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**Overview:**

The California Adult Education Program (CAEP) three-year planning process is designed to provide consortia and consortium members a chance to (1) collectively assess the impact of services provided over the previous period, (2) identify educational and workforce needs among adult education beneficiaries and providers in the region, and (3) define strategies and activities to meet these needs over the coming three years.

This document is the companion to the CAEP Three-Year Plan 2022-2025 Guidance. This template provides a high-level overview of the information to be included in each section of the three-year plan, as well as fillable text boxes that mirror the template in NOVA. CAEP consortia can use this document to outline the information that will be entered into NOVA. The **official** three-year plan will be completed and approved by all consortium members in NOVA. Certain sections in NOVA allow for adding additional tables and content; however, since this template is for outlining purposes only, there is only one table type included for each section.

**Section 1: Consortium Details**

In this section, information about the consortium, its primary and fiscal contacts, and CAEP funds received is auto populated in NOVA. Provide an Executive Summary (up to 5000 characters), briefly describing needs, three-year plan metrics, objectives, activities, and outcomes, and a summary of the funds evaluation. Additionally, at the end of this section, attest to several Assurances.

**Consortium Name**  
North Orange County Regional Consortium  
for Adult Education

**Consortium Short Name**  
NOCRC

**Address**  
505 N. Euclid Street, Suite 200

**Website**  
www.nocrcae.org

**Funding Channel 2022-23** (Direct Funded or Fiscal Agent)  
Fiscal Agent

CAEP Funds 2022-23

CAEP Funds 2022-21

CAEP Funds 2021-20

**Consortium Contacts**

| Primary Contact                                         | Primary Contact | Primary Contact |
|---------------------------------------------------------|-----------------|-----------------|
| Janeth Manjarrez<br>714.808.4867<br>jmanjarrez@noce.edu |                 |                 |

Executive Summary (up to 5000 characters)

The North Orange County Regional Consortium for Adult Education (NOCRC) 2022-2025 Three-Year Plan comprises contributions via open planning sessions and monthly consortium level Executive Committee meetings from a variety of participants that include voting members, advisory group leaders and members, staff, and faculty of Anaheim Union High School District (AUHSD), Cypress College (CC), Fullerton College (FC), Fullerton Joint Union High School District (FJUHSD), Garden Grove Unified School District (GGUSD), Los Alamitos Unified School District (LAUSD), North Orange Continuing Education (NOCE), North Orange County Regional Occupational Program (NOCROP), Orange County Department of Education (OCDE), and Placentia-Yorba Linda Unified School District (PYLUSD). On the program level, consortium advisory groups that include regional participants in the areas of Basic Skills/High School Diploma Program (BS/HSDP), Career Technical Education (CTE), Disability Support Services (DSS), English as a Second Language (ESL), K-12 Student Success (K-12 SS), and NOCRC Student Services for Transition (Transition) collaborated on activities and outcomes through monthly advisory group meetings. Individual discussions for activities and outcomes with funded members also occurred with GGUSD for ESL, and NOCROP for CTE activities. On the regional level, consortium members reviewed community profile of the North Orange County Region and discussed implications of the local demographics and identified barriers to employment on consortium's objectives.

NOCRC looked to deepen its understanding of the communities served through CAEP activities, relying on quantitative data from multiple sources and qualitative student feedback multiple times. With this knowledge, NOCRC has identified the English Language Learner student barrier as the greatest obstacle to education and employment and is thus, its highest target priority. However, NOCRC understands that this barrier is further compounded when adult learners experience challenges that can be lifelong for some, such as adults with disabilities, or short-term, such as adults who need immediate and viable workplace skills, and will thus continue to collect and assess both demographic and outcome data, applying it through meaningful activities with additional consideration of regional workforce plans and partnerships, resulting in adjusted annual plans during the three-year plan period.

Based on its assessment of the region's population, NOCRC has chosen to focus on the English Language Learner student barrier as it affects education and employment. For consortium level metrics, NOCRC is pursuing conservative growth in required metric targets for both the number of adults served and the number of adults experiencing the English Language Learner student barrier to employment, considering the impact that the COVID-19 pandemic, national and global climates, and inflation has and continues to have on those currently and potentially being served by NOCRC. With this said, member level metrics for adults who become participants is also reflecting a moderate increase over the next three years, with percentage of funds spent being projected at a minimum of 60 percent year-over-year.

NOCRC objectives focus on addressing educational needs of adult learners in the region through the development of programs and courses that will build and strengthen computer literacy, industry-relevant career skills, self-advocacy, and interpersonal communication abilities. This will be achieved through NOCRC activities. NOCRC members will continue to professionally develop or hire qualified faculty and staff to: formulate and deliver academic programs and services; manage relevant data and records for reporting and supporting of student progress; reestablish and maintain community partnerships; build industry relationships and outside partnerships that support skill building and employment; create support awareness and opportunities for adult learners transitioning into college and/or career; form prospects for adults to successfully support K-12 students through trauma-informed education. In addition, activities include the purchasing and use of tangible equipment and software that further enhance the efforts of faculty and staff, thus amplifying the experience of adult learners served by NOCRC. Actions of NOCRC will result in short, intermediate, and long-term outcomes that look to increase for students: participation and enrollment, growth, and advancement in EFL gains, persistence and completion in current and imminent programs and certificates, transition to postsecondary CTE, credit courses and employment, as well as off-site classes through community and K-12 district locations.

## Section 2: Assessment

Gather data needed to describe existing adult education services, barriers, and needs. Evaluate both the needs for and the current levels and types of education and workforce services in the region, to identify gaps in current services.

### Overview and Preparation (up to 5000 characters)

Provide a narrative description of the consortium's overall Assessment approach, process, and data sources.

NOCE's Office of Institutional Research and Planning (OIRP) provided the following reports that informed NOCRC activities with respect to effectiveness: NOCRC Evaluation Reports for 2019-20 and 2020-21, utilizing data from fiscal agent North Orange County Community College District's (NOCCCD) student information system, Banner, as well as the Adult Education Pipeline (AEP) LaunchBoard for CAEP, which provide insight to the consortium's largest provider of adult education services, NOCE. Funded member NOCROP'S student data was made available through CASAS TOPSPro starting in 2019-20, and thus included only in the 2020-21 NOCRC Evaluation Report.

In addition, OIRP gathered and analyzed a profusion of data that resulted in the CAEP 2022-25 Three-Year Plan: NOCRC Planning Guide that thoroughly addresses mainly Section 2: Assessment, and Section 3: Metrics. Data sources referenced in the consortium's planning guide include the AEP LaunchBoard, which captures 2019-2020 information for Cypress College, Fullerton College, NOCE, and NOCROP. Information for GGUSD, who is a member of three regional consortia is also captured via the AEP LaunchBoard under Rancho Santiago Adult Education Consortium, where they are a provider.

In supplement of the AEP LaunchBoard, additional sources used to broaden NOCRC's understanding and future potential reach:

[CAEP 2021 Fact Sheets](#) for further demographic characteristics in understanding English language ability, top five languages used in households, educational attainment, employment status, labor market information, as well as a side-by-side comparison of the region's population to those served by NOCRC.

[2021-22 Orange County Community Indicators Report](#) that reflects Orange County's standing with respect to foreign-born populations and origins, both in current size and estimated growth.

NOCE student surveys in consideration of barriers relating to program entry and students' ability to sustain participation (e.g., lack of childcare, food insecurity, transportation, access to technology, etc.).

[2021-24 Orange Regional Planning Unit Regional Plan](#) to understand what employers in Orange County are looking for as far as desirable skillsets for industries expecting to develop in the region.

Emsi data for student outcomes (i.e., NOCE graduates); where they live now and if they employed in the field where their credential was earned, as well as potential and estimated wages by NOCE program area.

Data from the AEP Statewide Numbers and Averages was presented next to NOCRC, which encompasses NOCE, NOCROP and GGUSD in tables for 2016-17, 2017-18, 2018-19, and 2019-20, as well as an average across four years for mandatory consortium-level metric

areas: number of adults served (reportable individuals) and student barriers (English Language Learner, Low Income, and Long-Term Unemployed). Optional metric information was presented in a similar format for progress, success, transition, and employment and earnings categories. While NOCRC’s Planning Guide was first introduced to members in March 2022, OIRP continued its work that resulted in an addendum reflecting 2020-21 data for these sections. At the same time, OIRP also provided internal counts for 2021-22 for adults served, adults with English language barrier, and adults who become participants for NOCE using the AEP LaunchBoard methodology, so that NOCRC and NOCE had three years of data to consider and better set targets for both consortium and member level mandatory metrics.

Although members had an opportunity to process information presented in the NOCRC Planning Guide at their discretion, additional opportunities were provided through open planning sessions hosted by NOCRC administration, as well as data sessions hosted by NOCE OIRP, Executive Committee discussion, advisory group meetings, and meetings with funded members. Additional documents in relation to planning were made available on the NOCRC website in a section dedicated to the three-year plan.

**Regional Alignment and Priorities (up to 5000 characters)**

Provide a description of the alignment of adult education and workforce services supported by CAEP with those described in other education and workforce plans guiding services in the region, including plans pertaining to the building of career pathways and the employment of workforce sector strategies and those required pursuant to WIOA.

**2021-2024 Unified Local Plan (Orange County, Santa Ana, and Anaheim Workforce Development Boards):**

NOCRC has a long-standing partnership with local Workforce Development Boards (WDBs) to strategically enhance education and workforce services for adults in the region. The 2021-2024 Unified Local Plan outlines specific consortium contributions that serve to assist English language learner, foreign-born, and refugee students who have degrees from their home countries with guidance and funding as needed for transcript evaluation services. Therefore, closing a gap that such students may not have known existed, thus expediting the time it would take to obtain a credential while also growing their own understanding of how their existing skills can be used both academically and in the workplace.

Additional coordination of services includes career pathway programs provided by America’s Job Centers of California to students that give them post-secondary education options with NOCRC adult education providers. NOCRC also actively participates in WDB outreach opportunities by attending OC Leadership Council, and partner meetings.

**Integrated English Literacy and Civics Education Report for 2021-2022 Implementation and 2022-2023 Planning:**

Funded under the Workforce Innovation and Opportunity Act, Section 243 Integrated English Literacy and Civics Education Program, NOCRC’s largest adult education provider, NOCE, participates as a workforce training provider via co-teaching (I-BEST) models involving CTE and ESL, thus expediting English language learner student progress and completion (for multiple CDCP Certificates of Completion) in program areas utilizing CAEP funding. Planning includes the continuation of educational services through outreach efforts that will target ELLs who did not complete certain programs due to language skills.

**NOCE Student Equity Plan: 2019-2022**

NOCRC is involved with the planning, review, and implementation of NOCE's Student Equity Program Plan, specifically through the coordination and facilitation of transition counseling activities that promote NOCE CTE program options to all students enrolled in high school diploma/equivalency programs, which are in direct alignment with the educational need of the adults in the consortium's region, as well as CAEP activities outlined in this three-year plan.

**Perkins V and Strong Workforce Program 2021-2022 and 2022-2023**

To ensure regional alignment that supports industry priorities, adult education workforce training, and services to better support adults gaining employment within the North Orange County Region, the NOCE CTE Director and faculty serve on the NOCRC CTE Advisory group, the Regional and Local Strong Workforce committees, and NOCCCD-wide Perkins Advisory group. The collaborations, discussions, and feedback are used to leverage the three funding sources for outreach services; new program implementation; revisions to existing programs to maintain industry standards; develop career pathways from high school to noncredit to credit; develop and implement new resources and teaching modalities to support underserved student populations; provide professional development; align NOCE's MIS Data for more streamlined reporting; provide access to workforce services; partner with outside agencies; and provide access to industry certifications.



Evaluate the Educational Needs of the Adults in the Region (up to 5000 characters)

Describe and evaluate the educational needs of adults in the region. To describe the educational needs, conduct a review of data on the region's adult population. To evaluate the educational needs, critically review this data to determine its significance for the consortium's adult education services.

To evaluate the educational needs of adults in the North Orange County region, NOCRC first looked to understand its service area population and then area workforce needs.

Demographics revealed a considerable percentage of adults 50 years of age and older across all major categories, including overall population, and race/ethnicity in all areas where current adult education programs touch: have disabilities, foreign-born, speak English less than well, income is near poverty or less, educational level less than high school, and unemployed. NOCRC further identified the potential to address areas where intersectionality occurs, such as limited English, no high school diploma, and low income.

Implications of these findings resulted with NOCRC considering ways to address educational needs where intersectionality occurs. For example, conversations during open planning sessions included observations from NOCRC's three-year planning guide, such as more than 50 percent of those who speak English less than well do not have a high school diploma or equivalent, and thus could be a potential population that NOCRC could target through Basic Skills and ESL advisory group activities in unison.

Considering workforce needs through recent labor market information for both Orange and Los Angeles Counties, NOCRC identified instructional methods that can potentially address educational needs for adults in the region through means such as industry certifications, portable skills training, establishing relationships with local organizations that would allow opportunities for externships, and targeting of sustainable industries. In addition, building pathways that lead to a better understanding of each member's offerings to better guide prospective students to a path they find meaningful and are thus more likely to be successful.

For the upcoming 2022-23 year, NOCRC advisory groups are pursuing CAEP objectives in their activities and program areas that serve to address the educational needs of adults in the region, improve integration of services and transitions, and effectiveness of services that consider the findings from NOCRC's three-year planning guide, that will be adjusted based on progress in subsequent annual plans included in the three-year plan period.

**Contributions by Entities (up to 2500 characters)**

List all consortium members who contributed to the three-year plan process and briefly describe the ways in which each consortium member or partner contributed. Per California Education Code §84905(d)(1)(E), the consortium should have considered input provided by pupils, teachers employed by local educational agencies, community college faculty, principals, administrators, classified staff, and the local bargaining units of the school districts and community college districts.

Member contributions to NOCRC's three-year plan include K-12 districts: AUHSD, FJUHSD, GGUSD, LAUSD, and PYLUSD; post-secondary institutions of North Orange Community College District, Cypress, and Fullerton Colleges; Orange County Department of Education's Alternative, Community, and Correctional Education Schools and Services (ACCESS); adult education providers NOCE, NOCROP, and GGUSD (GGAE). Macro-level efforts included discussions through monthly consortium executive committee meetings and multiple open planning sessions.

Micro-level discussions for three-year plan activities and outcomes occurred within the consortium's funded members and advisory groups composed of mixed macro-level/external stakeholder participants tasked under CAEP guidelines: BS/HSDP, CTE, DSS, ESL, K-12 SS, and NOCRC Student Services for Transition. Members of both macro- and micro-level include primarily educational administrators and managers; school principals and vice principals, classified staff and faculty with affiliation to local bargaining units such as California School Employees Association, United Faculty, and Adjunct Faculty United.

In addition to member activities, collective effects on and needs of students from efforts by NOCRC CAEP program areas at NOCE are captured and reported in the consortium's three-year planning guide for assessment and metrics. Structured surveys completed by NOCE students were included in the planning guide. NOCE continues to gather and assess quantitative data and qualitative student experiences in CAEP program areas, including a recent student panel discussion.

NOCROP contributed to the development of the three-year plan by providing input on the adult students that are served, the number of completers, program size, scope, and quality to meet the needs of all students. Furthermore, NOCROP considered input from all the following stakeholders in the development of educational activities to address the needs of labor market research that align with future pathway development and data collection and program accountability: the Administrator of Instructional Programs, Adult Student Counselor, Student Information System staff, Coordinators of Curriculum and Assessment, Career Technical Education Instructors in the Health Science and Medical Technology Industry programs at the Trident Education Center, the Director of Nursing Programs, as well as students currently enrolled in NOCROP classes at the Trident Education Center.



**Regional Service Providers (2020-2021) – auto-populated**

Enter the number of Participants in each applicable program area based on the available student data from LaunchBoard. NOVA provides the option to add additional non-CAEP-funded adult education providers by clicking on the “+Add Service Provider” button and entering the appropriate information.

| Provider Name             | Provider Type | #of Participants in Program Area |       |       |       |     |    |    |     | Totals? |
|---------------------------|---------------|----------------------------------|-------|-------|-------|-----|----|----|-----|---------|
|                           |               | ABE                              | ASE   | ESL   | CTE   | AWD | WR | PA | ACS |         |
| AUHSD                     | Member Rep    | 0                                | 0     | 0     | 0     | 0   | 0  | 0  | 0   | 0       |
| Cypress College           | Member Rep    | 0                                | 0     | 0     | 0     | 0   | 0  | 0  | 0   | 135***  |
| Fullerton College         | Member Rep    | 0                                | 0     | 0     | 0     | 0   | 0  | 0  | 0   | 657***  |
| FJUHSD                    | Member Rep    | 0                                | 0     | 0     | 0     | 0   | 0  | 0  | 0   | 0       |
| GGUSD**                   | Member Rep    | 157                              | 232   | 909   | 34    | 0   | 0  | 0  | 0   | 1,332   |
| LAUSD                     | Member Rep    | 0                                | 0     | 0     | 0     | 0   | 0  | 0  | 0   | 0       |
| NOCE                      | Member Rep    | 568                              | 1,653 | 3,185 | 4,853 | 496 | 0  | 0  | 245 | 11,000  |
| NOCROP                    | Member Rep    | 0                                | 0     | 0     | 194   | 0   | 0  | 0  | 0   | 194     |
| OCDE                      | Member Rep    | 0                                | 0     | 0     | 0     | 0   | 0  | 0  | 0   | 0       |
| PYLUSD                    | Member Rep    | 0                                | 0     | 0     | 0     | 0   | 0  | 0  | 0   | 0       |
| <b>Total Participants</b> |               | 725                              | 1,885 | 4,094 | 5,081 | 496 |    |    | 245 | 13,318  |

\*Member Agency required to input number of Participants

\*\*Information is from Rancho Santiago Adult Education Program

\*\*\*Students without an enrollment in an AE program who received services

**Program Area Where Services Are Provided**

| Provider Name                                       | Provider Type           | Program Area Where Services Are Provided |     |     |     |     |    |    |     |
|-----------------------------------------------------|-------------------------|------------------------------------------|-----|-----|-----|-----|----|----|-----|
|                                                     |                         | ABE                                      | ASE | ESL | CTE | AWD | WR | PA | ACS |
| Anaheim Central Library                             | Government/Municipality | X                                        | X   | X   | X   | X   | X  | X  | X   |
| Anaheim Elementary School District                  | K-12 Education          | X                                        | X   | X   | X   | X   | X  | X  | X   |
| Anaheim Family Justice Center                       | Legal Advocacy          | X                                        | X   | X   | X   | X   | X  | X  | X   |
| Anaheim First Christian Church                      | CBO                     | X                                        | X   | X   | X   | X   | X  | X  | X   |
| Anaheim Independencia Family Resource Center        | CBO                     | X                                        | X   | X   | X   | X   | X  | X  | X   |
| Anaheim Jobs One Stop Center                        | Government/Municipality | X                                        | X   | X   | X   | X   | X  | X  | X   |
| Anaheim Public Library                              | Government/Municipality | X                                        |     | X   |     | X   |    |    | X   |
| Anaheim Union High School District                  | K-12 Education          | X                                        | X   | X   | X   | X   | X  | X  | X   |
| Anaheim-Workforce Services Office                   | Government/Municipality | X                                        | X   | X   | X   | X   | X  | X  | X   |
| Asian Americans Advancing Justice for Orange County | Advocacy Agency         | X                                        | X   |     |     |     |    |    | X   |

| Provider Name                                                          | Provider Type               | Program Area Where Services Are Provided |     |     |     |     |    |    |     |
|------------------------------------------------------------------------|-----------------------------|------------------------------------------|-----|-----|-----|-----|----|----|-----|
|                                                                        |                             | ABE                                      | ASE | ESL | CTE | AWD | WR | PA | ACS |
| Assemblywoman Sharon Quirk-Silva                                       | Government                  |                                          |     | X   |     |     |    |    |     |
| Brea Branch Library                                                    | Government/<br>Municipality | X                                        | X   | X   | X   | X   | X  | X  | X   |
| Buena Park High School                                                 | K-12<br>Education           |                                          |     |     |     |     |    |    | X   |
| Buena Park Library                                                     | Government/<br>Municipality | X                                        | X   | X   | X   | X   | X  | X  | X   |
| California State University,<br>Fullerton                              | Higher<br>Education         |                                          |     | X   |     |     |    |    |     |
| California State University,<br>Fullerton for Healthy<br>Neighborhoods | Higher<br>Education         |                                          |     |     | X   |     | X  | X  |     |
| Canyon Hills Library                                                   | Government/<br>Municipality | X                                        | X   | X   | X   | X   | X  | X  | X   |
| Centralia Elementary                                                   | K-12<br>Education           |                                          |     |     |     |     |    |    | X   |
| Centralia School District                                              | K-12<br>Education           |                                          |     | X   |     |     |    |    | X   |

| Provider Name                          | Provider Type                  | Program Area Where Services Are Provided |     |     |     |     |    |    |     |
|----------------------------------------|--------------------------------|------------------------------------------|-----|-----|-----|-----|----|----|-----|
|                                        |                                | ABE                                      | ASE | ESL | CTE | AWD | WR | PA | ACS |
| Cerritos Career Center                 | Government/<br>Municipality    | X                                        | X   | X   | X   | X   | X  | X  | X   |
| CHOC UCI Help Me Grow<br>Orange County | Health/ Higher<br>Education    |                                          |     |     | X   | X   |    |    | X   |
| Christ Lutheran School, Brea           | Private<br>Education           | X                                        | X   | X   |     |     |    |    | X   |
| City of Anaheim                        | Government/<br>Municipality    | X                                        | X   | X   | X   | X   | X  | X  | X   |
| City of Fullerton                      | Government/<br>Municipality    | X                                        | X   | X   | X   | X   | X  | X  | X   |
| Commonwealth Elementary                | K-12<br>Education              | X                                        | X   | X   |     |     |    |    | X   |
| Community Action Partnership<br>of OC  | Non-Profit                     | X                                        | X   | X   | X   | X   | X  | X  | X   |
| County of Orange                       | Government/<br>Social Services | X                                        | X   | X   | X   | X   | X  | X  |     |
| Crafton Hills College                  | Higher<br>Education            |                                          |     | X   |     |     |    |    |     |
| Cypress Boys & Girls Clubs             | CBO                            |                                          |     | X   | X   | X   |    |    | X   |

| Provider Name                                                         | Provider Type               | Program Area Where Services Are Provided |     |     |     |     |    |    |     |
|-----------------------------------------------------------------------|-----------------------------|------------------------------------------|-----|-----|-----|-----|----|----|-----|
|                                                                       |                             | ABE                                      | ASE | ESL | CTE | AWD | WR | PA | ACS |
| Cypress Library                                                       | Government/<br>Municipality | X                                        | X   | X   | X   | X   | X  | X  | X   |
| Danbrook Elementary                                                   | K-12<br>Education           |                                          |     |     |     |     |    |    | X   |
| Department of Rehabilitation                                          | Government                  | X                                        |     |     | X   | X   | X  |    |     |
| Downtown Anaheim<br>Community Center                                  | Government/<br>Municipality | X                                        | X   | X   | X   | X   | X  | X  | X   |
| El Camino Real High School                                            | K-12<br>Education           | X                                        | X   |     |     |     |    |    |     |
| El Modena Family Resource<br>Center                                   | Government/<br>Municipality | X                                        | X   |     |     |     |    |    |     |
| Employment Development<br>Department (EDD)                            | Government                  |                                          |     |     | X   | X   | X  | X  | X   |
| Family Oasis Family Resource<br>Center                                | Government/<br>Municipality | X                                        | X   | X   | X   | X   | X  | X  | X   |
| Friends Christian Preschool/<br>Little Friends Christian<br>Preschool | Pre-K<br>Education          |                                          |     |     |     | X   | X  |    | X   |

| Provider Name                                                                        | Provider Type                                  | Program Area Where Services Are Provided |     |     |     |     |    |    |     |
|--------------------------------------------------------------------------------------|------------------------------------------------|------------------------------------------|-----|-----|-----|-----|----|----|-----|
|                                                                                      |                                                | ABE                                      | ASE | ESL | CTE | AWD | WR | PA | ACS |
| FRISTERS                                                                             | Education                                      | X                                        | X   | X   |     |     |    |    | X   |
| Fullerton College Benjamin<br>Franklin House                                         | Higher<br>Education/<br>CalWORKs<br>Foundation | X                                        | X   | X   | X   | X   | X  | X  | X   |
| Fullerton College Library<br>Learning Resource Center<br>Student Services Counseling | Higher<br>Education                            | X                                        | X   | X   | X   | X   | X  | X  | X   |
| Fullerton Head Start Program                                                         | Pre-K/<br>Education                            | X                                        | X   | X   | X   | X   | X  | X  | X   |
| Fullerton Joint Union High<br>School                                                 | K-12<br>Education                              | X                                        | X   | X   |     |     |    |    | X   |
| Fullerton Public Library                                                             | Government/<br>Municipality                    | X                                        | X   | X   | X   | X   | X  | X  | X   |
| Fullerton Senior Multi-Service<br>Center                                             | Government/<br>Municipality                    | X                                        | X   | X   | X   | X   | X  | X  |     |
| Gilbert High School                                                                  | K-12<br>Education                              | X                                        | X   |     |     |     |    |    |     |
| Goals Academy                                                                        | K-12<br>Education<br>Charter                   |                                          |     |     |     |     |    |    | X   |
| Goodwill Industries                                                                  | Non-Profit                                     |                                          |     |     |     | X   | X  |    |     |

| Provider Name                                                                      | Provider Type               | Program Area Where Services Are Provided |     |     |     |     |    |    |     |
|------------------------------------------------------------------------------------|-----------------------------|------------------------------------------|-----|-----|-----|-----|----|----|-----|
|                                                                                    |                             | ABE                                      | ASE | ESL | CTE | AWD | WR | PA | ACS |
| Hasket Library                                                                     | Government/<br>Municipality | X                                        | X   | X   | X   | X   | X  | X  | X   |
| Healthcare Services Inc. –<br>Lighthouse                                           | Business/<br>Healthcare     |                                          |     |     |     |     | X  |    | X   |
| His House Homeless Shelter                                                         | CBO                         |                                          |     |     |     | X   | X  |    | X   |
| Inland Adult Education<br>Consortium<br>Adult Education Block Grant<br>(AEB & ESL) | Higher<br>Education         | X                                        |     | X   |     |     |    |    |     |
| Innovative Housing<br>Opportunities                                                | Non-Profit                  | X                                        | X   | X   | X   | X   | X  | X  | X   |
| Jamboree Affordable Housing<br>Communities                                         | Non-Profit                  |                                          |     |     |     | X   | X  |    |     |
| James Madison Elementary<br>School                                                 | K-12<br>Education           | X                                        | X   | X   | X   | X   | X  | X  | X   |
| Kaiser                                                                             | Business/<br>Healthcare     |                                          |     |     |     | X   | X  |    | X   |
| Kimco Staffing                                                                     | Business/<br>Staffing       |                                          |     |     | X   |     |    |    |     |
| Knotts Berry Farm                                                                  | Business/<br>Entertainment  |                                          |     | X   |     |     |    |    |     |

| Provider Name                         | Provider Type                    | Program Area Where Services Are Provided |     |     |     |     |    |    |     |
|---------------------------------------|----------------------------------|------------------------------------------|-----|-----|-----|-----|----|----|-----|
|                                       |                                  | ABE                                      | ASE | ESL | CTE | AWD | WR | PA | ACS |
| La Habra Family Resource<br>Center    | Government/<br>Municipality      | X                                        | X   | X   | X   | X   | X  | X  | X   |
| La Palma Library                      | Government/<br>Municipality      | X                                        | X   | X   | X   | X   | X  | X  | X   |
| LaVista High School                   | K-12<br>Education                | X                                        | X   | X   |     |     |    |    | X   |
| Laguna Beach High School              | K-12<br>Education                | X                                        | X   | X   | X   | X   | X  | X  | X   |
| Lexington Middle School               | K-12<br>Education                |                                          |     |     |     |     |    |    | X   |
| Lloyd Stone Family Resource<br>Center | CBO/<br>Education                | X                                        |     |     | X   |     |    |    | X   |
| Melrose Elementary                    | K-12<br>Education                |                                          |     | X   |     |     |    |    | X   |
| Mexican Consulate                     | Government/<br>Mexican<br>Branch | X                                        |     | X   |     |     |    |    |     |
| Miller Elementary                     | K-12<br>Education                |                                          |     |     |     |     |    |    | X   |
| OC Conservation Corps                 | CBO                              | X                                        |     |     | X   | X   | X  |    |     |

| Provider Name                                                        | Provider Type            | Program Area Where Services Are Provided |     |     |     |     |    |    |     |
|----------------------------------------------------------------------|--------------------------|------------------------------------------|-----|-----|-----|-----|----|----|-----|
|                                                                      |                          | ABE                                      | ASE | ESL | CTE | AWD | WR | PA | ACS |
| OCAPICA: Orange County Asian and Pacific Islander Community Alliance | Business/Social Services | X                                        | X   | X   | X   | X   | X  | X  | X   |
| Orange County Business Council (OCBC)                                | Business Council         |                                          |     |     |     |     | X  |    |     |
| Orange County Development Board (OCDB)                               | Government/Workforce     |                                          |     |     |     |     | X  |    |     |
| Orange County Head Start Programs                                    | Non-Profit               | X                                        | X   | X   | X   | X   | X  | X  | X   |
| Orange County Head Start, Family Engagement Advocate                 | CBO                      | X                                        | X   | X   | X   | X   | X  | X  | X   |
| Orange County Housing Authority                                      | Government               |                                          |     |     |     |     |    |    | X   |
| Orange County One-Stop Center                                        | Government/Municipality  | X                                        | X   | X   | X   | X   | X  | X  | X   |
| Orange County Regional Center                                        | Non-Profit               | X                                        |     | X   |     | X   | X  |    | X   |
| Orange County Social Services                                        | Government/Municipality  |                                          |     |     |     | X   | X  |    | X   |
| Orangethorpe Elementary                                              | K-12 Education           | X                                        | X   | X   |     |     |    |    | X   |

| Provider Name                                                       | Provider Type           | Program Area Where Services Are Provided |     |     |     |     |    |    |     |
|---------------------------------------------------------------------|-------------------------|------------------------------------------|-----|-----|-----|-----|----|----|-----|
|                                                                     |                         | ABE                                      | ASE | ESL | CTE | AWD | WR | PA | ACS |
| Oxford Junior High                                                  | K-12 Education          |                                          |     |     |     |     |    |    | X   |
| Pacific Drive Elementary                                            | K-12 Education          |                                          |     | X   |     |     |    |    | X   |
| Pendleton Elementary                                                | K-12 Education          |                                          |     |     |     |     |    |    | X   |
| PHFE WIC Center- Anaheim                                            | Government/Municipality | X                                        | X   | X   | X   | X   | X  | X  | X   |
| Placentia Public Library                                            | Government/Municipality | X                                        |     | X   |     |     |    |    | X   |
| Placentia-Yorba Linda Unified School District, Categorical Programs | Education               |                                          |     |     |     |     |    |    | X   |
| Professional Development Academy                                    | K-12 Elementary         |                                          |     |     |     |     |    |    | X   |
| Public Health Services-Adolescent Family Life Program               | Government/Municipality | X                                        | X   | X   | X   | X   | X  | X  | X   |
| Ralphs                                                              | Business/Private        |                                          |     |     |     | X   | X  |    |     |
| Raymond Temple Elementary                                           | K-12 Education          |                                          |     |     |     |     |    |    | X   |

| Provider Name                                    | Provider Type               | Program Area Where Services Are Provided |     |     |     |     |    |    |     |
|--------------------------------------------------|-----------------------------|------------------------------------------|-----|-----|-----|-----|----|----|-----|
|                                                  |                             | ABE                                      | ASE | ESL | CTE | AWD | WR | PA | ACS |
| Rio Vista Elementary                             | K-12 Education              |                                          |     | X   |     |     |    |    | X   |
| Ruby Drive Elementary                            | K-12 Education              |                                          |     | X   |     |     |    |    | X   |
| Salvation Army Orange County                     | Non-Profit                  | X                                        | X   | X   | X   | X   | X  | X  | X   |
| San Marino Elementary                            | K-12 Education              |                                          |     |     |     |     |    |    | X   |
| Santa Ana Library                                | Government/<br>Municipality | X                                        | X   | X   | X   | X   | X  | X  | X   |
| Santa Ana WORK Center                            | Government/<br>Municipality | X                                        | X   | X   | X   | X   | X  | X  | X   |
| Savanna High School                              | K-12 Education              | X                                        | X   |     |     |     |    |    | X   |
| Senior Service, Anaheim Adult Day Health Care    | Non-Profit                  |                                          |     |     | X   | X   | X  | X  |     |
| St. Jude's Community Clinic/ St. Joseph's Health | Healthcare Business         |                                          |     |     |     | X   | X  |    | X   |
| Stanton Library                                  | Government/<br>Municipality | X                                        | X   | X   | X   | X   | X  | X  | X   |

| Provider Name                      | Provider Type               | Program Area Where Services Are Provided |     |     |     |     |    |    |     |
|------------------------------------|-----------------------------|------------------------------------------|-----|-----|-----|-----|----|----|-----|
|                                    |                             | ABE                                      | ASE | ESL | CTE | AWD | WR | PA | ACS |
| State Department of Rehabilitation | Government                  | X                                        | X   | X   | X   | X   | X  | X  | X   |
| State Employment Agency EDD        | Government                  | X                                        | X   | X   | X   | X   | X  | X  | X   |
| Topaz Elementary                   | K-12 Education              |                                          |     | X   |     |     |    |    | X   |
| Walker Junior High                 | K-12 Education              |                                          |     |     |     |     |    |    | X   |
| Western Youth Services             | Education                   | X                                        | X   | X   |     |     |    |    | X   |
| Whittwood Branch Library           | Government/<br>Municipality | X                                        | X   | X   | X   | X   | X  | X  | X   |
| Wilshire Avenue Church             | CBO                         | X                                        |     | X   |     |     |    |    |     |
| Woodcrest Elementary               | K-12 Education              | X                                        | X   | X   |     |     |    |    | X   |
| Yorba Linda Chamber of Commerce    | Not for Profit Business     | X                                        | X   | X   | X   | X   | X  | X  | X   |
| Yorba Linda Library                | Government/<br>Municipality |                                          |     |     |     | X   | X  |    |     |



Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region (up to 2500 characters)

Conduct a review of data on the region's education and workforce services, then critically review this data to determine whether it is sufficient to address the educational needs in the region, or where there are gaps in current services.

NOCRC's largest provider of adult education programs and services, NOCE, offers opportunities for adult students to advance in areas that are enhanced with CAEP funding to support positive outcomes in **Basic Skills** that are integral in a student's ability to achieve a high school credential; job skills training that lead to entry-level employment in high-demand **CTE** areas; **Disability Support Services** that strengthen inclusion, participation, completion, and employment for adults with disabilities; **English as a Second Language** programs that help students learn and improve their English language ability, and prepare for citizenship; Parenting Program that strengthens child wellness by educating parents with children in the **K-12** system; **Student Services for Transition** to support students transitioning to Cypress or Fullerton College, or into a career with CTE's Career Skills and Resource Lab services.

**Garden Grove Adult Education** provides liken programs in ESL, ABE, CTE, High School Diploma and equivalency (HiSET/GED), Career Education, Adults with Disabilities, and Business Office Technology Certification. While GGAE is a member of additional consortia, NOCRC provides funding that help GGAE reinforce outcomes in students' English language abilities.

**NOCROP** provides career training for adults who seek skills to become a vocational nurse, nurse assistant, medical assistant, or dental assistant, as well as courses for medical terminology and information technology.

AEP LaunchBoard shows a 33.7 percent decline in overall total number of adults served by NOCRC for the 2020-2021 academic year, which can be attributed to protective measures instilled by state and local governance in efforts to mitigate the spread of COVID-19; an unexpected barrier for both the consortiums adult education providers, NOCE, NOCROP, and GGUSD, and even more so for students who suddenly lost their ability to engage in impactful in-person classroom activities with instructors and peers. The consortium immediately shifted gears to address this barrier in several ways that under the approval of its Executive Committee, included adjusting activities that would allow reallocation of CAEP funds that prioritized the continuation of student success during the COVID-19 emergency. The most significant adjustments were made with NOCE, who simultaneously implemented and developed a distance education plan, as well as a student laptop loan program.

### Section 3: Metrics

#### CAEP Barriers and Metrics

Each Consortium and their members, at a minimum, are required to complete targets at the consortium level (adults served & student barriers), and at the member level (Percent of Available Funds Spent, & Adults Served Who Become Participants). Student Barriers: Of the four student barriers listed (English Language Learner, Low Literacy, Low Income, Long Term Unemployed), select at least one from the drop-down menu.

Optional Metrics: Member agencies may choose from a list of ten optional metrics (see drop down menu). If a member chooses an optional metric, that metric will appear for all members in the consortium. If a member does not have students for a particular metric, they will enter 0 (if not planning to address) or set a target (if planning to address). If a member has students for a particular target but do not plan to grow their program, they will enter the same number as the actual.

Unfunded members will follow the same processes above as funded members.

| Metrics                                                                                                                                                    | Notes on Metrics                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mandatory Metrics for Consortia</b>                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Number of Adults Served                                                                                                                                    | <ul style="list-style-type: none"> <li>• 1+ hrs. of instruction or received services</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                 |
| Barriers: <ul style="list-style-type: none"> <li>• ELL (Selected)</li> <li>• Low Literacy</li> <li>• Low Income</li> <li>• Long Term Unemployed</li> </ul> | <ul style="list-style-type: none"> <li>• ELL, Low Literacy, &amp; Low Income are displayed on the Adult Education Pipeline dashboard as “If Ever Flagged,” as they are considered barriers that have long term impact and, in general, reflect a longitudinal change</li> <li>• Long Term Unemployed is displayed on the Adult Education Pipeline dashboard as “Flagged in the Selected Year” as it is considered a barrier that can change quickly (i.e., employed)</li> </ul> |
| <b>Mandatory Metrics for Member Districts</b>                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Percent of Available Funds Spent                                                                                                                           | •                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Adults Served Who Become Participants                                                                                                                      | •                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Optional Metrics for Members</b>                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Participants Who Earn a High School Diploma or Equivalency                                                                                                 | •                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Participants with EFL Gains - ABE                                                                                                                          | •                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Participants with EFL Gains - ASE                                                                                                                          | •                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Participants with EFL Gains - ESL                                                                                                                          | •                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

| Metrics                                             | Notes on Metrics                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Participants with Transition to Postsecondary (CTE) | <ul style="list-style-type: none"> <li>• Limited to Participants in ESL, ABE, and/or ASE programs</li> <li>• Transitions limited to transitions “for the first time” on the Adult Education Pipeline dashboard.</li> <li>• Counts transition to a CTE program (either in a K12 adult school or community college) and entry into apprenticeship, pre-apprenticeship, job training, and/or a training program.</li> </ul> |
| Participants Who Earn a Postsecondary Credential    | <ul style="list-style-type: none"> <li>• CASAS TE also captures outcomes beyond community college, such as earning a BA/BS or entering graduate studies, whereas COMIS is limited to</li> </ul>                                                                                                                                                                                                                          |

|                                               |                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                               | community college awards listed in <a href="#">SP02 Student-Program-Award</a> . In the Adult Education Pipeline, noncredit awards requiring fewer than 48 hours are excluded.                                                                                                                                                                                         |
| Participants with Transition to Postsecondary | <ul style="list-style-type: none"> <li>• Limited to Participants in ESL, ABE, and/or ASE programs</li> <li>• Transitions limited to transitions “for the first time” on the Adult Education Pipeline dashboard.</li> <li>• Counts transition to any non-developmental, for-credit college coursework (includes but not limited to transfer-level courses).</li> </ul> |

| <b>Metrics</b>                                                             | <b>Notes on Metrics</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Participants Who Became Employed in the 2 <sup>nd</sup> Quarter After Exit | <ul style="list-style-type: none"> <li>• The Adult Education Pipeline dashboard only uses the EDD UI Wage file match to populate employment and earnings metrics.</li> <li>• Limitations: Data only shows for participants with SSN; excludes self-employment and enlistment in the military.</li> <li>• Time lag: calculations are made in following academic year to verify that participant is not enrolled in any term/quarter first before flagging them as an “exiter” in the current academic year.</li> <li>• Additional employment outcomes data can be found on TOPSPro via the Employment &amp; Outcomes Survey.</li> </ul> |

| Metrics                                                                                  | Notes on Metrics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Earnings Metrics: Median Change in Earnings                                              | <ul style="list-style-type: none"> <li>Earnings metric has the same data limitations as listed above.</li> <li>Metric currently being displayed on the Adult Education Pipeline dashboard</li> <li>Metric captures the median change earnings across all exiting participants, as opposed to the number of exiting participants who experienced a wage gain.</li> <li>Median Change in Earnings is an effective way to show how learners have increased the dollar amount coming into homes.</li> </ul> |
| Participants Who Complete an EL Civics COAAP or Course (Immigrant Integration Milestone) | <ul style="list-style-type: none"> <li>Immigrant Integration Indicators data from CASAS TE, which captures the EL Civics COAPP, is only available starting in the 2019-2020 academic year.</li> </ul>                                                                                                                                                                                                                                                                                                   |

**SAMPLE – ACTUALS PRE-POPULATED**

| Consortium Level Metric Targets |                                             | 2019-20 | 2020-21 | 2021-22 | 2022-23              | 2023-24              | 2024-25              |
|---------------------------------|---------------------------------------------|---------|---------|---------|----------------------|----------------------|----------------------|
| Metric Set                      | Metric                                      | Actuals | Actuals | Actuals | Target               | Target               | Target               |
| All                             | *Number of Adults Served (AE 200 - Overall) | 8,666   |         |         | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Student Barriers                | Low Literacy (AE 311 - Overall)             | 5,881   |         |         | <input type="text"/> | <input type="text"/> | <input type="text"/> |

| <b>Consortium level required metrics:</b>       | <i>Imported from LaunchBoard</i> |         |         | <i>Targets to be set as whole numbers</i> |           |         |
|-------------------------------------------------|----------------------------------|---------|---------|-------------------------------------------|-----------|---------|
|                                                 | 2019-20                          | 2020-21 | 2021-22 | 2022-23                                   | 2023-2024 | 2024-25 |
| Number of adults served                         | 19,264                           | 12,771  | TBA*    | 10,350                                    | 10,865    | 11,380  |
| Student barrier(s):<br>English Language Learner | 7,690                            | 4,339   | TBA*    | 4,008                                     | 4,210     | 4,412   |

\*2021-22 data will not be made available until Spring 2023 (CAEP Three-Year Planning Guidance, p. 10)

SAMPLE – ACTUALS ARE PRE-POPULATED

| Member Level Metric Targets |                                                                                   | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|-----------------------------|-----------------------------------------------------------------------------------|---------|---------|---------|---------|---------|---------|
| Metric Set                  | Metric                                                                            | Actuals | Actuals | Actuals | Target  | Target  | Target  |
| * Mandatory for all members |                                                                                   |         |         |         |         |         |         |
| Allan Hancock Joint CCD     |                                                                                   |         |         |         |         |         |         |
| All                         | *Adults who Became Participants (AE 202 - Overall)                                | 5,799   |         |         |         |         |         |
| Employment and Earnings     | Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall) |         |         |         |         |         |         |

| <b>Member level required metric target:</b><br><b>Anaheim Union High School District</b> | <i>Imported from LaunchBoard</i> |         |         | <i>Targets to be set as whole numbers</i> |           |         |
|------------------------------------------------------------------------------------------|----------------------------------|---------|---------|-------------------------------------------|-----------|---------|
|                                                                                          | 2019-20                          | 2020-21 | 2021-22 | 2022-23                                   | 2023-2024 | 2024-25 |
| Adults who became participants                                                           | 0                                | 0       | TBA     | 0                                         | 0         | 0       |

| <b>Member level required metric target:</b><br><b>Cypress College</b> | <i>Imported from LaunchBoard</i> |         |         | <i>Targets to be set as whole numbers</i> |           |         |
|-----------------------------------------------------------------------|----------------------------------|---------|---------|-------------------------------------------|-----------|---------|
|                                                                       | 2019-20                          | 2020-21 | 2021-22 | 2022-23                                   | 2023-2024 | 2024-25 |
| Adults who became participants                                        | 0                                | 0       | TBA     | 0                                         | 0         | 0       |

| <b>Member level required metric target:</b><br><b>Fullerton College</b> | <i>Imported from LaunchBoard</i> |         |         | <i>Targets to be set as whole numbers</i> |           |         |
|-------------------------------------------------------------------------|----------------------------------|---------|---------|-------------------------------------------|-----------|---------|
|                                                                         | 2019-20                          | 2020-21 | 2021-22 | 2022-23                                   | 2023-2024 | 2024-25 |
| Adults who became participants                                          | 0                                | 0       | TBA     | 0                                         | 0         | 0       |

| <b>Member level required metric target:</b><br><b>Fullerton Joint Union High School District</b> | <i>Imported from LaunchBoard</i> |         |         | <i>Targets to be set as whole numbers</i> |           |         |
|--------------------------------------------------------------------------------------------------|----------------------------------|---------|---------|-------------------------------------------|-----------|---------|
|                                                                                                  | 2019-20                          | 2020-21 | 2021-22 | 2022-23                                   | 2023-2024 | 2024-25 |
| Adults who became participants                                                                   | 0                                | 0       | TBA     | 0                                         | 0         | 0       |

| <b>Member level required metric target:</b><br><b>Garden Grove Unified School District*</b> | <i>Imported from LaunchBoard</i> |         |         | <i>Targets to be set as whole numbers</i> |           |         |
|---------------------------------------------------------------------------------------------|----------------------------------|---------|---------|-------------------------------------------|-----------|---------|
|                                                                                             | 2019-20                          | 2020-21 | 2021-22 | 2022-23                                   | 2023-2024 | 2024-25 |
| Adults who became participants                                                              | 2,090                            | 1,172   | TBA     | 1,207                                     | 1,243     | 1,280   |

\* Information is from Rancho Santiago Adult Education Program

| <b>Member level required metric target:</b><br><b>Los Alamitos Unified School District</b> | <i>Imported from LaunchBoard</i> |         |         | <i>Targets to be set as whole numbers</i> |           |         |
|--------------------------------------------------------------------------------------------|----------------------------------|---------|---------|-------------------------------------------|-----------|---------|
|                                                                                            | 2019-20                          | 2020-21 | 2021-22 | 2022-23                                   | 2023-2024 | 2024-25 |
| Adults who became participants                                                             | 0                                | 0       | TBA     | 0                                         | 0         | 0       |



| <b>Member level required metric target:<br/>North Orange Continuing Education</b> | <i>Imported from LaunchBoard</i> |         |         | <i>Targets to be set as whole numbers</i> |           |         |
|-----------------------------------------------------------------------------------|----------------------------------|---------|---------|-------------------------------------------|-----------|---------|
|                                                                                   | 2019-20                          | 2020-21 | 2021-22 | 2022-23                                   | 2023-2024 | 2024-25 |
| Adults who became participants                                                    | 13,133                           | 10,111  | TBA     | 10,100                                    | 10,605    | 11,110  |

| <b>Member level required metric target:<br/>North Orange County ROP</b> | <i>Imported from LaunchBoard</i> |         |         | <i>Targets to be set as whole numbers</i> |           |         |
|-------------------------------------------------------------------------|----------------------------------|---------|---------|-------------------------------------------|-----------|---------|
|                                                                         | 2019-20                          | 2020-21 | 2021-22 | 2022-23                                   | 2023-2024 | 2024-25 |
| Adults who became participants                                          | 217                              | 194     | TBA     | 130                                       | 145       | 160     |

| <b>Member level required metric target:<br/>Orange County Department of Education</b> | <i>Imported from LaunchBoard</i> |         |         | <i>Targets to be set as whole numbers</i> |           |         |
|---------------------------------------------------------------------------------------|----------------------------------|---------|---------|-------------------------------------------|-----------|---------|
|                                                                                       | 2019-20                          | 2020-21 | 2021-22 | 2022-23                                   | 2023-2024 | 2024-25 |
| Adults who became participants                                                        | 0                                | 0       | TBA     | 0                                         | 0         | 0       |

| <b>Member level required metric target:<br/>Placentia-Yorba Linda Unified School District</b> | <i>Imported from LaunchBoard</i> |         |         | <i>Targets to be set as whole numbers</i> |           |         |
|-----------------------------------------------------------------------------------------------|----------------------------------|---------|---------|-------------------------------------------|-----------|---------|
|                                                                                               | 2019-20                          | 2020-21 | 2021-22 | 2022-23                                   | 2023-2024 | 2024-25 |
| Adults who became participants                                                                | 0                                | 0       | TBA     | 0                                         | 0         | 0       |

SAMPLE – ACTUALS ARE PRE-POPULATED

| Member                  | Percent of 2019-20 Available Funds Spent | Percent of 2020-21 Available Funds Spent | Percent of 2021-22 Available Funds Spent | 2022-23 Target | 2023-24 Target | 2024-25 Target |
|-------------------------|------------------------------------------|------------------------------------------|------------------------------------------|----------------|----------------|----------------|
| Allan Hancock Joint CCD | 54%                                      | 0%                                       | 0%                                       | 15%            | 15%            | 15%            |
| Lompoc Unified          | 100%                                     | 7%                                       | 0%                                       | %              | %              | %              |

| <b>Member level required spending target:</b> | <i>Imported from NOVA</i> |         |         | <i>Targets to be set as a percentage</i> |           |         |
|-----------------------------------------------|---------------------------|---------|---------|------------------------------------------|-----------|---------|
|                                               | 2019-20                   | 2020-21 | 2021-22 | 2022-23                                  | 2023-2024 | 2024-25 |
| Anaheim Union High School District            |                           |         |         | 0                                        | 0         | 0       |
| Cypress College                               |                           |         |         | 0                                        | 0         | 0       |
| Fullerton College                             |                           |         |         | 0                                        | 0         | 0       |
| Fullerton Joint Union High School District    |                           |         |         | 0                                        | 0         | 0       |
| Garden Grove Unified School District          |                           |         |         | 60%                                      | 60%       | 60%     |
| Los Alamitos Unified School District          |                           |         |         | 0                                        | 0         | 0       |
| North Orange Continuing Education             |                           |         |         | 60%                                      | 60%       | 60%     |
| North Orange County ROP                       |                           |         |         | 60%                                      | 60%       | 60%     |
| Orange County Department of Education         |                           |         |         | 0                                        | 0         | 0       |
| Placentia-Yorba Linda Unified School District |                           |         |         | 0                                        | 0         | 0       |

#### Section 4: Objectives

Describe strategies that the members of the consortium and others impacted by or interested in the provision of education and workforce services to adults in the region will take to (1) address educational needs, (2) improve integration of services and transitions, and (3) improve effectiveness of services.

#### Address Educational Needs (up to ~~2500~~ 5000 characters)

Describe strategies that the members of the consortium will use to address the educational needs. (Identified in Section 2. Assessment)

#### **North Orange Continuing Education:**

**Program development, expansion of community learning options, and implementation of effective instructional strategies leading to greater student performance.**

NOCE members will develop new courses and programs to address educational needs of the adult learners served by the consortium, reengage community partners to be able to offer classes at offsite locations, and further improve delivery of instruction to cohorts of students seeking to complete high school equivalency exams. Additionally, open-lab courses will be further developed to integrate instruction, such as computer literacy, and services, such as job seeking skills and self-advocacy.

#### **North Orange County Regional Occupational Program:**

North Orange County ROP (NOCROP) plans to monitor and ensure that the proposed activities are met including scheduling of staff meetings to review goals and program outcomes, build shared knowledge and have a strategic plan to accomplish the desired outcomes by assigning specific roles and responsibilities to all staff members involved. Furthermore, NOCROP plans to provide continuous support to not only the adult students by offering one on one counseling services to address individual learning and wellness needs, but also to the Adult Program instructors and staff so as to provide alternative teaching strategies and best practices that can be used in the classroom to increase engagement and retention of industry relevant knowledge and skills. Furthermore, NOCROP has a rigorous 2-week new teacher training in the middle of the summer for any new teachers to the organization, preparing them with classroom management, and teaching strategies that can be used from the first day of class.

Beyond the industry specific class curriculum, NOCROP is making a district wide effort to integrate the California Standards for Career Ready Practice (CRP's) into every class so as to address the need of helping develop the interpersonal communication skills necessary to flourish in the workplace environment. This includes the development of a career plan, resume and job application writing skills, development of short- and long-term career goals, and the creation of career portfolios that help prepare NOCROP students to become successful professionals in their chosen career. Providing the most current, innovative and industry relevant technology in the classroom is a focus for all career classes at NOCROP, making sure that all students have the chance to develop hands on skills with equipment used in the workplace. Finally, NOCROP is making an assertive effort to find the best possible industry experienced individuals to teach in their classes by requiring a high level of industry relevant certifications and years of experience so as to bring real-world learning experiences into the classroom.

#### **Garden Grove Unified School District (GGUSD)/Garden Grove Adult Education (GGAE):**

GGUSD/GGAE will continue to provide access to the Burlington English (BE) Licenses to students to complete activities that provide opportunities to increase their language proficiency measured by English Functioning Level gains. GGAE will provide access to computer labs for all students to receive digital technology support. To better support students and increase student engagement, instructors will receive professional development to understand best practices in BE for student mastery of competencies and engagement.

Improve Integration of Services & Transitions (up to ~~2500~~ 5000 characters)

Describe strategies the members of the consortium will use to improve integration of services and to improve transitions into postsecondary education and the workforce.

**North Orange Continuing Education:**

**Infrastructure to support inclusion services for adults with disabilities, and other adult students facing barriers to education, and specialized services for students seeking transition to credit-bearing programs and work-based learning.**

To sustain and improve integration of services and to improve services targeting adult students seeking to transition to credit-bearing programs, NOCE will develop and maintain virtual and in-person support centers and programs to serve as one-stop locations for specialized services and interventions. This includes equitable access to technology and technical support services both in-person and virtually. NOCE will also offer specialized services for students with disabilities and students with mental health needs, including support services to assist students to learn strategies to cope with anxiety and stress. To support students with transition into postsecondary education, transitional services will be expanded upon to include greater access to counselors to develop educational plans, transfer assistance, and referrals to services for special populations. Additionally, college tours will be provided to students to familiarize them with academic and support programs offered at the credit colleges such as EOPS and the Promise Program.

**North Orange County Regional Occupational Program:**

North Orange County ROP has been approved as a member of the Eligible Training Provider List (ETPL) that offers employment training resources for adults and dislocated workers. Our Adult programs focus on the Health Science and Medical Technology sector with an emphasis on the Patient Care pathway. The adult program serves over 100 students from the community that include lower socio-economic groups. Resources are made available to our students through the adult counselor to ensure they receive the appropriate support to achieve their career goals. NOCROP works to increase enrollment through numerous Adult Program open house events that allow members of the community the opportunity to discover our class offerings. NOCROP is committed to offering our Vocational Nursing students the opportunity to partake in both clinical theory and skills training that amounts to 1600 hours over 50 weeks as approved by the Board of Vocational Nursing & Psychiatric Technicians (BVNPT).

NOCROP offers a wide variety of pathway classes that have been designated with specific instructional hours that include clinical and skill rotations. These include 160 hours for Nursing Assistant Long-Term Care, 276 hours for Medical Assistant, Clinical and Administrative, and over 330 hours for the Dental Assistant Level 1. Beyond the clinical and skill rotations, NOCROP will continue to offer industry certification to all Medical Assisting Students and opportunities for Vocational Nursing Completers to take the National Council Licensure Examination for Registered Nurses (NCLEX). Furthermore, our local employment partners support our adult students in making the transition into the workforce by providing externship opportunities that can lead to full time employment.

**Garden Grove Unified School District (GGUSD)/Garden Grove Adult Education (GGAE):**

To increase transition services for students using Burlington English Licenses, the instructors will be guided to provide scheduled class time for students to engage in the Career Exploration and Soft Skills Components of the BE software.

Effectiveness of Services (up to ~~2500~~ 5000 characters)

Describe strategies the members of the consortium will use to improve the effectiveness of their services.

**North Orange Continuing Education:**

**Continuous development of robust data-collection systems and improvement of the evaluation cycle to assess effectiveness of the CAEP funded activities.**

The consortium ensures that every member providing adult education is equipped with necessary tools and staff to collect and evaluate data on student outcomes. NOCRC will develop a yearly evaluation report assessing effectiveness of CAEP funded activities. The report will be used to inform consortium's planning decisions.

**North Orange County Regional Occupational Program:**

North Orange County ROP plans to improve the effectiveness of their services by constantly evaluating the processes they have in place and looking for ways to streamline and improve on what has already been developed, as well as creating structured calendar events to proactively plan for necessary deadlines in the future. Furthermore, NOCROP plans to provide in-depth support training to all adult program support staff in the collection of data and enrolling of students in the student information system and exporting of valuable demographic data that needs to be reported to the state through the CASAS TOPSpro Enterprise data reporting system NOCROP has made recent efforts to improve the effectiveness of services by taking the opportunity to visit other adult educational facilities in the region that offer similar opportunities to students so as to learn of their growth and successes.

**Garden Grove Unified School District (GGUSD)/Garden Grove Adult Education (GGAE):**

GGAE Data team will routinely generate CAEP Summary and Burlington English progress reports for analysis of student learner outcomes. Additionally, GGAE will schedule professional time for instructors to review data and strategies for reteaching and best practices.

**Section 5: Activities & Outcomes: Basic Skills – Direct Instruction**

Create a plan to implement the strategies named in Section 4 by defining activities and intended short-term, intermediate, and long-term outcomes. Activities may be proposed at the consortium or the individual district or agency level. Definition of long-term outcomes beyond three years is optional, as this is outside of the scope of the three-year plan but may be helpful for consortium planning.

Use the “+ New Activity” button at the bottom of the page to add each Activity proposed by the consortium to address the three Objectives in Section 4: Objectives. For each Activity, provide:

| Activity Name                    | Objective that Applies to this Activity |
|----------------------------------|-----------------------------------------|
| Basic Skills: Direct Instruction | Address Educational Needs               |

**Brief Description of Activity and Significance of Activity to Outcome (up to 5000 characters)**

For each Activity, describe the activity, agencies or individuals that will carry out the activity, key deliverables, and how this activity contributes to a successful project outcome in the current period.

To provide enhanced student learning outcomes and ensure better understanding of core high school English and math subjects, this strategy provides for well-organized planned lessons designed around small learning increments with defined teaching tasks which allow students to progress faster and instructors to adapt their speed based on student needs. Direct instruction workshops provide for one-on-one instructor follow up, feedback, and guided practice in a traditional classroom leading to student success and high school diploma program completion. This activity provides for hiring of instructors who meet the State minimum qualification to teach English and math as well as a program manager and an administrative assistant I to support students and instructors with the administrative work. Students who are taught using the direct instruction method learn collaborative skills through group work in addition to working independently. In this activity, students have the option of attending the high school lab after their direct instruction session to work independently and to attain additional academic support from the instructor.

**Short-Term Outcomes (12 Months)  
(up to 500 characters)**

If accomplished, these activities will lead to the following outcomes in the next year.

Short Term: Increase participants in the high school program due to direct instruction English and Math strategies.

**Intermediate Outcomes (1-3 Years)  
(up to 500 characters)**

If accomplished, these activities will lead to the following outcomes in 1-3 years.

Intermediate: Increase student advancement as evidenced by increase in EFL for students with paired scores on CASAS TOPSpro.

**Long-Term Outcomes (3-5 Year)  
(up to 500 characters)**

If accomplished, these activities will lead to the following outcomes in 3-5 years.

Long Term: Increase student persistence in the high school diploma program.



Adult Education Metrics and Student Barriers

Select from a drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed activity. The drop-down menu will include all Adult Education Metrics and Student Barriers that were selected in Section 3: Metrics.

Responsible Position(s) – **VOTING MEMBER**

| Name                                                       | Adult Ed Metrics and Student Barriers |
|------------------------------------------------------------|---------------------------------------|
| Karen Bautista, Ed.D., Vice President of Instruction, NOCE | Metric: Number of Adults Served       |

Proposed Completion Date for the Activity (any date within the three-year plan term)

May 2025

**Section 5: Activities & Outcomes: Basic Skills – High School Equivalency Instructional Program**

Create a plan to implement the strategies named in Section 4 by defining activities and intended short-term, intermediate, and long-term outcomes. Activities may be proposed at the consortium or the individual district or agency level. Definition of long-term outcomes beyond three years is optional, as this is outside of the scope of the three-year plan but may be helpful for consortium planning.

Use the “+ New Activity” button at the bottom of the page to add each Activity proposed by the consortium to address the three Objectives in Section 4: Objectives. For each Activity, provide:

| Activity Name                                               | Objective that Applies to this Activity |
|-------------------------------------------------------------|-----------------------------------------|
| Basic Skills: High School Equivalency Instructional Program | Address Educational Needs               |

**Brief Description of Activity and Significance of Activity to Outcome (up to 5000 characters)**

For each Activity, describe the activity, agencies or individuals that will carry out the activity, key deliverables, and how this activity contributes to a successful project outcome in the current period.

This is an accelerated learning strategy to offer instruction in a cohort model to adult students pursuing a high school equivalency diploma by providing instruction in Language Arts, Science, Mathematics, and Social Studies subject areas to prepare the student for the GED or HiSET exam. This activity provides for hiring instructors who meet the State minimum qualification to teach English and math subjects as well as tutors to provide in time academic support to students. Instructors provide instruction in a structured class setting to lead all students through the same lesson. Tutors are available during instruction to support students with the course work, or the software utilized in the classroom. Students have access to self-paced computer instruction via AZTEC. In addition to AZTEC, some instructors use Study.com as a tool to prepare students for the GED or HiSET exam. In this cohort model, students learn from one another and network, leading to valuable emotional and psychological support. By completing GED prep courses adult students increase their academic skills and knowledge to pass the GED or HiSET exam and transition to credit college, enter the workforce, or advance in their career.

**Short-Term Outcomes (12 Months)  
(up to 500 characters)**

If accomplished, these activities will lead to the following outcomes in the next year.

Short Term: Increase participants in the GED and HiSET Exam preparation program.

**Intermediate Outcomes (1-3 Years)  
(up to 500 characters)**

If accomplished, these activities will lead to the following outcomes in 1-3 years.

Intermediate: Increase student advancement as evidenced by increase in EFL for students with paired scores on CASAS TOPSpro.

**Long-Term Outcomes (3-5 Year)  
(up to 500 characters)**

If accomplished, these activities will lead to the following outcomes in 3-5 years.

Long Term: Increase student persistence in the GED and HiSET Exam preparation program.

Adult Education Metrics and Student Barriers

Select from a drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed activity. The drop-down menu will include all Adult Education Metrics and Student Barriers that were selected in Section 3: Metrics.

Responsible Position(s) – **VOTING MEMBER**

|                                                            |                                       |
|------------------------------------------------------------|---------------------------------------|
| Name                                                       | Adult Ed Metrics and Student Barriers |
| Karen Bautista, Ed.D., Vice President of Instruction, NOCE | Metric: Number of Adults Served       |

Proposed Completion Date for the Activity (any date within the three-year plan term)

May 2025

**Section 5: Activities & Outcomes: Career Technical Education – Outreach, Pathways, Student Support, Entry/ReEntry, and Workforce and Program Development (NOCE)**

Create a plan to implement the strategies named in Section 4 by defining activities and intended short-term, intermediate, and long-term outcomes. Activities may be proposed at the consortium or the individual district or agency level. Definition of long-term outcomes beyond three years is optional, as this is outside of the scope of the three-year plan but may be helpful for consortium planning.

Use the “+ New Activity” button at the bottom of the page to add each Activity proposed by the consortium to address the three Objectives in Section 4: Objectives. For each Activity, provide:

| Activity Name                                                                                                                | Objective that Applies to this Activity |
|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| Career Technical Education: Outreach, Pathways, Student Support, Entry/ReEntry, and Workforce and Program Development (NOCE) | Address Educational Needs               |

**Brief Description of Activity and Significance of Activity to Outcome (up to 5000 characters)**

For each Activity, describe the activity, agencies or individuals that will carry out the activity, key deliverables, and how this activity contributes to a successful project outcome in the current period.

Support CTE and other NOCE CAEP eligible students in the Career Skills and Resource Lab with the assistance needed to improve course and certification completions; increase student transition to the workforce; and support pathways to noncredit and/or credit CTE programs. Build and maintain employer and industry relationships to increase work-based learning opportunities, paid internships, employer engagement with students and faculty, improved advisory committee input, guest speakers, and adjunct faculty. Increase outside agency partnerships to build a better pipeline for prospective students to learn about our programs and services as well as help meet the needs of our students beyond what NOCE can provide such as funding for books, childcare, transportation, work documentation, etc. to increase number of students served, improve student retention, and success. Faculty and staff training is conducted to implement employability skills and industry certifications into existing curriculum. Student workshops provide employability skills and digital badges.

**Short-Term Outcomes (12 Months)  
(up to 500 characters)**

If accomplished, these activities will lead to the following outcomes in the next year.

Short Term: Identify additional certificates to offer to students.

**Intermediate Outcomes (1-3 Years)  
(up to 500 characters)**

If accomplished, these activities will lead to the following outcomes in 1-3 years.

Intermediate: Increase enrolled participants.

**Long-Term Outcomes (3-5 Year)  
(up to 500 characters)**

If accomplished, these activities will lead to the following outcomes in 3-5 years.

Long Term: Increase certificate completions.

Adult Education Metrics and Student Barriers

Select from a drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed activity. The drop-down menu will include all Adult Education Metrics and Student Barriers that were selected in Section 3: Metrics.

Responsible Position(s) – **VOTING MEMBER**

| Name                                                       | Adult Ed Metrics and Student Barriers |
|------------------------------------------------------------|---------------------------------------|
| Karen Bautista, Ed.D., Vice President of Instruction, NOCE | Metric: Number of Adults Served       |

Proposed Completion Date for the Activity (any date within the three-year plan term)

May 2025

**Section 5: Activities & Outcomes: Career Technical Education – Data & Accountability (NOCROP)**

Create a plan to implement the strategies named in Section 4 by defining activities and intended short-term, intermediate, and long-term outcomes. Activities may be proposed at the consortium or the individual district or agency level. Definition of long-term outcomes beyond three years is optional, as this is outside of the scope of the three-year plan but may be helpful for consortium planning.

Use the “+ New Activity” button at the bottom of the page to add each Activity proposed by the consortium to address the three Objectives in Section 4: Objectives. For each Activity, provide:

| Activity Name                                              | Objective that Applies to this Activity |
|------------------------------------------------------------|-----------------------------------------|
| Career Technical Education: Data & Accountability (NOCROP) | Improve Effectiveness of Services       |

**Brief Description of Activity and Significance of Activity to Outcome (up to 5000 characters)**

For each Activity, describe the activity, agencies or individuals that will carry out the activity, key deliverables, and how this activity contributes to a successful project outcome in the current period.

**Student Information Systems Specialist**

NOCROP plans to utilize CAEP funds to support the training of six adult education support staff members to bring everyone to the same level of understanding and build shared knowledge on how to run demographic reports, how to enroll and survey students through the online student information system and generally support adult education students through their classes. In conjunction with providing training and development to support staff, NOCROP plans to use CAEP funds to support 35% of a Student Information System Specialists salary including benefits. This full-time position will be the lead on inputting student enrollment data, reporting student demographic data, maintaining student records with graduates, completers, and exam certified.

**Short-Term Outcomes (12 Months)  
(up to 500 characters)**

If accomplished, these activities will lead to the following outcomes in the next year.

Training for support staff in the use of the student information system software so as to collect student demographic data and export to CASAS TOPSpro. Development of data collection processes.

**Intermediate Outcomes (1-3 Years)  
(up to 500 characters)**

If accomplished, these activities will lead to the following outcomes in 1-3 years.

Implementation of data collection processes to improve the efficiency in collection of student demographic data using student information system software, that will be exported into CASAS TOPSpro.

**Long-Term Outcomes (3-5 Year)  
(up to 500 characters)**

If accomplished, these activities will lead to the following outcomes in 3-5 years.

Collection of student demographic data using student information system software, that will be exported into CASAS TOPSpro.

Adult Education Metrics and Student Barriers

Select from a drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed activity. The drop-down menu will include all Adult Education Metrics and Student Barriers that were selected in Section 3: Metrics.

Responsible Position(s) – **VOTING MEMBER**

| Name                                                                   | Adult Ed Metrics and Student Barriers |
|------------------------------------------------------------------------|---------------------------------------|
| Ligia Hallstrom, Ed. D., Administrator, Instructional Programs, NOCROP | Metric: Number of Adults Served       |

Proposed Completion Date for the Activity (any date within the three-year plan term)

May 2025

**Section 5: Activities & Outcomes: Career Technical Education – Outreach, Pathways, Student Support, Entry/ReEntry, and Workforce and Program Development (NOCROP)**

Create a plan to implement the strategies named in Section 4 by defining activities and intended short-term, intermediate, and long-term outcomes. Activities may be proposed at the consortium or the individual district or agency level. Definition of long-term outcomes beyond three years is optional, as this is outside of the scope of the three-year plan but may be helpful for consortium planning.

Use the “+ New Activity” button at the bottom of the page to add each Activity proposed by the consortium to address the three Objectives in Section 4: Objectives. For each Activity, provide:

| Activity Name                                                                                                                  | Objective that Applies to this Activity |
|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| Career Technical Education: Outreach, Pathways, Student Support, Entry/ReEntry, and Workforce and Program Development (NOCROP) | Address Educational Needs               |

**Brief Description of Activity and Significance of Activity to Outcome (up to 5000 characters)**

For each Activity, describe the activity, agencies or individuals that will carry out the activity, key deliverables, and how this activity contributes to a successful project outcome in the current period.

**Medical Assisting Certification and Vocational Nursing Licensure**

NOCROP plans to utilize CAEP funds to support the cost of certification preparation and test registration for the adult Medical Assisting program across a total of four classes, two in the summer and two in the fall of 2022. Each class has an expected enrollment of 25 students, for a total of 100 students taking the Medical Assisting preparation and certification. The funding of certifications will allow program registration fees to be reduced, making the program more competitive and allowing more socio-economically disadvantaged individuals with learning opportunities. NOCROP also plans to support the cost of the NCLEX exam for vocational nursing licensure to test the competency of nursing school graduates. CAEP funds will provide licensure exams for 37 students in the summer of 2022. With both the Medical Assisting certification and Vocational Nursing NCLEX exams students will be prepared to enter a highly competitive industry.

**Updated Adult Education Equipment**

NOCROP plans to utilize CAEP funds to support the purchase of new industry standard equipment in the Dental Assisting, Medical Assisting and Vocational Nursing programs at the Trident Education Center in Anaheim. Providing this opportunity for adult students to interact with today’s cutting-edge technology means they will be offered different ways of learning and furthermore, be prepared to enter the workforce with the hands-on skills necessary to succeed in the future. CAEP funds will help to purchase medical assisting and dental assisting equipment that includes an x-ray film processor, a laser examination tool used for the early detection of decay, four wireless curing lights, two autoclaves used to sterilize lab equipment, and a handheld rechargeable x-ray machine. Specifically for the Vocational Nursing program equipment will include two feeding pumps, two wound vacuums and a portable vital signs machine.

**Adult Education Counselor**

A percentage of the salary for the employment of an existing full-time counselor will be supported by CAEP funds to support adult students enrolled in the various fee based medical classes at the Trident Education Center in Anaheim. The immediate employment of a full-time counselor specifically for the adult program will play a critical role in developing adult students in preparation for skilled employment in various medical careers, play an integral role in facilitating adult students’ acquisition of knowledge and skills needed to complete a CTE pathway, and recognize that employability is vital in ensuring our students are strong candidates for the future labor market.

**Adult Program Marketing**



NOCROP plans to utilize CAEP resources to support marketing and outreach opportunities and boost the awareness of all the adult education programs through upcoming spring and fall class schedules, catalog mailers, and pathway specific flyers, Facebook and Instagram advertising and numerous 30 second YouTube advertisements. The various marketing approaches will target adult audiences within a 7-mile radius from Trident Education Center, both male and female, 18-45 in age with a focus on the following: adults looking for a career change, adults in the medical or dental field that are looking for further education, and those looking to get into the workforce quickly.

**Short-Term Outcomes (12 Months)  
(up to 500 characters)**

If accomplished, these activities will lead to the following outcomes in the next year.

- MA/VN Licensure**  
Increase access to the State licensure exams for students in the Medical Assisting and Vocational Nursing programs
- Updated Equipment**  
Purchase new industry standard equipment for the Trident Education Center
- Counselor**  
Increase in the number students receiving resources to improve employability skills, attend webinars and be exposed to support from local agencies on self-care and mental health
- Marketing**  
Increase in the awareness of NOCROP adult programs in the region

**Intermediate Outcomes (1-3 Years)  
(up to 500 characters)**

If accomplished, these activities will lead to the following outcomes in 1-3 years.

- MA/VN Licensure**  
Increase in pass rate for students in the Medical Assisting and Vocational Nursing programs
- Updated Equipment**  
Increase the utilization and integration of the purchased equipment to increase workforce preparedness.
- Counselor**  
Increase in the number of students meeting prerequisites toward completing the NOCROP adult programs.
- Marketing**  
Increase in the number of adults enrolled in the NOCROP adult programs

**Long-Term Outcomes (3-5 Year)  
(up to 500 characters)**

If accomplished, these activities will lead to the following outcomes in 3-5 years.

- MA/VN Licensure**  
Increase in the numbers of students in the Medical Assisting and Vocational Nursing programs gaining employment
- Updated Equipment**  
Increase in the number of students in these vocational programs gaining employment.
- Counselor**  
Increase in the number of students in the NOCROP adult programs gaining employment.
- Marketing**  
Increase in the number of students completing the NOCROP adult programs.

Adult Education Metrics and Student Barriers

Select from a drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed activity. The drop-down menu will include all Adult Education Metrics and Student Barriers that were selected in Section 3: Metrics.

Responsible Position(s) – VOTING MEMBER

| Name                                                                   | Adult Ed Metrics and Student Barriers |
|------------------------------------------------------------------------|---------------------------------------|
| Ligia Hallstrom, Ed. D., Administrator, Instructional Programs, NOCROP | Metric: Number of Adults Served       |

Proposed Completion Date for the Activity (any date within the three-year plan term)

May 2025

**Section 5: Activities & Outcomes: Disability Support Services – Services and Workforce**

Create a plan to implement the strategies named in Section 4 by defining activities and intended short-term, intermediate, and long-term outcomes. Activities may be proposed at the consortium or the individual district or agency level. Definition of long-term outcomes beyond three years is optional, as this is outside of the scope of the three-year plan but may be helpful for consortium planning.

Use the “+ New Activity” button at the bottom of the page to add each Activity proposed by the consortium to address the three Objectives in Section 4: Objectives. For each Activity, provide:

| Activity Name                                       | Objective that Applies to this Activity         |
|-----------------------------------------------------|-------------------------------------------------|
| Disability Support Services: Services and Workforce | Improve Integration of Services and Transitions |

**Brief Description of Activity and Significance of Activity to Outcome (up to 5000 characters)**

For each Activity, describe the activity, agencies or individuals that will carry out the activity, key deliverables, and how this activity contributes to a successful project outcome in the current period.

DSS faculty and staff provide instructional programs and student services to address the barriers that students with disabilities experience when they transition to postsecondary education, onboard, persist, make progress, complete educational goals, and obtain competitive integrated employment. CAEP funds are braided with other grants, cooperative agreements, allocations, and budgets to support instruction, counseling, inclusion programs, and employment services.

Two of the biggest goals of NOCE DSS are to increase the number of students included in postsecondary education and employment. Adults with disabilities experience greater barriers to accessing inclusive higher education and employment than most other student populations. The problem is made worse when one considers the intersectionality of disability and DEI-A. The resources that CAEP provides to NOCE DSS greatly supports these efforts.

The DSS Services & Workforce strategy provides additional resources that support inclusion services and workforce programs. Specifically, CAEP resources fund for 1.5 Student Services Specialist positions for the Academics-Relationships-Independence-Self-Advocacy-Emotional Health (ARISE) neurodiversity labs that support inclusion, and .5 Job Developer positions that support employment. NOCE DSS has five programs that support the inclusion of students with disabilities in postsecondary education beyond what is required by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. These programs include College to Career (C2C), Independent Vocational and Educational Supports (IVES), Equity Coaching, and Mobility. NOCE DSS has several workforce programs and collaborations that support employment including Workability III (WAI), C2C, Project Search, Ralph’s Workforce Case Management, and CAEP Job Development.

ARISE provides specialized support for students experiencing stressors from academic and campus life. ARISE was designed to support individuals with autism spectrum disorder (ASD) and has expanded to support students with mental health needs, anxiety, and stress. ARISE is a sensory-friendly space where students can decompress, seek guidance, and socialize with peers. The lab offers individual and group counseling, and small group instruction. The ARISE team supports students with executive functioning, organizational skills, problem solving, social skills, communication, planning, and much more. Staff support the educational, vocational, and personal goals of students. CAEP funds are braided with these other resources to support the ARISE lab: NOCE General Fund (facilities, staffing), Cypress College General Fund (facilities), DSS Allocation (staffing), and Cypress College SEA funds (staffing).

CAEP funds support other NOCE DSS programs. The services provided by ARISE compliment other inclusion services that NOCE provides for students with disabilities such as specialized counseling, case

management, assessment, instructional support labs, peer mentoring, educational coaching, bus mobility training, and traditional accommodations, academic adjustments, auxiliary aids, and services. CAEP Job Development is a critical part of our NOCE DSS workforce services. Students develop the skills they need for completing job applications, developing resumes, interviewing, and securing employment. The Job Developers work with students from the time they express interest in employment until 90 days after employment is stable.

**Short-Term Outcomes (12 Months)  
(up to 500 characters)**

If accomplished, these activities will lead to the following outcomes in the next year.

Short Term: Increase enrollment in certificate programs

**Intermediate Outcomes (1-3 Years)  
(up to 500 characters)**

If accomplished, these activities will lead to the following outcomes in 1-3 years.

Intermediate: Increase completions in certificate programs

**Long-Term Outcomes (3-5 Year)  
(up to 500 characters)**

If accomplished, these activities will lead to the following outcomes in 3-5 years.

Long-Term: Increase transitions to postsecondary education CTE, credit courses, and employment.

**Adult Education Metrics and Student Barriers**

Select from a drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed activity. The drop-down menu will include all Adult Education Metrics and Student Barriers that were selected in Section 3: Metrics.

**Responsible Position(s) – VOTING MEMBER**

| Name                                                       | Adult Ed Metrics and Student Barriers |
|------------------------------------------------------------|---------------------------------------|
| Karen Bautista, Ed.D., Vice President of Instruction, NOCE | Metric: Number of Adults Served       |

**Proposed Completion Date for the Activity (any date within the three-year plan term)**

May 2025

**Section 5: Activities & Outcomes: Disability Support Services – Instructional Offerings**

Create a plan to implement the strategies named in Section 4 by defining activities and intended short-term, intermediate, and long-term outcomes. Activities may be proposed at the consortium or the individual district or agency level. Definition of long-term outcomes beyond three years is optional, as this is outside of the scope of the three-year plan but may be helpful for consortium planning.

Use the “+ New Activity” button at the bottom of the page to add each Activity proposed by the consortium to address the three Objectives in Section 4: Objectives. For each Activity, provide:

| Activity Name                                        | Objective that Applies to this Activity         |
|------------------------------------------------------|-------------------------------------------------|
| Disability Support Services: Instructional Offerings | Improve Integration of Services and Transitions |

**Brief Description of Activity and Significance of Activity to Outcome (up to 5000 characters)**

For each Activity, describe the activity, agencies or individuals that will carry out the activity, key deliverables, and how this activity contributes to a successful project outcome in the current period.

DSS faculty and staff provide instructional offerings and student services to address the barriers that students with disabilities experience when they transition to postsecondary education, onboard, persist, make progress, complete educational goals, and obtain competitive integrated employment. CAEP funds are braided with other grants, cooperative agreements, allocations, and budgets to support instruction, counseling, inclusion programs, and employment services.

Two of the biggest goals of NOCE DSS are to increase the number of students included in postsecondary education and employment. Adults with disabilities experience greater barriers to accessing inclusive higher education and employment than most other student populations. The problem is made worse when one considers the intersectionality of disability and DEI-A. The resources that CAEP provides to NOCE DSS greatly supports these efforts.

The DSS Instructional Offerings strategy provides additional resources that support DSS Instructional programs. Specifically, CAEP resources fund for 1 DSS Instructor, and .5 Student Services Specialist. Faculty and staff provide curriculum development and instruction that focuses on transition to postsecondary noncredit and credit instructional programs, to employment, and to inclusion in the community.

DSS instructional offerings are designed to increase student literacy and boost basic academic skill development. DSS faculty develop DSS curriculum that focuses on employment readiness skills in general, and offerings that focus on specific career interests. DSS has an instructional program goal to increase the number of students who transition to other noncredit (CTE, ABE, ASE, ESL) and credit programs. Another DSS instructional program goal area is workforce preparation and providing students with the skills they need to obtain jobs. The new DSS curriculum is aligned with these goals. DSS programs provide a foundation and pathways for the transition to the high school diploma program, noncredit and credit career certificates, credit instructional programs, and competitive, integrated, employment. DSS curriculum focuses on building the skills necessary to transition to, persist, succeed, complete noncredit and credit instructional programs, and find work.

DSS continues to network and outreach with community partners to identify partner locations and other community centers that can provide space for classes, and to increase referrals to the NOCE DSS programs. DSS is working with the NOCE and NOCRC marketing teams to identify student populations from around the state who will benefit from the unique offerings provided by DSS. Few college districts offer the breadth and depth of educational offerings that NOCE offers.

DSS is working with campus and community partners to expand instructional offerings:

- It appears that DSS is starting to see some enrollment growth, following a decrease during the pandemic.
- DSS, like the other NOCE instructional programs, now has a robust Distance Education program. NOCE offers courses through DSS that most community college institutions do not. Providing these courses through Distance Education has made it possible to remove barriers that have prevented many students with disabilities from enrolling in, and attending, courses offered through a postsecondary institution like NOCE.
- DSS is working with several partners during the 2021/22 academic year to expand offerings in the community at offsite locations such as:
  - My Day Counts
  - Goodwill of Orange County
  - Leisure World
  - West Anaheim Therapeutic Residential Center
  - The Braille Institute
  - Kaiser Permanente Anaheim Medical Center (Project Search)
  - There have been discussions about the possible expansion of Project Search in the NOCCCD region

CAEP funds are braided with other resources to enable the NOCE DSS program to expand instructional offerings, focus on educational programming that better meets the needs of students, develop courses that will likely lead to enrollment growth, and support students who have disabilities as they seek to be included in higher educational programs and employment.

Short-Term Outcomes (12 Months)  
(up to 500 characters)

If accomplished, these activities will lead to the following outcomes in the next year.

Short Term: Increase enrollment in certificate programs

Intermediate Outcomes (1-3 Years)  
(up to 500 characters)

If accomplished, these activities will lead to the following outcomes in 1-3 years.

Intermediate: Increase completions in certificate programs

Long-Term Outcomes (3-5 Year)  
(up to 500 characters)

If accomplished, these activities will lead to the following outcomes in 3-5 years.

Long-Term: Increase transitions to postsecondary education CTE, credit courses, and employment.

Adult Education Metrics and Student Barriers

Select from a drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed activity. The drop-down menu will include all Adult Education Metrics and Student Barriers that were selected in Section 3: Metrics.

Responsible Position(s) – **VOTING MEMBER**

|                                                            |                                       |
|------------------------------------------------------------|---------------------------------------|
| Name                                                       | Adult Ed Metrics and Student Barriers |
| Karen Bautista, Ed.D., Vice President of Instruction, NOCE | Metric: Number of Adults Served       |

Proposed Completion Date for the Activity (any date within the three-year plan term)

May 2025

Section 5: Activities & Outcomes: English as a Second Language – ESL Outreach and Offsite Re-engagement/Development (NOCE)

Create a plan to implement the strategies named in Section 4 by defining activities and intended short-term, intermediate, and long-term outcomes. Activities may be proposed at the consortium or the individual district or agency level. Definition of long-term outcomes beyond three years is optional, as this is outside of the scope of the three-year plan but may be helpful for consortium planning.

Use the “+ New Activity” button at the bottom of the page to add each Activity proposed by the consortium to address the three Objectives in Section 4: Objectives. For each Activity, provide:

| Activity Name                                                                           | Objective that Applies to this Activity |
|-----------------------------------------------------------------------------------------|-----------------------------------------|
| English as a Second Language: ESL Outreach and Offsite Re-engagement/Development (NOCE) | Address Educational Needs               |

Brief Description of Activity and Significance of Activity to Outcome (up to 5000 characters)

For each Activity, describe the activity, agencies or individuals that will carry out the activity, key deliverables, and how this activity contributes to a successful project outcome in the current period.

The target population for this activity is adult English language learners in North Orange County who are unable to attend classes at NOCE’s main sites (Anaheim Campus, Cypress Center, and Wilshire Center) and/or prefer taking ESL classes in their neighborhood. These community-based classes (referred to as “offsite classes”) may be offered at K-12 sites, community centers, churches, etc. NOCE ESL is the adult education provider and partners with K-12 districts and other community partners to plan, arrange, and offer these classes. These offsite ESL classrooms provide an accessibility to English language learning that would otherwise not be available to many members of our ESL student population due to barriers such as transportation and childcare. Scheduling and assigning instructors will be completed by the NOCE ESL Director. Maintaining community partnerships will be the responsibility of our CAEP-funded Student Services Coordinator. Ongoing outreach and promotion in the local community will be facilitated by our Student Services Specialist and Outreach/Promotion support (PEs). Dedicated off-site test proctors will ensure compliance.

Short-Term Outcomes (12 Months)  
(up to 500 characters)

If accomplished, these activities will lead to the following outcomes in the next year.

Short Term: Re-establish offsite classes

Intermediate Outcomes (1-3 Years)  
(up to 500 characters)

If accomplished, these activities will lead to the following outcomes in 1-3 years.

Intermediate: Increase in participants and sites

Long-Term Outcomes (3-5 Year)  
(up to 500 characters)

If accomplished, these activities will lead to the following outcomes in 3-5 years.

Long Term: Increase EFL gains for students in offsite classes



Adult Education Metrics and Student Barriers

Select from a drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed activity. The drop-down menu will include all Adult Education Metrics and Student Barriers that were selected in Section 3: Metrics.

Responsible Position(s) – **VOTING MEMBER**

|                                                            |                                       |
|------------------------------------------------------------|---------------------------------------|
| Name                                                       | Adult Ed Metrics and Student Barriers |
| Karen Bautista, Ed.D., Vice President of Instruction, NOCE | Metric: Number of Adults Served       |

Proposed Completion Date for the Activity (any date within the three-year plan term)

May 2025

Section 5: Activities & Outcomes: English as a Second Language – Garden Grove Adult Education Literacy Gains (Burlington English Licenses)

Create a plan to implement the strategies named in Section 4 by defining activities and intended short-term, intermediate, and long-term outcomes. Activities may be proposed at the consortium or the individual district or agency level. Definition of long-term outcomes beyond three years is optional, as this is outside of the scope of the three-year plan but may be helpful for consortium planning.

Use the “+ New Activity” button at the bottom of the page to add each Activity proposed by the consortium to address the three Objectives in Section 4: Objectives. For each Activity, provide:

| Activity Name                                                                                           | Objective that Applies to this Activity |
|---------------------------------------------------------------------------------------------------------|-----------------------------------------|
| English as a Second Language: Garden Grove Adult Education Literacy Gains (Burlington English Licenses) | Address Educational Needs               |

Brief Description of Activity and Significance of Activity to Outcome (up to 5000 characters)

For each Activity, describe the activity, agencies or individuals that will carry out the activity, key deliverables, and how this activity contributes to a successful project outcome in the current period.

Garden Grove Adult Education (GGAE) will be using CAEP allocation through NOCRC to continue its use of Burlington English (BE) Licenses. The licenses, also known as “seats”, are used in ESL classes to support student progress in pronunciation, comprehensibility, and technical skills that further empower them through literacy gains and improved basic skills. BE lessons also provide opportunities for students to prepare for transition to multiple levels as well as career exploration.

GGAE Data team will routinely generate CAEP summary and BE progress reports for analysis of student learner outcomes. GGAE will calendar professional time for instructors to review data and strategies for reteaching and best practices.

Short-Term Outcomes (12 Months)  
(up to 500 characters)

If accomplished, these activities will lead to the following outcomes in the next year.

Increase in the number of adults who utilize Burlington English and become participants with 12 or more hours of instruction.

Intermediate Outcomes (1-3 Years)  
(up to 500 characters)

If accomplished, these activities will lead to the following outcomes in 1-3 years.

Increase student advancement as evidenced by increase in EFL for students with paired scores on CASAS.

Long-Term Outcomes (3-5 Year)  
(up to 500 characters)

If accomplished, these activities will lead to the following outcomes in 3-5 years.

Increase student persistence in the ESL program.

Adult Education Metrics and Student Barriers

Select from a drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed activity. The drop-down menu will include all Adult Education Metrics and Student Barriers that were selected in Section 3: Metrics.

Responsible Position(s) – **VOTING MEMBER**

| Name                                                     | Adult Ed Metrics and Student Barriers |
|----------------------------------------------------------|---------------------------------------|
| M'Liss Patterson, Director, Garden Grove Adult Education | Barrier: English Language Learner     |

Proposed Completion Date for the Activity (any date within the three-year plan term)

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|----------|
| May 2025 |
|----------|

Section 5: Activities & Outcomes: K-12 Student Success – Social-Emotional & Trauma-Informed Education

Create a plan to implement the strategies named in Section 4 by defining activities and intended short-term, intermediate, and long-term outcomes. Activities may be proposed at the consortium or the individual district or agency level. Definition of long-term outcomes beyond three years is optional, as this is outside of the scope of the three-year plan but may be helpful for consortium planning.

Use the “+ New Activity” button at the bottom of the page to add each Activity proposed by the consortium to address the three Objectives in Section 4: Objectives. For each Activity, provide:

| Activity Name                                                      | Objective that Applies to this Activity |
|--------------------------------------------------------------------|-----------------------------------------|
| K-12 Student Success: Social-Emotional & Trauma-Informed Education | Address Educational Needs               |

Brief Description of Activity and Significance of Activity to Outcome (up to 5000 characters)

For each Activity, describe the activity, agencies or individuals that will carry out the activity, key deliverables, and how this activity contributes to a successful project outcome in the current period.

Provide educational offerings for adults who support K-12 students to increase awareness of child trauma and its effects on learning and academic success. Conduct outreach and build awareness in the community. Reduce barriers for adults who want to access these classes by providing local, free classes, providing instructional materials and digital technology, translators when necessary and childcare.

Short-Term Outcomes (12 Months)  
(up to 500 characters)

If accomplished, these activities will lead to the following outcomes in the next year.

Short Term: Reestablish classes at district sites as well as online offerings.

Intermediate Outcomes (1-3 Years)  
(up to 500 characters)

If accomplished, these activities will lead to the following outcomes in 1-3 years.

Intermediate: Increase in participants in classes.

Long-Term Outcomes (3-5 Year)  
(up to 500 characters)

If accomplished, these activities will lead to the following outcomes in 3-5 years.

Long Term: Increase classes at district sites

Adult Education Metrics and Student Barriers

Select from a drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed activity. The drop-down menu will include all Adult Education Metrics and Student Barriers that were selected in Section 3: Metrics.

Responsible Position(s) – **VOTING MEMBER**

| Name                                                       | Adult Ed Metrics and Student Barriers |
|------------------------------------------------------------|---------------------------------------|
| Karen Bautista, Ed.D., Vice President of Instruction, NOCE | Metric: Number of Adults Served       |

Proposed Completion Date for the Activity (any date within the three-year plan term)

May 2025

**Section 5: Activities & Outcomes: NOCRC Student Services for Transition**

Create a plan to implement the strategies named in Section 4 by defining activities and intended short-term, intermediate, and long-term outcomes. Activities may be proposed at the consortium or the individual district or agency level. Definition of long-term outcomes beyond three years is optional, as this is outside of the scope of the three-year plan but may be helpful for consortium planning.

Use the “+ New Activity” button at the bottom of the page to add each Activity proposed by the consortium to address the three Objectives in Section 4: Objectives. For each Activity, provide:

| Activity Name                         | Objective that Applies to this Activity         |
|---------------------------------------|-------------------------------------------------|
| NOCRC Student Services for Transition | Improve Integration of Services and Transitions |

**Brief Description of Activity and Significance of Activity to Outcome (up to 5000 characters)**

For each Activity, describe the activity, agencies or individuals that will carry out the activity, key deliverables, and how this activity contributes to a successful project outcome in the current period.

**Full-time counselor, Transition:**

A full-time counselor focused on transition allows NOCE’s Counseling and Student Services department to coordinate transition efforts under the purview of a full-time counselor. The counselor provides oversight and coordination of the Adult College and Career Transition (ACCT) program. From this program and through counseling appointments and workshops, students can receive a multitude of services in one place. These services include counseling appointments to develop an educational plan, referrals to support at NOCE and in the community, transfer and career exploration, college tours and support with transition to credit. The counselor is building partnerships within the district and in the community. Key deliverables include 1) increasing awareness about the transition process including educational and career options, financial aid, transfer considerations for undocumented students, the North Orange Promise program; 2) increasing the number of students who transition to Fullerton or Cypress by referring students to programs such as the Grads to Be program, EOPS, the Fullerton College Promise Program, and the Charger Experience Program; 3) collaborate with the CAEP NOCRC Student Services for Transition advisory group for regional collaboration and funding support.

Better tracking tools will be implemented to create cohorts of students. The Starfish Connect and Engage tool will be used to “flag” students who have expressed interest in transition or are in programs that typically lead to transition (such as ESL Academic Success classes or CTE Medical Assistant) to promote ACCT program activities, including the Transitioning to College course (IHSS300).

**Counselor Liaisons:**

The Counselor Liaison positions will provide “case management” type support for students who have been identified by a new pilot early alert program through Starfish. Starfish is a guided pathways tool recently purchased at NOCE with support from CAEP. Along with the instructional faculty and Starhelp staff members, the counselor liaisons will be part of a student success team to provide holistic support to students. They will also provide follow up and support for students who have applied to NOCE but not enrolled in any classes. The focus will be on providing support to get enrolled and stay enrolled. When hiring, there would be a focus on hiring counselors who are bilingual and speak one of NOCE’s top five most common languages other than English.

The counselor liaisons will also build relationships in the community and with our credit institutions. In the community (community agencies and schools), they may work directly to support students who have been referred to NOCE so students have a “point person” to connect with if they get stuck during the enrollment process. The Counselor Liaisons will also work closely with the Special Projects Manager for Student Engagement who will provide oversight and coordination of the Starfish platform.

### **Special Projects Manager for Student Engagement**

The Special Projects Manager for Student Engagement will provide coordination and support with student onboarding and transition, oversee the Grads to Be program to support undocumented students and services, support diversity and student equity programming, and provide support for addressing students' basic needs. The Special Projects Manager for Student Engagement will develop and coordinate outreach services, including communication with high schools, colleges, and professional and community organizations. In working to support undocumented students, relationships will be developed and maintained in the community, focusing on schools or agencies that support undocumented students, students who qualify for SB68 or AB540, and building partnerships with FC/CC Grads to Be programs to support students' transition to the credit colleges.

The Special Projects Manager for Student Engagement will help support progress, completion, and transition by working closely with the transition counselor to build partnerships in the district and community, provide leadership for the Grads to Be program, and provide oversight and coordination for the Starfish implementation. These activities (along with other duties that will fall under the Special Project Manager's responsibilities) will help students feel a sense of community and belonging at NOCE, which impacts progress, completion, and transition. In addition, by having a specific focus on supporting undocumented students, this individual will stay up to date on current (and always changing) legislation and how this impacts undocumented students' education and career planning.

Short-Term Outcomes (12 Months)  
(up to 500 characters)

If accomplished, these activities will lead to the following outcomes in the next year.

Increase the number of students who participate in the transition services.

Intermediate Outcomes (1-3 Years)  
(up to 500 characters)

If accomplished, these activities will lead to the following outcomes in 1-3 years.

Increase the number of students who transition to Fullerton College, Cypress College, or NOCE CTE.

Long-Term Outcomes (3-5 Year)  
(up to 500 characters)

If accomplished, these activities will lead to the following outcomes in 3-5 years.

Increase the number of adult education participants who completed a postsecondary credential.



Adult Education Metrics and Student Barriers

Select from a drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed activity. The drop-down menu will include all Adult Education Metrics and Student Barriers that were selected in Section 3: Metrics.

Responsible Position(s) – **VOTING MEMBER**

| Name                               | Adult Ed Metrics and Student Barriers |
|------------------------------------|---------------------------------------|
| Valentina Purtell, President, NOCE | Metric: Number of Adults Served       |

Proposed Completion Date for the Activity (any date within the three-year plan term)

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|----------|
| May 2025 |
|----------|

Section 6: Funds Evaluation

| Member Allocations and Expenditures     |                                  |                          |
|-----------------------------------------|----------------------------------|--------------------------|
| Member Agency                           | Prior Year Total Leveraged Funds | Program Reporting Status |
| <a href="#">Allan Hancock Joint CCD</a> | \$1,660,006                      | Certified                |
| <a href="#">Lompoc Unified</a>          | \$830,047                        | Certified                |
| Totals                                  | \$2,490,053                      | 2/2 Certified            |

Funds Evaluation (up to 2500 characters)

Evaluate the funds reported for 19-20 by each consortium member as part of the Program Area Reporting exercise in NOVA. Critically review data on prior year leveraged funds to anticipate and assess how well the available funds will address the educational needs of adults in the region over the coming three years.

All CAEP funds will continue to be evaluated and assessed through consortium and State’s processes. CAEP disbursements will continue to be managed by NOCCCD who is the fiscal agent for NOCRC and CAEP through NOCE. Also, NOCRC will continue to use its local bylaws and CAEP metrics to best assess the progress of its funded activities to ensure effective academic and student support in our community. As CAEP metrics change and activities come to completion, we will hold monthly, quarterly, and mid-year CAEP funds reviews to ensure compliance with timely expenditures. The consortium’s goal is to continue with standard grant practices and a carry-over percentage that aligns with State regulations. NOCRC bylaws and current budgetary practices have ensured the “good use of funding” for CAEP and will continue to do so by integrating flexible processes to ensure timely expenditures while adjusting to community needs.