well and what needs to be improved

5. Collection of data on challenges and barriers in the implementation process

- To improve the adult education programs within the region, data needs to be collected from key stakeholders who are implementing the strategies in the field to document the implementation process as well as understand any challenges or barriers they may have experienced while developing or implementing the specific strategies or services

Appendix

Raw Counts of Student Enrollments, Completion and Transition Outcomes by CAEP/NOCRC Program Areas

Student Outcomes in 2019-20	NOCRC Workgroup/Program Areas						
	Students Served by NOCRC Overall (N=1,709)	Students Served by Basic Skills (N=218)	Students Served by CTE (N=302)	Students Served by DSS (N=381)	Students Served by ESL (N=617)	Students Served by K-12 SS (N=232)	Students Served by Transition (N=31)
Overall NOCE Noncredit Enrollments							
Headcount of Students Enrolled in NOCE Courses	1,557	218	265	325	568	230	22
Total Number of NOCE Course Enrollments	8,742	1,054	2,118	2,255	2,961	875	120
Headcount of Participants	1,371	164	229	314	524	185	18
Headcount of New Students at NOCE	513	84	58	61	167	148	6
NOCE Noncredit Enrollments Across Programs							
Headcount of Students Enrolled in NOCE Basic Skills Classes	302	218	28	24	41	6	13
Total Enrollments in NOCE Basic Skills	981	698	113	72	124	20	43
Headcount of Students Enrolled in NOCE CTE Classes	364	29	216	76	70	6	7
Total Enrollments in NOCE CTE	1,896	133	1,322	373	238	20	42
Headcount of Students Enrolled in NOCE DSS Classes	262	2	8	258	0	1	0
Total Enrollments in NOCE DSS	1,598	15	48	1,575	0	1	0
Headcount of Students Enrolled in NOCE ESL Classes	637	23	75	13	545	10	7
Total Enrollments in NOCE ESL	2,728	86	266	53	2,418	32	24
Headcount of Students Enrolled in NOCE Parenting Classes	158	1	7	1	17	138	0
Total Enrollments in NOCE Parenting	199	1	18	2	20	166	0

Raw Counts of Student Enrollments, Completion and Transition Outcomes by CAEP/NOCRC Program Areas
Continued

Student Outcomes in 2019-20	NOCRC Workgroup/ Program Areas						
	Students Served by NOCRC Overall (N=1,709)	Students Served by Basic Skills (N=218)	Students Served by CTE (N=302)	Students Served by DSS (N=381)	Students Served by ESL (N=617)	Students Served by K-12 SS (N=232)	Students Served by Transition (N=31)
Measurable Skills Gain Outcomes							
Completed a Workforce Preparation Milestone	265	16	175	56	35	4	7
Noncredit Certificate and Diploma Completers Outcomes							
Headcount of Students who Earned a High School Diploma	27	13	4	0	8	1	2
Headcount of Students who Earned a NOCE CDCP CTE Certificate	69	3	60	7	3	1	0
Headcount of Students who Earned a NOCE CDCP Other Certificates	8	0	0	0	8	0	0
Transition Outcomes							
Headcount of Basic Skills and ESL Students	887	218	97	35	554	16	19
Basic Skills/ESL Students who Transitioned to Postsecondary (NOCE CTE)	72	14	24	4	29	2	3
Basic Skills/ESL Students who Transitioned to Postsecondary (NOCCCD Credit)	43	9	6	2	30	0	2
Credit Outcomes							
Headcount of Students Enrolled in Credit Classes	103	9	24	18	58	1	1
Headcount of Students who Earned a Credit Certificate or Degree	4	0	0	1	3	0	0