

California Adult Education Program Produced: 06/20/2022 03:06 PM PDT cara Vienna

37 North Orange County Regional Consortium for Adult Education (NOCRC): Certified

Details

Consortium Information

Consortium Name:

37 North Orange County Regional Consortium for Adult Education (NOCRC)

Consortium Short Name:

37 North Orange

Address:

505 N Euclid Avenue, Suite 200 Suite 200 | Anaheim, CA | 92801

Website:

www.nocrcae.org

Funding Channel 2022-23:

Fiscal Agent

CAEP Funds 2022-23:

\$4,313,388

CAEP Funds 2021-22:

\$4,095,118

CAEP Funds 2020-21:

\$3,935,722



Consortium Contacts

Responsibility	Name	Email	Title	Phone
Primary Contact	Janeth Manjarrez	jmanjarrez@noce.edu	Director, California Adult Education Program	(714) 462-9579
Primary Contact	Valentina Purtell	vpurtell@noce.edu	President	(714) 808-4670

Member Agencies

Member Agency	Member Type	Contact	Phone
North Orange County CCD	District	Valentina Purtell	(714) 808-4670
Anaheim Union High	High School District	Carlos Hernandez	(714) 999-3576
Fullerton Joint Union High	High School District	Sandra Layana	(714) 447-5501
Garden Grove Unified	Unified School District	M'Liss Patterson	(714) 663-6305
Los Alamitos Unified	Unified School District	Mrs. cara Vienna	(562) 370-3032
North Orange County ROP	Regional Occupation Center/Program (ROC/P)	Dana Lynch	(714) 502-5877
Orange County Department of Education	County Office of Education (COE)	Fatinah Judeh	(714) 349-3073
Placentia-Yorba Linda Unified	Unified School District	Dominique Polchow	(714) 986-7080

Executive Summary

Executive Summary *

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 (FJUHS), 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 the community profile of the North Orange County Region, discussed local demographics' implications, and identified barriers to employment on the 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 have 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 the percentage of funds spent being projected at a minimum of 60 percent year-over-year.

NOCRC objectives focus on addressing the educational needs of adult learners in the region through developing 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 student progress; re-establish 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 using 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.

Assessment

Overview and Preparation *

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. The consortium's planning guide referenced data sources, including the AEP LaunchBoard, which captures 2019-2020 information for Cypress College, Fullerton College, NOCE, and NOCROP. Information for GGUSD, 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 were 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, and a side-by-side comparison of the region's population to those served by NOCRC.

2021-22 Orange County Community Indicators Report reflects Orange County's standing concerning foreign-born populations and origins, both in current size and estimated growth.

NOCE student surveys consider 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 regarding 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 are 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 similarly 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, resulting 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 the 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 and 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 *

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 serves 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 Adults in the Region *

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 *

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

For each Member Agency service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprentices
*Anaheim Union High	Member Representative	0	0	0	0	0	0	0	0	0
*Fullerton Joint Union High	Member Representative	0	0	0	0	0	0	0	0	0
*Garden Grove Unified	Member Representative	116	324	1,734	0	0	0	45	0	0
*Los Alamitos Unified	Member Representative	0	0	0	0	0	0	0	0	0
*North Orange County CCD	Member Representative	1,122	1,519	5,649	0	562	356	6,541	0	0
*North Orange County ROP	Member Representative	0	0	0	0	0	0	217	0	0
*Orange County Department of Education	Member Representative	0	0	0	0	0	0	0	0	0
*Placentia-Yorba Linda Unified	Member Representative	0	0	0	0	0	0	0	0	0
Total Participants		1238	1843	7383	0	562	356	6803	0	0

* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Huntington Beach Central Library Literary Center	Community Organization	✓	✓	✓	✓	✓	×	✓	✓	×
Orange County One Stop Center	Workforce Development Board	✓	✓	✓	✓	✓	×	✓	✓	×
Orange County Public Libraries	Community Organization	✓	✓	✓	✓	✓	×	✓	✓	×
Orange County CalWORKS	Community Organization	✓	✓	✓	✓	✓	×	✓	✓	×
Boys and Girls Clubs Garden Grove	Community Organization	✓	✓	✓	✓	×	×	×	✓	×
CSU Fullerton	Other	✓	✓	×	×	×	×	×	×	×
Goodwill Solac	Community Organization	×	×	×	×	×	✓	×	✓	×
Kaiser Permanente	Industry	×	×	×	×	✓	✓	×	✓	×
Mexican Consulate	Other	✓	×	✓	×	×	×	×	×	×
Job Corps Center	Other	✓	×	×	×	×	×	✓	✓	×
Orange County Social Services Agency	Community Organization	×	×	×	×	✓	✓	×	✓	×
Regional Center of Orange County	Community Organization	✓	×	✓	×	✓	×	×	✓	×

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Public Health Institute	Community Organization	✓	✓	✓	✓	✓	✓	✓	✓	✓
The Salvation Army	Community Organization	✓	✓	✓	✓	✓	✓	✓	✓	✓
Santa Ana Work Center	Workforce Development Board	✓	✓	✓	✓	✓	✓	✓	✓	✓
Department of Rehabilitation	Other	✓	✓	✓	✓	✓	✓	✓	✓	✓
Employment Development Department State of California	Workforce Development Board	✓	✓	✓	✓	✓	✓	✓	✓	✓
Youth Employment Services	Other	×	×	×	×	×	✓	×	✓	×

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

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.

Metrics: CAEP Barriers & Metrics

✓ Student Barriers

Adult Ed Metrics

- English Language Learner (AE 305 - Overall)

× **Progress:** Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

× **Transition:** Learn about student transition into postsecondary education and college credit pathways.

× **Success:** Information on completion of diplomas, certificates, and college credit awards.

× **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	19,264	12,771		10,350	10,865	11,380
Student Barriers	English Language Learner (AE 305 - Overall)	7,690	4,339		4,008	4,210	4,412

Member Level Metric Targets

* Mandatory for all members

Anaheim Union High (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0

Fullerton Joint Union High (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0

Garden Grove Unified (Reported by Garden Grove Unified School District (GGUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	2,090	1,172		107	1,243	1,280

Los Alamitos Unified (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0

North Orange County CCD (Reported by North Orange District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	13,746	10,297		10,100	10,605	11,110

North Orange County ROP (Reported by North Orange County Regional Occupational Program)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	217	194		130	145	160

Orange County Department of Education (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0

Placentia-Yorba Linda Unified (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0

Member Spending Targets

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
North Orange County CCD	100%	100%	35%	60%	60%	60%

Objectives

Address Educational Needs

Description of Objective *

North Orange Continuing Education:

Program development, community learning options expansion, and effective instructional strategies lead to more excellent student performance.

NOCE members will develop new courses and programs to address the educational needs of the adult learners served by the consortium, reengage community partners to offer classes at off-site locations, and further improve the 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 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 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 rigorous 2-week 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 to address the need to help develop the interpersonal communication skills necessary to flourish in the workplace environment. This includes developing a career plan, resume and job application writing skills, setting short- and long-term career goals, and creating career portfolios that help prepare NOCROP students to become successful professionals in their chosen careers. Providing the most current, innovative, and industry-relevant technology in the classroom is a focus for all career classes at NOCROP, ensuring that all students have the chance to develop hands-on skills with equipment used in the workplace. Finally, NOCROP is assertive in finding the best possible industry-experienced individuals to teach in their classes. It requires industry-relevant certifications and years of experience 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

Description of Objective *

North Orange Continuing Education:

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

To sustain and improve the 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 in-person and virtually. NOCE will also offer specialized services for students with disabilities and mental health needs, including support services to assist students in learning strategies to cope with anxiety and stress. To support students transitioning into postsecondary education, transitional services will be expanded 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, emphasizing the Patient Care pathway. The adult program serves over 100 students from the community that including 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 community members 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 designated with specific instructional hours, including 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.

Improve Effectiveness of Services

Description of Objective *

North Orange Continuing Education:

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

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

North Orange County Regional Occupational Program:

North Orange County ROP plans to improve the effectiveness of its 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 plan for necessary deadlines in the future proactively. 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 education facilities in the region that offer similar options to students 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 to analyze student learner outcomes. Additionally, GGAE will schedule professional time for instructors to review data and strategies for reteaching and best practices.

Activities & Outcomes

Activity Name *

Basic Skills: Direct Instruction

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

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) *

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

Intermediate Outcomes (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 Years) *

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

Proposed Completion Date

06/15/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Karen Bautista

Activity Name *

Career Technical Education: Outreach, Pathways, St

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

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 the number of students served, improve student retention, and success. Faculty and staff training is conducted to implement employability skills and industry certifications into the existing curriculum. Student workshops provide employability skills and digital badges.

Short-Term Outcomes (12 Months) *

Short Term: Identify additional certificates to offer to students.

Intermediate Outcomes (1-3 Years) *

Intermediate: Increase enrolled participants.

Long-Term Outcomes (3-5 Years) *

Long Term: Increase certificate completions.

Proposed Completion Date

05/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Karen Bautista

Activity Name *

Career Technical Education: Data & Accountability

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

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) *

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) *

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 Years) *

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

Proposed Completion Date

05/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Ligia Hallstrom

Activity Name *

Career Technical Education: Outreach, Pathways

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

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 auto claves 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) *

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) ***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 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.

Proposed Completion Date

05/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name

Ligia Hallstrom

Activity Name *

Disability Support: Services and Workforce

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

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 (WAIII), 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) *

Short Term: Increase enrollment in certificate programs

Intermediate Outcomes (1-3 Years) *

Intermediate: Increase completions in certificate programs

Long-Term Outcomes (3-5 Years) *

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

Proposed Completion Date

05/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Karen Bautista

Activity Name *

Disability Support: Instructional Offerings

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

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) *

Short Term: Increase enrollment in certificate programs

Intermediate Outcomes (1-3 Years) *

Intermediate: Increase completions in certificate programs

Long-Term Outcomes (3-5 Years) *

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

Proposed Completion Date

05/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Karen Bautista

Activity Name *

ESL Outreach and Offsite Re-engagement/Development

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

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) *

Short Term: Re-establish offsite classes

Intermediate Outcomes (1-3 Years) *

Intermediate: Increase in participants and sites

Long-Term Outcomes (3-5 Years) *

Long Term: Increase EFL gains for students in offsite classes

Proposed Completion Date

05/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Karen Bautista

Activity Name *

Garden Grove Adult Education Literacy Gains

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

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) *

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) *

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

Long-Term Outcomes (3-5 Years) *

Increase student persistence in the ESL program.

Proposed Completion Date

05/30/2025

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)

Responsible person(s)

Name
M'Liss Patterson

Activity Name *

K-12 SS: Social-Emotional & Trauma-Informed Ed

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

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) *

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

Intermediate Outcomes (1-3 Years) *

Intermediate: Increase in participants in classes.

Long-Term Outcomes (3-5 Years) *

Long Term: Increase classes at district sites

Proposed Completion Date

05/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Karen Bautista

Activity Name *

NOCRC Student Services for Transition

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

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) *

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

Intermediate Outcomes (1-3 Years) *

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

Long-Term Outcomes (3-5 Years) *

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

Proposed Completion Date

05/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Valentina Purtell

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Anaheim Union High (Optional)	\$0	Draft
Fullerton Joint Union High (Optional)	\$0	Draft
Garden Grove Unified (Optional)	\$0	Draft
Los Alamitos Unified (Optional)	\$0	Draft
North Orange County CCD	\$9,021,479	Certified
North Orange County ROP (Optional)	\$631,806	Certified
Orange County Department of Education (Optional)	\$0	Draft
Placentia-Yorba Linda Unified (Optional)	\$0	Draft
Totals	\$9,653,285	2/8 Certified

Funds Evaluation *

All CAEP funds will continue to be evaluated and assessed through consortium and State’s Chancellor’s Office processes. CAEP disbursements will continue to be managed by NOCCCD, 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 adequate 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. They will continue to integrate flexible processes to ensure timely expenditures while adjusting to community needs.

Certification

Anaheim Union High - Member Representative

Carlos Hernandez
 Director, Curriculum and Instruction
hernandez_c@auhsd.us
 (714) 999-3576

Approved by Carlos Hernandez

06/18/2022 12:33 PM PDT

Fullerton Joint Union High - Member Representative

Sandra Layana
Principal
slayana@fjuhsd.org
(714) 447-5501

Approved by Sandra Layana

06/17/2022 09:13 PM PDT

Garden Grove Unified - Member Representative

M'Liss Patterson
Director
mpatterson@ggusd.us
(714) 663-6305

Approved by M'Liss Patterson

06/17/2022 02:25 PM PDT

Los Alamitos Unified - Member Representative

Mrs. cara Vienna
Assistant Principal
cvienna@losal.org
(562) 370-3032

Approved by Mrs. cara Vienna

06/20/2022 03:06 PM PDT

North Orange County CCD - Member Representative

Valentina Purtell
President
vpurtell@noce.edu
(714) 808-4670

Janeth Manjarrez
Director, California Adult Education Program

jmanjarrez@noce.edu

(714) 462-9579

Approved by Valentina Purtell

06/17/2022 04:42 PM PDT

North Orange County ROP - Member Representative

Dana Lynch

Assistant Superintendent, Educational Services

dlynch@nocrop.us

(714) 502-5877

Ligia Hallstrom Dr.

Administrator Instructional Programs

lhallstrom@nocrop.us

(714) 713-0649

Approved by Ligia Hallstrom Dr.

06/17/2022 12:26 PM PDT

Orange County Department of Education - Member Representative

Fatinah Judeh

Coordinator

fjudeh@ocde.us

(714) 349-3073

Approved by Fatinah Judeh

06/18/2022 07:23 AM PDT

Placentia-Yorba Linda Unified - Member Representative

Dominique Polchow

dpolchow@pylisd.org

(714) 986-7080

Approved by Dominique Polchow

06/17/2022 03:23 PM PDT



California
Community
Colleges



2022 © California Community Colleges

NOVA Site Version: [4.50.4](#)