

2016/17

NOCE
NORTH ORANGE
CONTINUING EDUCATION

NOCE Annual Report
to the Community



New Beginnings

NOCE EMPOWERS community members to seek **PATHWAYS TO OPPORTUNITIES**.

With **ACCESSIBLE** and **FLEXIBLE** programs, **NOCE CELEBRATES** the **DIVERSITY** and **DIGNITY** of each and every student on their educational journey.

As a **RESPONSIVE AND INNOVATIVE LEADER**, **NOCE** provides students the educational options needed to gain employment, transition to college, or participate in the community as independent and prepared citizens.

WE ARE NOCE.



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Welcome

from the Provost

New Beginnings

This year marked a new beginning for North Orange Continuing Education (NOCE). With the revelation of a new name and an accompanying new brand, came the acceptance of a renewed identity and re-affirmation of the institution's foundational principles.

Over more than 40 years, NOCE evolved into a model institution because it recognized the importance of pursuing an opportunity. Just as our students see NOCE programs as pathways to opportunities for a better life, our school recognizes the evolving needs of our community as opportunities for developing innovative academic and student service programs. Recent examples include guided pathways for career training and technical education; Science, Technology, Engineering, Art, and Math (STEAM) camps for kids; entrepreneurial classes for older adults; GED-HiSET preparation for students requiring it to retain or advance in jobs; employability workshops for Learning Center students; "Love and Logic" parenting support; Academic, Relationship, Independence, Self-advocacy, and Emotional Health (ARISE) Lab for assisting students with Autism Spectrum Disorder; and English as a Second Language citizenship fairs and educational access workshops.

NOCE cannot fulfill its mission of educating a diverse student population in isolation. We can do more and reach many through collaboration and leveraging resources. NOCE is focused on strengthening its existing ties with numerous community resources and is excited to welcome new partners to its network. With great opportunity comes even greater responsibility. NOCE will continue to stay true to its principles:

- Support awareness of education, discovery, and creation
- Train students to be critical thinkers and responsible citizens who value diversity
- Ensure a collaborative environment where multi-disciplinary work advances student success
- Seek, build, and expand partnerships for the benefit of the North Orange County region

With each passing year, NOCE continues to evolve and do more than just change with the times. We initiate the change, we envision the future, and we make it happen.

Thank you for your continued support,

A handwritten signature in black ink, appearing to read 'Valentina Purtell', written over a light blue horizontal line.

Valentina Purtell
Provost, North Orange Continuing Education



MISSION, VISION & VALUES

NOCE Mission Statement

To serve the needs of individuals, business, and the community, we educate a diverse student population in successive essential skills that support learning goals across the lifespan.

NOCE Vision Statement

NOCE has a comprehensive presence in the community and is recognized for excellence. NOCE embraces multiple facets of diversity and is committed to outcome-oriented educational opportunities in preparing students for productive civic engagement. NOCE is an effective and affordable option for students who are acquiring personal, academic, and career skills. NOCE is responsive to evolving community needs.

NOCE Core Values

Integrity

- through a commitment to our mission and vision statements
- by encouraging a climate of honesty and trust
- through teamwork that depends on accountability and responsibility

Learning

- as a way to meet life's challenges successfully
- as a path to personal and professional growth
- as a lifelong quest

Excellence

- by delivering comprehensive, quality programs and services
- by creatively responding to the educational needs of our community

Diversity

- by recognizing and respecting the significance of each unique individual
- by offering all learners access to relevant learning opportunities

Service

- to the individual
- to the institution
- to the community

NOCE Institutional Student Learning Outcomes

As a result of enrolling in and completing a North Orange Continuing Education course, group of courses, or entire certificate program, students can be expected to demonstrate the following:

- Empowerment to be lifelong learners. Students can demonstrate the confidence and courage to learn how to learn as well as appropriate research, study, inquiry, and goal-setting skills.
- The ability to function effectively within their community. Students demonstrate appropriate effective interpersonal communication, critical thinking, and problem-solving skills as well as an understanding of the value of diversity.

BASIC SKILLS PROGRAM



More than 4,000 students enroll in NOCE's Basic Skills, High School Diploma, and GED/HiSET Preparation Program every year to receive tutorial, literacy and vocational support, prepare for the GED/HiSET exam, or earn a high school diploma. The labs and tutorial centers located at all three NOCE Centers, and two off-campus labs, are available at no cost and are open-entry to adult students.



Learning Centers Teach Soft Skills in Employability Workshops

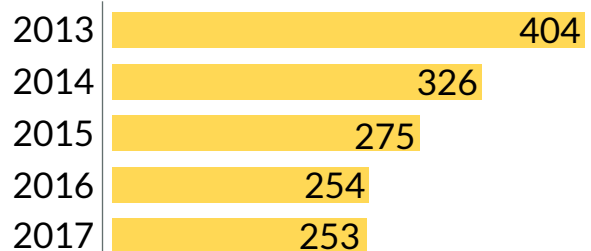
NOCE Learning Centers located at the Anaheim Campus, Cypress Center, and Wilshire Center provide students with free tutoring and other academic support services. Faculty and staff facilitate group study and provide one-on-one assistance in subjects such as math, writing, and reading. In January 2017, the Learning Centers added a new component focusing on soft skills. The Employment Skills Workshops, offered weekly at the Anaheim Campus and Wilshire Center, cover a variety of topics ranging from job search strategies and job application completion to resume writing and interview techniques. "The workshops have been a great way to connect with students in all NOCE programs," said Assistant Professor **Jennifer Carey**. She continued, "We try to provide students with the technical skills and business acumen for creating resume and interview materials, as well as bolster the students' confidence in their own skills and past job experiences. We provide them with more than just a list of what to do or not to do; we tailor the content to fit their immediate needs."



Student Kintra Thongdyxay Completes High School Diploma at Age 71

A widowed mother of two children, **Kintra Thongdyxay** came to the United States as a refugee from Vietnam. Once a school teacher, Thongdyxay found work in a restaurant and donut shop in America. She raised her two sons and provided for them the best that she could. Both have now graduated from California State University, Fullerton with bachelor's degrees and have started families of their own. With the encouragement of her sons, Thongdyxay came to NOCE to improve her English and earn her high school diploma at age 71. She enjoyed working with the supportive faculty and staff as well as meeting people from all around the world in her classes. Instructional Aide **Robin San Roman** from the High School Diploma Program shared, "Thongdyxay always strives for the best. She completed a great deal of credits with outstanding grades in a short amount of time at the Anaheim Campus High School Lab." Thongdyxay plans to continue her education at a credit college with the goal to teach in the classroom once again.

High School Diploma Graduates: 2012/13-2016/17



CAREER TECHNICAL EDUCATION PROGRAM



The Career Technical Education (CTE) Program offers career training for those seeking to enhance their effectiveness on the job, advance in their profession, or prepare for a new career. Flexible times and short-term training opportunities give students options for completing a program of study that best fits their needs. CTE offers tuition-free training in nearly a dozen vocational certificate programs for more than 3,500 job-seeking individuals annually.



NOCE Utilizes Grants to Strengthen Pathways to College and Employment

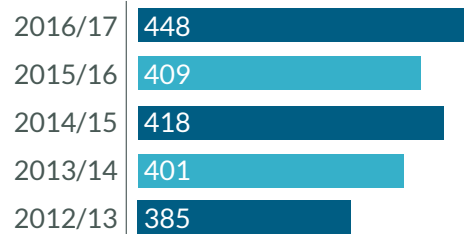
NOCE serves as an entry point to career training for adult students, especially those in high-risk, underserved populations. In addition to equipping students with strong technical skills, the Career Technical Education (CTE) Program made significant strides in prepping students to obtain employment or advance in learning. To achieve this goal, CTE applied for funding from various initiatives and grants including the California Community Colleges State Chancellor's Office Strong Workforce Initiative (SWI) and Perkins VTEA 1-C. These new grant funds enabled NOCE to develop stronger student-employer relations strategies, launch new certificate programs, and build more advanced pathways from noncredit-to-credit CTE programs. Funded through SWI, NOCE hosted its first career fair during the 2017 Spring Term, inviting partners from the industries modeling CTE certificates. One hundred forty-four students interacted with employers in the digital media, medical assistant, pharmacy technician, administrative assistant, and electrical technology fields as well as participated in workshops on interviewing techniques and employability skills. NOCE will soon offer two new certificate programs—Business Information Worker I and Administrative Professional. These programs were developed to meet high labor market demand within the region and are potential pathways to credit certificate options at both Cypress College and Fullerton College. Through additional outreach and elimination of barriers to student success, CTE is also strengthening its existing pathways, such as the NOCE Funeral Service Assistant Certificate Program to Mortuary Science associate and baccalaureate programs at Cypress College.



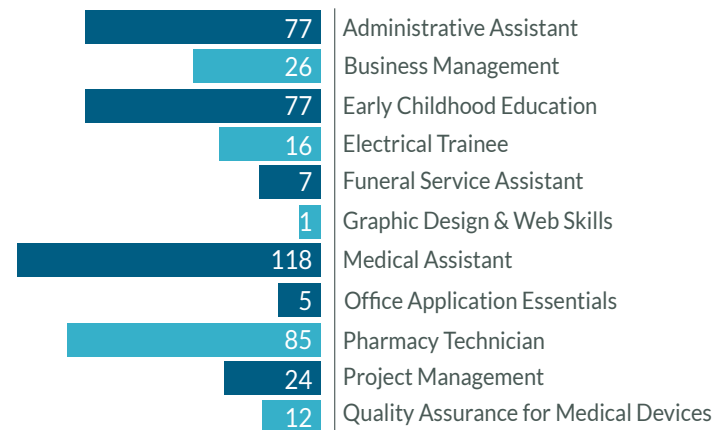
Student Conrad Hoernke Discovers Career Pathway in Funeral Services

Before starting the Funeral Service Assistant Certificate Program at NOCE in the 2017 Fall Term, **Conrad Hoernke** worked as a quality inspector for aerospace and defense. His desire to help people by providing comfort and guidance to loved ones during life's hardest moments is what drew Hoernke to the NOCE program. The program not only prepares students for employment in the funeral industry, but it also helps students develop the foundational skills and the direct pathway to transition into Cypress College's Mortuary Science Program. Hoernke plans to complete the NOCE short-term training program in June 2018 and then transition to Cypress' associate degree program and later the college's new pilot baccalaureate program. Because the degree program is currently impacted, the noncredit certificate gives Hoernke the opportunity to develop entry-level job skills and even start a job in the career of his choice while he continues his education. His career plan is to work in all aspects of funeral services, including customer relations, operations, embalming, and eventually, become a funeral director.

Career Technical Education Certificate Completions Annual Historic Total 2012/13 - 2016/17



2016/17 CTE Certificates Awarded



DISABILITY SUPPORT SERVICES PROGRAM

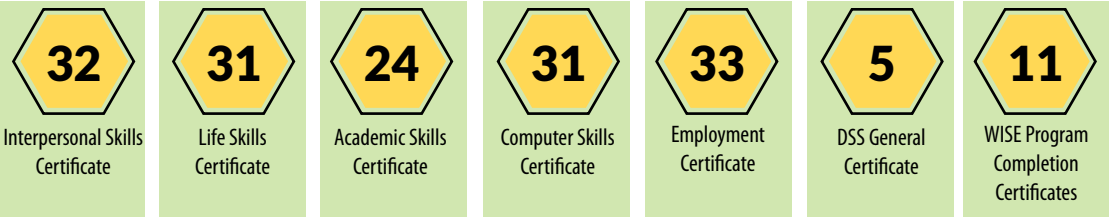


Disability Support Services (DSS) offers academic options and support services to more than 1,100 adult students with verified disabilities. In addition to the typical instructional accommodations for students enrolled in NOCE classes, DSS offers the opportunity to earn up to five certificates to prepare them to live and work more independently. DSS works closely with community agencies, such as the Department of Rehabilitation, Regional Center, Orange County Transportation Authority and various employment agencies to provide specific hands-on training that prepares students for college, work, and to safely navigate the bus system.

DSS Students Successfully Complete Certificates, Gain Employment Skills

Disability Support Services (DSS) served 1,174 students in 2016/17 with 58 students graduating with one or more certificates. Students with disabilities acquired skills to live and work more independently.

DSS Locally Approved Certificates Awarded



DSS prepared students for employment through job skills training, communication on the job, résumé and portfolio development, and internships. Ninety-two students in the College to Career (C2C), Workability III (WAIII), and Work, Independence, Self-Advocacy, and Education (WISE) programs gained volunteer work experience at many North Orange County establishments. NOCE thanks these businesses and public agencies for serving DSS students as work-based learning partners.

WISE Program

45 Students Gain Volunteer Work Experience at Locations Such as:

- Cypress College/Fullerton College
- Lux Hair Salon
- Green Bliss Café
- Sage Behavioral Services
- Fullerton Public Library
- Orange County Food Bank

C2C and WAIII Programs

47 Students Successfully Employed at Locations Such as:

- Toyota of Whittier
- Pieology
- Dickey's BBQ Pit
- Smart & Final
- House of Blues
- Stater Bros

NOCE Opens ARISE Lab to Support Students with Autism Spectrum Disorder

Disability Support Services (DSS) partnered with the North Orange County Regional Consortium in 2016 to establish the Academic, Relationship, Independence, Self-advocacy, and Emotional Health (ARISE) Lab at the Anaheim Campus to serve students with Autism Spectrum Disorder (ASD) or like disabilities. The need for this unique lab was developed to fill a gap in higher education to support ASD students with customized accommodations. Staffed by DSS Counselor **Casey Sousa** and Instructional Assistant **Jacob Brown**, the ARISE Lab is open 7:30 a.m.–4 p.m. Monday through Friday to help students relieve stress and anxiety, work toward educational and personal goals, and participate in workshops and social clubs. The ARISE Lab is a proactive approach to student success at NOCE. Students who may feel overwhelmed or frustrated can come to the lab to utilize unique tools that have been known to assist students with ASD. Lab staff assist students with completing a physical self-evaluation, attaining emotional regulation, and learning behavior strategies to practice outside the lab. The lab also serves as a resource for staff and instructors who want to learn how to support students with ASD in a classroom setting.



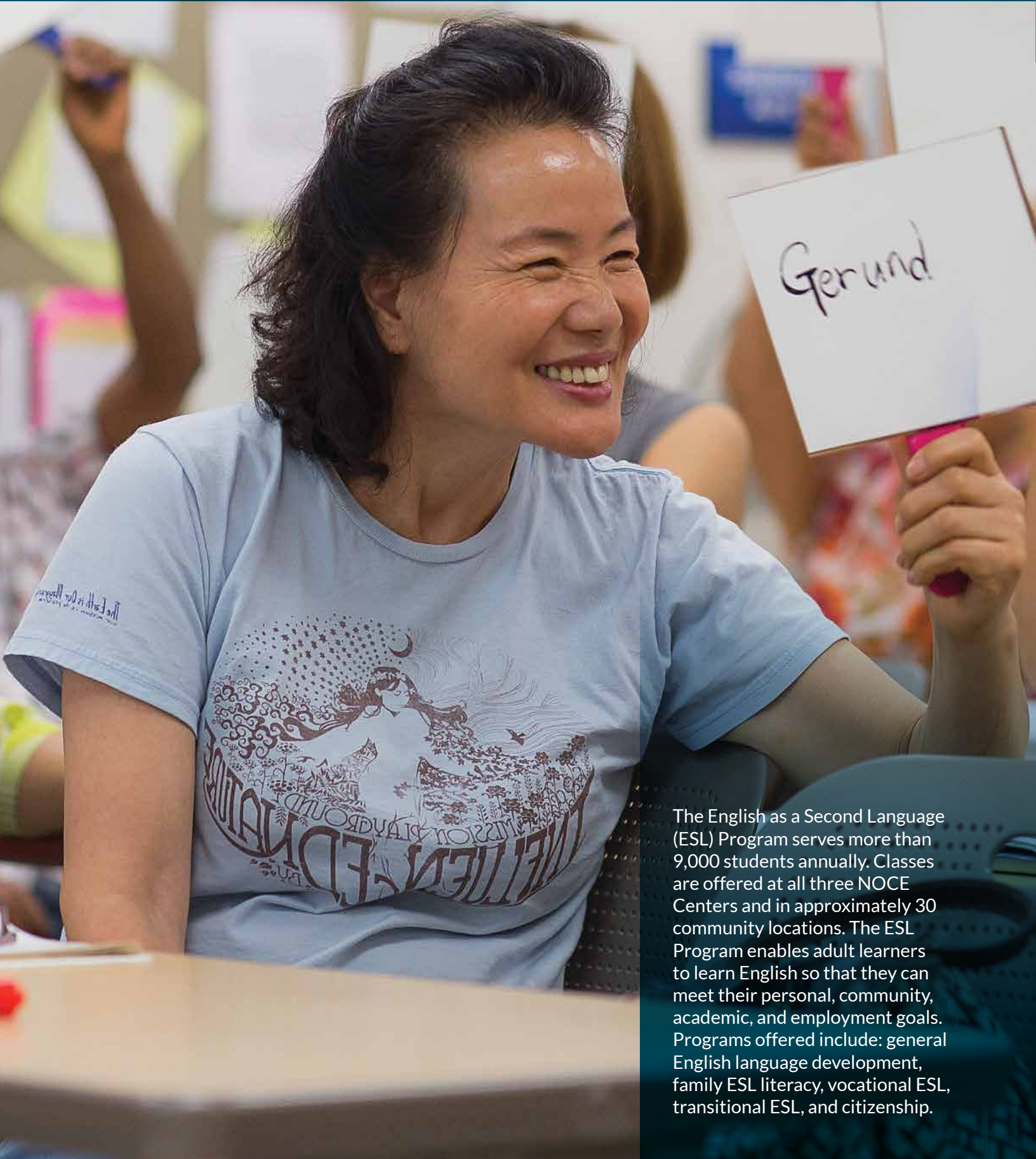
DSS Student Stefan Portmann Thriving in Employment

Stefan Portmann started at NOCE as a student in the Disability Support Services' (DSS) Work, Independence, Self-advocacy, Education (WISE) Program where he learned skills for independent living, mobility, and employment. Portmann transitioned into DSS classes and from there was accepted into the Independent Vocational and Educational Supports (IVES) program. Due to his rapid progress, Portmann began in the Workability III program with the goal of obtaining a job. Although there was initial thought that Portmann might need more support than the program was able to provide, he worked hard to overcome barriers. Portmann researched and acquired a job as a busser at Dickey's BBQ Pit for one to two shifts per week. After 90 days, his responsibilities increased and he worked up to five shifts per week. Portmann's employer attributes this to his strong work ethic and positive nature. In addition, he was asked by his manager to learn more about BBQ and test for a food handling certification which would allow for promotion opportunities. With his increased confidence and on-the-job performance, Portmann no longer uses a job coach. Portmann is a testament to what NOCE DSS Program students can achieve when they are motivated and encouraged to strive for their goals and taught the skills to complete them.



On Wednesdays, students bring their lunch to the ARISE Lab to participate in workshops and social clubs. Students shared that it is a great place on campus where they feel comfortable, can make friends, and talk to staff members.

ENGLISH AS A SECOND LANGUAGE PROGRAM



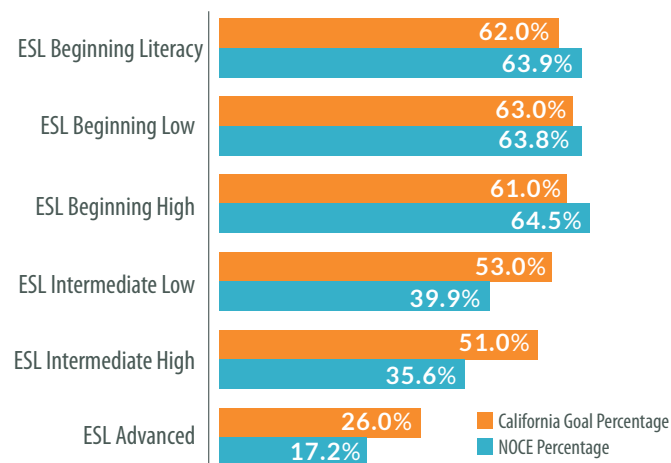
The English as a Second Language (ESL) Program serves more than 9,000 students annually. Classes are offered at all three NOCE Centers and in approximately 30 community locations. The ESL Program enables adult learners to learn English so that they can meet their personal, community, academic, and employment goals. Programs offered include: general English language development, family ESL literacy, vocational ESL, transitional ESL, and citizenship.



Enhancing Community Connection at More Than 30 Off-Site Locations

Under the leadership of the English as a Second Language (ESL)/Citizenship Program Interim Director **Katalin Gyurindak**, a team of ESL experts including Special Projects Director **Natalya Dollar**, Student Services Specialist **Carlos Gordillo**, and Professional Expert **Jon Schoepf**, met with community-based class partners throughout the 2017 Summer Term. The team met with directors, administrators, and community liaisons that coordinate the 30 off-site locations in La Habra City School District, Fullerton Joint Union High School District, Fullerton School District, Magnolia School District, Placentia Yorba Linda Unified School District, Brea Community Center, and Anaheim Elementary School District. The goal of the meetings was to introduce Gyurindak as the new Interim Director, share the school's accreditation renewal, and announce the name change from NOCCCD School of Continuing Education to NOCE. In addition, the meetings allowed for the ESL team to communicate several recommendations from the accreditation agency, Western Association of Schools and Colleges, for the off-site classes such as incorporating more data, providing the same level of support and access as at campus-based classes, and discussing technology options for the off-site locations. Outcomes included increasing outreach, growing class capacity, upgrading technology to improve digital literacy among students, and adding technology training for instructors. The meetings proved positive with community partner support remaining strong.

2016/17 English as a Second Language (ESL) CASAS Achievement Data - Percentage of Students Achieving at Least One Educational Functioning Level



The methodology of the way in which the National Reporting Service calculates the tables for CASAS gains has changed since the 2015/16 Program Year. However, the state goals did not change to reflect this new methodology. The lower percentages in the achievement gains are reflective of this change in methodology.



Supporting the Community Through Naturalization Process, Educational Access

NOCE partnered with Orange County Communities Organized for Responsible Development (OCCORD) to serve more than 500 community members at three Citizenship Fairs during 2016/17. The fair participants received free assistance with completing the citizenship application, information on NOCE citizenship courses, and legal advice on the naturalization process. In November 2017, NOCE hosted two informational workshops, Commitment to Educational Access, at the Anaheim Campus. Provost **Valentina Purtell** and NOCCCD Chancellor **Dr. Cheryl Marshall** reaffirmed the school and District's commitment to equal educational access for all community members as well as a dedication to non-discrimination. The Public Law Center and OCCORD also shared information about Deferred Action for Childhood Arrivals (DACA), immigration appeals, and citizenship documentation preparation. Public Law Center, OCCORD, and NOCE counselors were available after the workshop to answer questions and provide more specific information to attendees. NOCE also established a webpage at www.noce.edu/daca and promoted similar workshops organized by Cypress College and Fullerton College. A recognized advocate, especially for the most underrepresented students, NOCE remains dedicated to supporting all students and to shaping policies consistent with the core value of inclusiveness.



ESL Student Jilla Nava Shares Her Passion for Languages

From English as a Second Language (ESL) Program student to business owner, **Jilla Navah** started learning English at the NOCE Anaheim Campus five years ago. Navah finished all six levels offered by the ESL Program

and now speaks four languages, including: her first language—French; the language of her parents—Farsi; Spanish; and English. While at NOCE, Navah gave private French lessons and later went on to open her own language school, Portal Languages, in downtown Fullerton. Starting with only 10 classes, Navah now offers over 60 classes to the public. Her students can learn a variety of languages such as French, Spanish, German, Mandarin, Korean, Russian, Vietnamese, Arabic, Japanese, Hindi, and Farsi. Navah is thankful to her ESL Program instructors **Candace Lynch**, **Kelly Monroe**, and **Dr. Foroud Beigi** for teaching her English and empowering her to make her dream of opening her own language school a reality.

LIFESKILLS EDUCATION ADVANCEMENT PROGRAM



The Lifeskills Education Advancement Program (LEAP) served more than 16,000 students with enriching classes for children, adults, and seniors in 2016/17. The Emeritus Program provides opportunities for seniors to develop personal interests, improve cognitive abilities, and enhance physical motor skills. Kids' College and Teen Program courses include tuition-based enrichment programs for children 1 to 17 years of age in academic subjects and classes in art, music, and sports. Parenting Program classes are offered for the parent/guardian and child to foster self-esteem and prepare children for school readiness. Health & Safety courses such as aerobics, self-defense, and mature driver develop skills to build a healthy and safe lifestyle.

Emeritus Program Incorporates Brain Health to Empower Students with Entrepreneurial Skills

Brain health is the ability that allows a person to function with a sense of purpose and to make decisions, maintain social connectedness, functionally recover from illness, and cope with deficits in the process of aging¹. According to Peck (2007), the old adage of “use it or lose it” is being proven in science. It was previously believed that older adults’ brain health would decline with age and that nothing could reverse these declines². Pilot studies are being done that treat aging holistically by incorporating brain health activities with social connection, exercise, cognitive stimulation, and nutrition³. The NOCE Emeritus Program incorporates all of these holistic factors through brain health activity integration in all of its classes. Along with creating space for social connections, exercise, and cognitive stimulation, some classes even offer the potential to earn extra income. Classes such as painting, creative writing, ceramics, and quilting have given students the ability to establish home-based businesses. In addition, Emeritus Program students display artwork in galleries, publish novels and articles, and develop and donate quilts to charity.

1: Anand, Chapman, Rackley, & Zientz, 2011
2: Scharre, Chang, Nagaraja, Yager-Schweller, & Murden, 2013; Scharre, Chang, Murden, Lamb, Beversdorf, Kataki, Naharaja, & Bortstain, 2010; Anand, Chapman, Rackley, & Zientz, 2011; Kueider, Parisi, Gross, & Rebok, 2012; Vance, McNees, & Meneses, 2009; and Vance & Wright, 2009
3: Peck, 2007; Vance, McNees, & Meneses, 2009; and Vance & Wright, 2009



Parenting Program Thrives with Love and Logic Curriculum

In 2016/17, the Parenting Program, or Supporting Adults for Student Success, expanded through the Adult Education Block Grant to offer classes in partnership with local K-12 school districts. The *Love and Logic* curriculum provides a common language from K-12 schools to NOCE. Several courses including *Parenting the Love and Logic Way* and *Nine Essential Skills for the Love and Logic Classroom* were offered with North Orange County Regional Consortium high school partners. New courses are being developed for parents of students with disabilities, adults supporting foster and adopted youth, and trauma-informed care. In August 2017, *Love and Logic* developer **Dr. Charles Fay** visited NOCE to train instructors, administrators, and counselors on the *Love and Logic* curriculum. Videos are currently being developed and pilot workshops of each new curriculum will be held in January 2018.

Photography, More Than a Hobby for Instructor Rosenberger

Lifeskills Education Advancement Program faculty member **David Rosenberger** has taught community education courses at NOCE for nearly 40 years. He discovered his passion for photography in high school, graduated from California State University, Fullerton, worked for Cannon USA for 11 years, and holds a lifetime teaching credential. Due to his vast background and industry experience, Rosenberger’s students learn how to use their skills to capture priceless memories and develop a photography business. His students make photography a part of their everyday lives, especially through social media. He manages a Facebook group with over 650 members so that his students can network, learn from one another, and share their work. Rosenberger enjoys guiding students in achieving their individual goals and is proud to see them making a living recording lifetime memories.



Parenting Student Ginger Cruz Applies Skills at Home

Ginger Cruz brought an energetic spirit to the *Parenting with Love and Logic* class. Her instructor **Erin Sherard** said Cruz was instrumental in creating a classroom culture that was uplifting, honest, and supportive. Every week, Cruz demonstrated how she not only retained the skills presented the week before, but also how she practiced them outside of class. She shared with the class that with her oldest children, she was “sleeping on the job” when she was incarcerated for much of their childhood. However, now she is making a tremendous

impact utilizing the *Love and Logic* techniques with her youngest daughter who is in high school. As the class progressed, Cruz shared her story about how she is taking part in California’s “New Leaf” program and has used the *Love and Logic* techniques to communicate with the court system. Cruz has made life-changing progress with the help of NOCE.

STUDENT SUCCESS AND SUPPORT PROGRAM



The Student Success and Support Program (SSSP), formerly known as Matriculation, has been in existence since the 1998/99 academic year. Core services include: orientation, assessment, counseling/advising, student educational planning, and follow-up services. SSSP services are available to students enrolled in high school diploma/basic skills, English as a second language (ESL), and short-term vocational courses. These services are provided at the three NOCE Centers as well as at selected community locations where ESL and high school diploma courses are offered.



SSSP Supports Students with Core Services, Develops Integrated Plan

In 2016/17, the Student Success and Support Program (SSSP) received over \$1.3 million in funding to provide services. In addition to providing the services of orientation, assessment, student education plans, counseling/advising, and follow-up services, SSSP Director **Stephanie Paramore** led the charge to develop the first NOCE Integrated Plan in collaboration with Basic Skills Interim Director **Margie Abab** and Student Equity Special Projects Manager **Cedric Smoots**. In February 2017, the State Chancellor's Office underwent effort to integrate three programs: Basic Skills Initiative (BSI), Student Equity Program (SE) and SSSP. These programs were selected as a starting point for integrative efforts for two main reasons: 1) all three have the same goal of increasing student success while closing achievement gaps; 2) there is a strong potential for overlap between and among the programs.¹ The work of the NOCE Integrated Plan commenced in March 2017. A broad constituent group of NOCE faculty, staff, administrators, and students provided input and feedback regarding the plan which ultimately culminated in five integrated goals for 2017/19:

- (1) Improve access to NOCE and simplify enrollment processes for new and returning students
- (2) Improve course completion rates of English and math for Basic Skills students
- (3) Implement instructional and support services designed to improve successful transfer of High School Diploma (HSDP), Career Technical Education (CTE) and English as a Second Language (ESL) Program students from noncredit to credit
- (4) Implement a series of school-wide equity efforts focused on cultural competence and student engagement
- (5) Increase transition rates of students enrolled in Intermediate and Advanced ESL Program courses to CTE and/or HSDP programs

¹ E-mail memorandum from California Community College Chancellor's Office, February 15, 2017.

NOCE Hosts Activities Promoting Transition to College, Jobs

The Adult College and Career Transitions (ACCT) Program, under the coordination **Linda Langgle**, went through its own transition in 2017. It reoriented its program scope to focus solely on college and career exploration including pathways available via academic options at Cypress College and Fullerton College. In 2016/17, the number of services and student interactions provided by ACCT and the Student Success and Support Program to support students in their transition to credit was over 2,000! ACCT provided career exploration and college application sessions, campus tours, and financial aid presentations throughout the year. Funded by the NOCE Student Equity Program, ACCT services expanded to include Student Equitable Access to Transportation. This equity pilot project aims to improve NOCE's ability to support its students interested in attending college after NOCE via transportation to college tours.

4.5% Increase in Number of Unduplicated Students Served by SSSP



High School Student Jose Gonzalez Achieves Success Through Support & Hard Work

Due to lack of support and financial difficulties, **Jose Gonzalez** could not continue his education beyond junior high school and instead became a boxer in Guadalajara, Mexico. He came to the United States in his early twenties. Gonzalez adjusted from city life to working tirelessly on a farm in Southern California. He got married and had two daughters, but when Gonzalez lost family members in Mexico and went through a divorce, he turned to drugs and later learned that he was fatally ill. At that point, Gonzalez was determined to turn his life around for both himself and his daughters. He changed his habits, started exercising, and found purpose at church. As he was encouraging his daughters to go to college, they motivated him to go back to school too and earn his high school diploma at age 45. From the start, NOCE Counselor **Patty Lujan** made Gonzalez feel like he was in the right place and that he could achieve his goal. Lujan provided the exact support Gonzalez needed and truly guided him through his educational journey. Because of this and a lot of hard work, Gonzalez graduated with his high school diploma in May 2017. He is now taking college courses and plans to go into the medical field.

ADULT EDUCATION BLOCK GRANT





NOCRC Implements Successful 2016/17 Plan

The North Orange County Regional Consortium (NOCRC) for Adult Education was allocated \$3.6 million to successfully implement the approved 2016/17 plan. Following are the key outcomes:

Basic Skills

- 50 completers of the direct-instruction math workshops at on-site High School Diploma Program (HSDP) labs
- Off-site HSDP labs: Gilbert South (AUHSD) Lab hosted 273 NOCE attendees, 19 graduates; El Camino Real (PYLUSD) Lab hosted 42 attendees, 11 graduates

Disability Support Services (DSS)

- Development of Autism Spectrum Disorder (ASD) assistance lab (ARISE) at NOCE: 30 enrollees
- Regional professional development to assist students with ASD: 115 participants
- DSS counseling and accommodations for off-site HSDP labs: 25 students seen by a counselor, four qualified for services, two of the four graduated
- Transition counseling at local K-12 high schools: met with 96 students, completed 309 counseling appointments, presented at 45 outreach events resulting in 46 NOCE, 10 Fullerton College, and three Cypress College enrollment applications

Supporting Adults for Student Success

- Conducted eight *Love and Logic* parenting workshops with 225 participants; partnered with six schools at Centralia School District, Fullerton Joint Union High School District, Fullerton School District, and Placentia Yorba Linda Unified School District to host classes

Career Technical Education Program (CTE)

- Alignment with regional workforce needs: nine new courses, two new certificates (Business Information Worker I and II); revised Administrative Professional Certificate to create a stackable option leading to the Business Information Worker
- Integrated Basic Education Skills and Training (I-BEST) courses: 297 completed an I-BEST course; four I-BEST classes were offered each NOCE quarterly term in the areas of Medical Assistant, Pharmacy Technician, Administrative Assistant, and Early Childhood Education

Entry/Re-entry Workforce

- Computer Skills Certificates at the American Jobs Center in Garden Grove: 146 attendees; three students completed both certificates (five classes); four students obtained jobs
- "Skills to Pay the Bills" Training: eight workshops at Gilbert South HSDP lab, 77 attendees, 27 completed intake, 16 completed an interest profiler, 14 created career plans, 12 referred to community resources, nine completed resumes

English as a Second Language (ESL)

- Babysitting offered at 15 and counseling provided at eight community-based ESL locations: 250 completed appointments, 57 students were referred to certificate programs, 55 to HSDP



Student Jane Okerlund Re-Careers

When **Jane Okerlund** was laid off in 2016 as a fast food restaurant manager after 25 years, she was determined to not only return to work, but to also find a career path that would provide her with more stability and a better work-life balance. She decided to pursue employment in the public education sector where she could combine her passion for working with food and working with students. After enrolling in the Garden Grove One-Stop Center she was referred to the Adult Education Block Grant-funded NOCE computer classes and completed four courses. Okerlund then applied for a cafeteria staff position in the Anaheim Unified High School District, a NOCRC Member, where she was recently offered a permanent position. Okerlund believes that the individualized attention, community support, and willingness of her NOCE instructors at the One-Stop Center to go above and beyond, greatly

contributed to her success. Today, Okerlund is eager to continue her education. She is now enrolled in the High School Diploma Program at the NOCE Cypress Center after being referred to the program by the NOCRC Director. "The computer classes at the One-Stop really helped me not just to get another 'job' and get back to work," said Okerlund, "but they actually helped me develop and build a career path so I could have a better quality of life."

INSTITUTIONAL ACHIEVEMENT



WASC Visiting Team Member James A. Piccola spoke with many students, faculty and staff on his accreditation visit tour through the Cypress Center in March 2017.

NOCE Granted Full, Six-Year Accreditation Renewal by ACS WASC

In May 2017, the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) granted NOCE a six-year term of accreditation through June 30, 2023. This is the longest cycle of accreditation with no mid-cycle visits or warnings. This accreditation status was granted based on information provided by the school, including the self-study report, and the satisfactory completion of the on-site accreditation visit from March 19-22, 2017. Thanks to the efforts of NOCE WASC Co-chairs **Dr. Adam Gottdank** and **Julie Schoepf**, more than 120 faculty and staff members contributed to the self-study report and prepared for the visit.

The four-member accreditation visiting team spent four productive days at NOCE visiting classrooms, meeting with faculty and staff, and interviewing students. NOCE was given commendations in many areas, but most notably in the following five major areas:



The WASC Visiting Team (seated) congratulate the NOCE leadership team during the successful March 2017 accreditation visit.

- NOCE employees across all constituency groups are passionate about serving students and have created an institutional culture which embraces diversity.
- The multi-faceted delivery of services to students is a model for adult education.
- Innovative use of braided funding allows NOCE to offer robust programs to serve the diverse student body.
- A school-wide trust in leadership creates a climate of collaboration and risk-taking which makes NOCE a courageous leader in innovative curriculum design.

- Through a dynamic synergy with its community partners, NOCE is a vital and vibrant institution which provides all students that it serves with pathways to success.

In addition, the WASC Visiting Team provided NOCE with two major key issues (also known as goals):

- **Goal 1:** Repackage existing learning options in the form of educational pathways and create new pathways to increase the likelihood of completion and transition to credit programs and beyond.
- **Goal 2:** Align student services from various funding streams to improve student performance as measures by common indicators.

The WASC Team summed up the visit by emphasizing, “NOCE is a model adult education institution. NOCE is successful, critical to the field, and can rightfully be called a courageous leader.” The WASC team’s visit marked NOCE’s second successful accreditation visit.



New Name, New Brand: SCE is Now NOCE

On September 8, 2017, the NOCCCD School of Continuing Education reintroduced itself to the community under a new name and brand identity. The change to North Orange Continuing Education (NOCE) followed two years of research including focus groups and surveys with students, Board Members, partners, community members, staff, and faculty. The results determined that the institution’s former name consistently presented itself as a barrier. A representative name analysis workgroup consisting of students, staff, faculty, and community members recommended the name NOCE for several reasons:

- North Orange Continuing Education has a natural alignment with the North Orange County Community College District
- North Orange Continuing Education claims a geographic location
- North Orange Continuing Education has a descriptive quality through the term “continuing education,” which the name analysis survey results showed is the clearest descriptive term
- North Orange Continuing Education, and acronym NOCE, are considerably shorter than North Orange County Community College District School of Continuing Education
- North Orange Continuing Education’s acronym, NOCE, will eliminate brand confusion with Southern California Edison, also SCE
- When searching the Internet for “North Orange Continuing Education,” the institution is already listed as the first choice

On March 14, 2017, the NOCCCD Board of Trustees unanimously approved the recommendation to change the noncredit name from School of Continuing Education to North Orange Continuing Education. The new name better represents the institution’s brand promise to serve the community with skills that support learning goals across the lifespan and provide pathways to opportunities.

NOCE's Brand Promise

NOCE Brand Pillars

Brand pillars are described as what the school is known for and focuses on what the organization delivers as well as the benefits and differentiators:

- Empowering
- Pathways to Opportunity
- Celebrating Diversity
- Dignity of Every Student
- Accessible and Flexible
- Leadership and Innovation

NOCE Brand Attributes

Brand attributes are seen more as personality traits that help to define the culture of the organization:

- Totally Committed
- Warm and Inviting
- Determined
- Enthusiastic
- Supportive

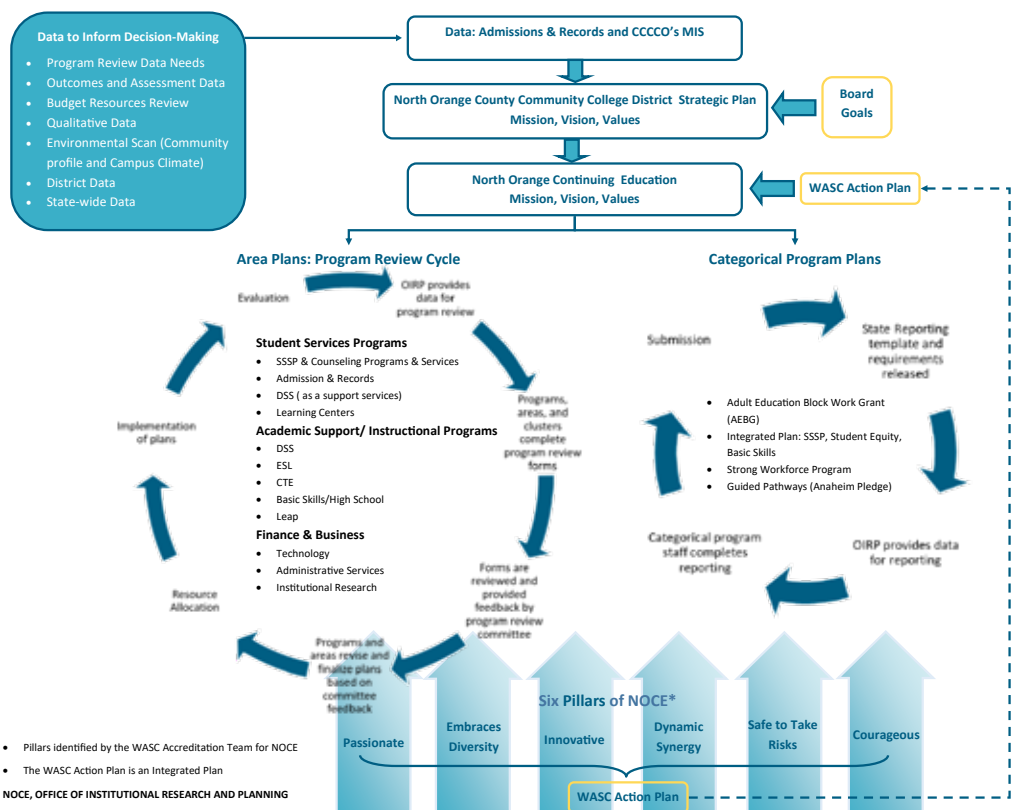


NOCE Institutional Research and Planning

Under the leadership of Director **Dr. Tina King** (above, center), the Office of Institutional Research and Planning (OIRP) developed NOCE's new Strategic Plan/Integrated Planning Model and its first institution-wide noncredit indicators. The OIRP team presented these indicators at statewide and national conferences. In collaboration with the NOCE Registrar's Office and statewide leaders, OIRP worked to define data and accountability measures for noncredit education. The team continued work with the Research and Planning Noncredit Taskforce in efforts to standardize noncredit metrics at the state level. Although the Institutional Effectiveness Report (IER) was established in 2011, OIRP greatly expanded the 2015/16 report. NOCE took the lead in defining success measures reflecting the open-entry and competency-based nature of the noncredit field. For the first time, the "noncredit, full-time student status" was defined and enrollment and retention were refined in the context of the noncredit instruction delivery models. In addition to informing strategic planning and improving NOCE programs and services, the findings of the 2015/16 IER will help to define success for the noncredit field at large.

To aid in identifying evaluative processes using statewide data systems, OIRP provided input and feedback to the Adult Education Block Grant Data and Accountability Committee. Members of the OIRP team also worked with representatives from Santa Rosa Junior College, purveyors of the Career Technical Education Employment Outcomes Survey (CTEOS), and other noncredit leaders to define noncredit cohorts for CTEOS. Lastly, OIRP spearheaded a new school-wide Institutional Effectiveness Committee (IEC). The IEC is responsible for establishing policies and practices that support an integrated planning model, a program review planning cycle, and the identification and measurement of outcomes across all institutional entities. The IEC will assist in planning and developing priorities for school-wide institutional effectiveness.

NOCE Integrated Planning Model



2016/17 NOCE Scholarship Program

In 2016/17, NOCE awarded more than \$7,200 through its Scholarship Program for students to use toward books and tuition to continue their education. More than 60 scholarship applications were submitted and reviewed by the four-member NOCE Scholarship Committee of which 37 scholarships were awarded. The scholarships were presented at the annual “Color Your Future” awards luncheon in May 2017. Attended by NOCE scholarship donors, faculty, and staff, the event allowed each award winner to share their unique story and demonstrate that NOCE students can overcome any challenge on their journey toward success. The NOCE Scholarship Program looks forward to participating in the NOCCCD Anaheim Promise Program which will award tuition and textbook scholarships to NOCE high school diploma students who meet the requirements and transfer to Cypress College or Fullerton College.

The NOCE Scholarship Program supports all students. It celebrates the work and effort students give to reach individual academic goals. It is designed to meet specific student needs and honor student achievement and leadership. It supports students as they prepare for future academic endeavors, advance in basic skills, increase workforce skills, and develop individual competencies that will enrich community leadership. Following are the scholarships that are awarded by NOCE:

- Career Technical Education Supply Award
- Christine Terry Scholarship
- Courage Award
- NOCCCD District Management Association Scholarship
- Administrative Assistant Scholarship
- Eleanor Francis Reese Scholarship
- English as a Second Language Beginning Low & Beginning High Award
- English as a Second Language Intermediate Award
- Enrique “Kiki” Zuniga Scholarship
- Fullerton College Foundation-NOCE Honor Scholarship
- Dr. W. Gary McGuire Scholarship
- Kaye Lennon Memorial Scholarship
- Planting Seeds Book Award, Early Childhood Education Program
- Planting Seeds Scholarship, Early Childhood Education Program
- R²A Architecture Book Awards: CTE Program Awards
- R²A Architecture Book Awards: ESL Program Awards
- NOCE Language Arts Scholarship
- Service Award
- Sydney Shue Scholarship





Student Equity Plan

In an effort to promote success for all students by focusing on disproportionate populations, NOCE's Student Equity Plan outlined several activities that concentrated on indicators of access, course completion, high school diploma and certificate completion, and transfer/transition to credit colleges. Compared to the population served in the community, NOCE's Office of Institutional Research and Planning identified several subgroups as disproportionately impacted: young adults (ages 18-24), males, and those in the African American, Native American, and Pacific Islander ethnicity groups. In addition, Latino/Hispanics and Caucasians were identified as having disproportionate rates for transfer/transition. Under the direction of Special Projects Manager **Cedric Smoots**, NOCE implemented the following activities in 2016/17 in response to the 2014/17 Equity Plan:

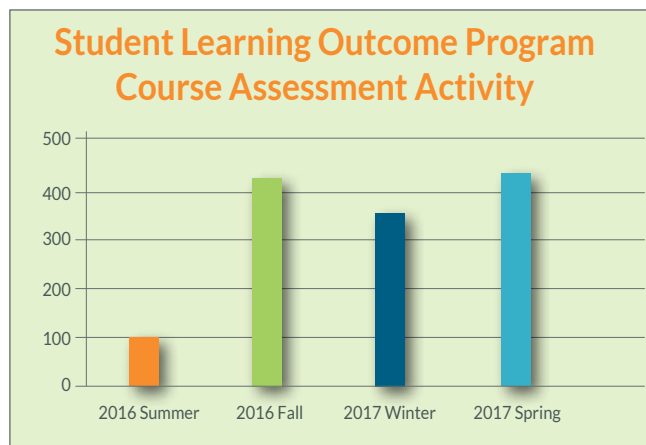
- **Access:** Improved access to all Career Technical Education (CTE) certificate programs by providing counseling support to 320 students with disabilities; provided faculty-led information sessions on NOCE's diploma and certificate programs; increased awareness of NOCE programs through mobile advertising, program videos, brochures, fliers, outreach, and social media advertising.
- **Course Completion:** Education coaches/tutors supported 30 students with verified disabilities in CTE courses; hired a professional expert to expand NOCE's capacity to support student success by increasing access to community resources.

- **Diploma/Certificate Completion:** Foreign transcripts were evaluated and of those funded by the Equity Plan, two students are making progress toward completing their high school diploma while one student graduated and transitioned to a credit college.
- **Transfer/Transition:** Through marketing efforts, the IHSS 300 "Transitioning to College" course enrollment grew from three students in the 2017 Spring Term to 19 in the 2017 Fall Term. Of the three students who took the course in the spring, two transferred to the District's credit institutions. Student Equity sponsored Adult College and Career Transition Program activities including transportation assistance for college tours.



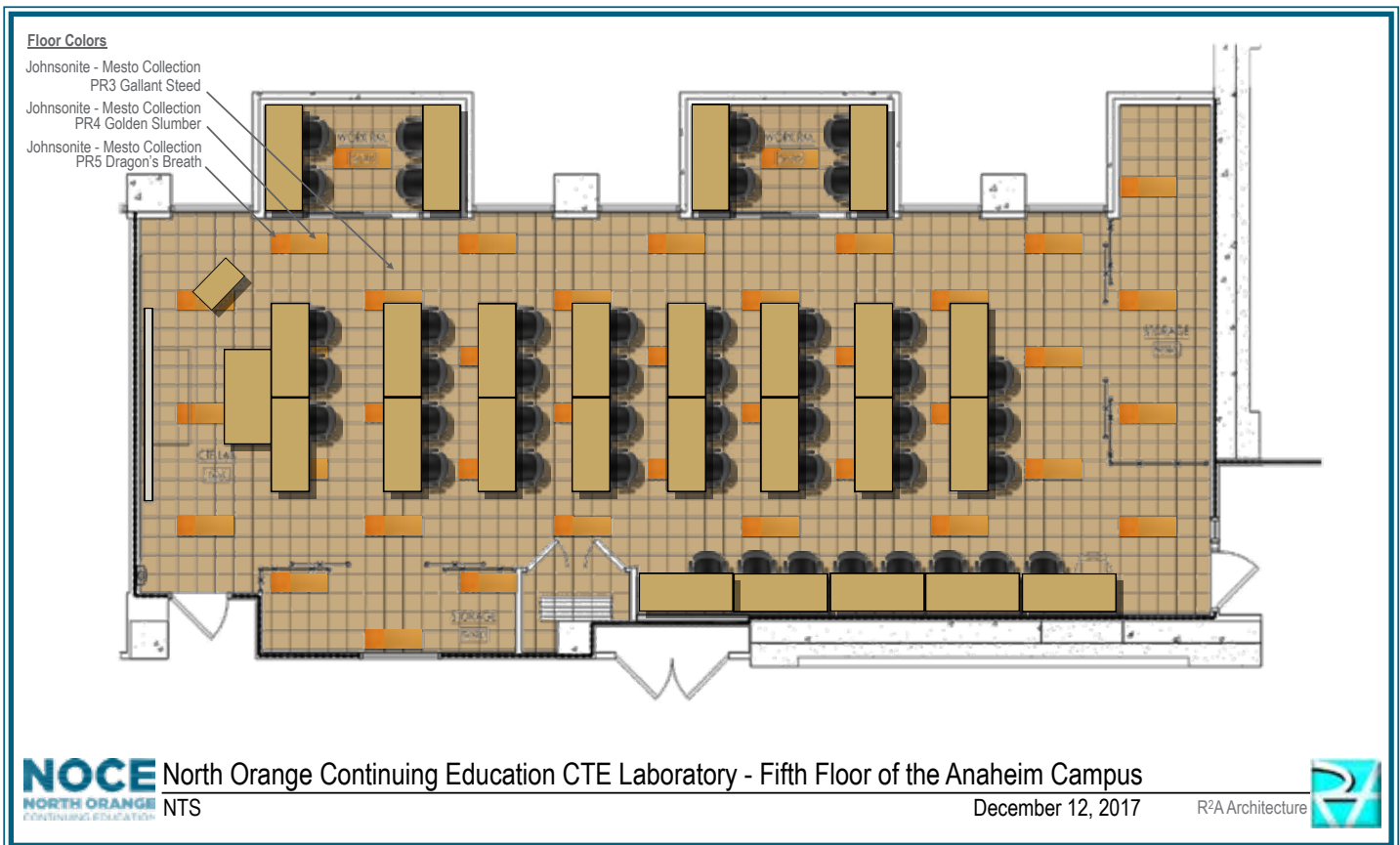
2016/17 NOCE Student Learning Outcome Program

The 2016/17 NOCE Student Learning Outcome (SLO) Program focused on showcasing the achievement of course learning outcomes in alignment with program learning outcomes. The NOCE English as a Second Language (ESL) Program completed three cycles of assessment and closed the loop with two program action plans demonstrating how ESL Program instructors hope to improve learning achievement. The Basic Skills Program incorporated an assessment cycle using student sample sets to provide learning achievement data for completion of high school diploma courses, preparation for the diploma equivalency General Education Development (GED) or HiSET tests, and tutoring. The Lifeskills Education Advancement and Career Technical Education Programs revised and assessed course learning outcomes. The NOCE Disability Support Services Program integrates course and program learning outcome assessment with the components of independent living. Each program's data is aligned with the NOCE institutional learning outcomes and demonstrates learning to embrace multiple facets of diversity, civic engagement, transition to higher education, and career advancement. A faculty pilot team will lead the implementation of new SLO software in 2018.



Measure J Projects Underway at the Anaheim Campus

The Measure J Bond program, approved by North Orange County voters in November 2014, brings much needed facilities improvements to Cypress College, Fullerton College, and the North Orange Continuing Education (NOCE) Anaheim Campus. The bond generates \$574 million to fund upgrades to technical job training facilities, aging classrooms, and veterans' amenities across the District. Some NOCE Anaheim Campus projects underway include the seventh floor buildout with construction scheduled to begin January 2018. The seventh floor will house NOCE student assessment centers to expand student support services to more students across programs. The target completion date is July 2018. Construction design plans will materialize into a new career technical education laboratory on the fifth floor where electrical instruction will take place as early as the 2018 Fall Term. Second floor facilities improvements entail conversion of Testing Room 215 into new offices for Student Success and Support Program counselors. Other NOCE projects slated for the first six years of the bond program comprise of first floor instructional area improvements, such as the addition of a new classroom and the renovation of the Student Center and other areas throughout the campus for students to study and build campus community. Facility updates also took place at the NOCE Cypress and Wilshire Centers utilizing other funding sources.



EMPLOYEES



The ceremony marked a special day, bringing the three Provost Emeritus' together to celebrate Valentina Purtell's Investiture.

Pictured left to right are:

Dr. Greg Schulz, Christine Terry, Valentina Purtell, and Dr. Gary McGuire



Valentina Purtell Appointed as Fifth NOCE Provost

In December 2016, the NOCCCD Board of Trustees appointed **Ms. Valentina Purtell** as the fifth Provost of NOCE. "I am honored to have been selected as NOCE's Provost," said Purtell. She continued, "I have seen the transformational power that NOCE has on the lives of our students. I am passionate about our mission to serve the whole community and to empower individuals to reach their fullest potential."

Purtell began her career with NOCE in 2002 as an English as a Second Language (ESL) Program Assistant, and then ESL Program Manager. Prior to serving as the Provost, Purtell was the Dean of Instruction and Student Services at the NOCE Cypress Center. She has taught at several universities, including Hope International, Chapman, and Rivne State Humanitarian. Purtell earned her bachelor's and master's degrees in applied linguistics from Rivne State Humanitarian University in Ukraine. She has served on the Board for the Association of Community and Continuing Education (ACCE) since 2011, and has been active on several statewide committees, including the Academic Senate for California Community Colleges Noncredit Taskforce.

Provost Purtell received a warm welcome from 235 students, staff, faculty, and community partners at her Investiture Ceremony on September 8, 2017 at the Brea Community Center. It was a momentous occasion as all four previous continuing education provosts, including **Dr. Gary McGuire**, **Christine Terry**, and **Dr. Greg Schulz**, were in attendance to share inspirational words of congratulations with Provost Purtell.



Provost Purtell (front left) is congratulated by NOCCCD Board of Trustee Members (from left to right, standing) Stephen T. Blount, Ryan Bent, Jeff Brown, and Dr. Barbara Dunsheath (seated).



NOCE Leadership Team, Provost's Staff



Professor Barbara Bennett Selected as OC Teacher of the Year

Disability Support Services (DSS) Professor **Barbara Bennett** (left) was named 2018 Orange County Teacher of the Year (TOTY) by the Orange County Department of Education (OCDE). Bennett was surprised with the announcement in May 2017 when OCDE Superintendent Al Mijaries along with NOCE leadership and NOCCCD Chancellor **Dr. Cheryl Marshall** visited her in class to present her with a “golden apple” trophy in front of her students.

“Barbara Bennett is a wonderful teacher because she teaches us by explaining everything in a step-by-step process. I had three of Bennett’s classes and each of them helped me exceed in life. I think that Bennett should receive teacher of the year because she is the most hardworking teacher and she has dedicated her work for 30 years and has influenced so many students like myself to thrive in life. She has a wonderful heart and is a super kind teacher! I would nominate her for teacher of the year because everyone needs a wonderful person like her [in their life]!”

–Trent S., Student

Bennett has taught DSS Program classes at NOCE for 37 years and currently teaches courses in banking, consumer skills, computers, and reading. She was one of six winning teachers selected from 62 nominated by their public school districts and the county’s community colleges.

“Bennett is a pioneer in educating adult students with disabilities and is a leader in her field,” said NOCE Provost **Valentina Purtell**. “Bennett wrote original curricula for her courses and has led hundreds of students through graduation from our programs into transition opportunities such as working, living independently, and going to college,” continued Purtell.

According to OCDE, the TOTY program provides recognition for outstanding K-12 and community college teachers in Orange County. Each school district may nominate one to three teachers while each community college may nominate one teacher per accredited college. Selected winners are recognized at the annual TOTY banquet. NOCE faculty, staff, and administrators along with Bennett’s family attended the gala event on October 24, 2017 at the Disneyland Hotel in Anaheim, California in support of her memorable accomplishment.



From left to right: Provost Valentina Purtell, Julie Schoepf, NOCCCD Board of Trustee Member Jeff Brown, and Dr. Adam Gottdank

2016/17 North Star Award Winners

NOCCCD’s North Star Award was established to recognize employees throughout the District for their outstanding contributions and work performance including striving for excellence, demonstrating initiative and creativity, promoting positive morale and service, and enhancing the overall image of the District. The inaugural NOCE North Star Awards were presented to the NOCE Accreditation Co-Chairs, **Dr. Adam Gottdank** and **Julie Schoepf**. As the accreditation co-chairs, Gottdank and Schoepf played a critical role in ensuring the self-study process and team visit was thorough, inclusive, and successful, leading to a six-year accreditation renewal term! Their ability to lead the school through the multiple layers of accreditation while also performing their regular job duties was a testament to their commitment to student success and our institution. Congratulations!



Left to Right: Loayza, Baca, Salisbury, and Gutierrez

2016/17 Outstanding Colleagues of the Year

Outstanding Colleagues of the Year are recognized for their dedication to student success and the mission of NOCE. These 2016/17 recipients were nominated by their peers and awarded at the 2017 NOCE Opening Day event:

- **Joel Baca** – Instructional Assistant, DSS Program
- **Martha Gutierrez** - Dean of Instruction and Student Services, Anaheim Campus
- **Santiago Loayza** - Adjunct Instructor, CTE Program
- **Chelsea Salisbury** - Campus Marketing/Outreach Assistant



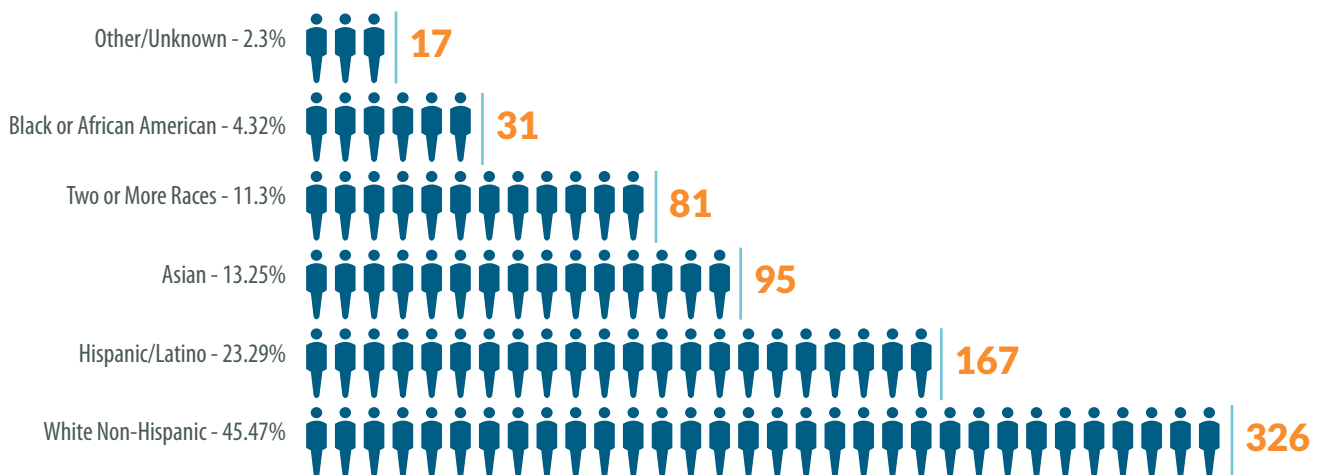
Members of the NOCE Administrative Professional Workgroup served as Investiture Specialists at the Investiture Ceremony for Provost **Valentina Purtell** on September 8, 2017. The team helped coordinate the event and hosted VIP guests in attendance.

NOCE Administrative Professionals Team Created

Created and led by Executive Assistant III **Julie Schoepf**, administrative professionals from all three NOCE Centers formed a collaborative workgroup in June 2017. The purpose of the team is to share best practices, create consistency among NOCE Centers and departments/offices, and mentor those new to NOCE or the field. The team meets on a monthly basis to work on projects and participate in professional development opportunities. Trainings have included Office 365 Outlook overview and calendaring, Excel, Banner requisitions, NOCE and WASC logo use protocols, stress management, and human resources.

NOCE Employee Ethnicity

NOCE as an organization celebrates diversity. Honoring cultures and traditions of our faculty, staff and students provides for an enriched learning environment. Over the last several years, NOCE has continued to grow in its hiring of diverse candidates.



NOCE Welcomes New Full-Time



Jennifer Carey

Assistant Professor, Basic Skills Learning Center, NOCE Anaheim Campus

Jennifer Carey came to NOCE as an instructor for the Anaheim Campus Basic Skills Learning Center where she has the opportunity to work with students from a variety of NOCE programs. She provides tutoring in reading, comprehension, and math skills for Basic Skills, High School Diploma/GED-HiSET, Career Technical Education, and English as a Second Language (ESL) Program students. Prior to NOCE, Carey taught English at Santa Ana College for 16 years. She has also taught at Fullerton College, Goldenwest College, and Cerritos College. Carey received her bachelor's degree in English from the University of San Diego and obtained her master's degree in English from San Diego State University. In her free time, Carey enjoys riding bicycles and working on Fun4Good, a nonprofit she co-founded. Fun4Good creates fun events for good causes.



Gary Jimenez

Counselor, Student Success and Support Program, NOCE Cypress Center

Gary Jimenez joined the NOCE Student Success and Support Program team as a new, full-time tenure-track counselor at the Cypress Center. Jimenez brings a wealth of experience teaching and providing educational and career counseling to noncredit students at Rio Hondo College and Riverside City College. Jimenez received his bachelor's degree in social work from California State Polytechnic University, Pomona and his master's degree in counseling from California State University, Los Angeles. Jimenez's goal is to encourage, inspire, and motivate NOCE students to earn their high school diploma, learn English, and/or achieve a career certificate.



Erin Sherard

Assistant Professor, AEBG – Supporting Adults for Student Success Workgroup, NOCRC Office

NOCE welcomed **Erin Sherard** as a new faculty member in the Adult Education Block Grant (AEBG) – Supporting Adults for Student Success (SASS) Workgroup instructing *Love and Logic* workshops and classes for the community. Sherard develops new *Love and Logic* curriculum alongside Dr. Charles Fay from the *Love and Logic* Institute and partners with local school districts to implement the curriculum. Previously, Sherard was an NOCE Parenting Program adjunct faculty member, AEBG professional expert, and AEBG-SASS workgroup member at NOCE. She earned her bachelor's degree in child and adolescent developmental studies from California State University, Fullerton and her master's degree in educational counseling from National University. When she is not at work, Sherard is implementing her practices at home with her four year-old daughter and five year-old son.

Faculty Members



Alli Stanojkovic

Assistant Professor, Disability Support Services, NOCE Wilshire Center

For the past three years, **Alli Stanojkovic** has served the Disability Support Services Program as an adjunct faculty member and professional expert. She has taught vocational preparation courses and assistive technology as well as an Adult Education Block Grant I-BEST pilot program class. In her new role as a full-time faculty member, Stanojkovic teaches vocational, lifeskills, and technology courses aimed at enhancing student employability and independence. Stanojkovic obtained her bachelor's degree in Psychology from California State University, Santa Cruz and her master's degree in clinical psychology from Pepperdine University. In her free time, Stanojkovic enjoys traveling, hiking, and running.



Kimberley H. Stiemke, Ed.D.

Assistant Professor, Basic Skills Program, NOCE Cypress Center

Dr. Kimberley H. Stiemke impacts the lives of students as a new full-time faculty member in the Math Co-Lab and Learning Center at the Cypress Center. Prior to NOCE, Dr. Stiemke served as the developer and lead faculty member for the Academic and Career Education Program at Vista Adult School. Her team established an English as a second language to high school diploma transition program that served students from diverse backgrounds with academic, life, and employment skills. Dr. Stiemke graduated from Clark Atlanta University with a Bachelor of Science in Education and a Master of Science in Teaching. She completed a joint doctoral program in educational leadership from the University of California, San Diego and California State University, San Marcos. In her spare time, Dr. Stiemke enjoys outdoor activities with her family.



Matt Van Gelder

Assistant Professor, Disability Support Services, NOCE Cypress Center

Matt Van Gelder is a new full-time faculty member joining NOCE in the Disability Support Services (DSS) Program at the Cypress Center. He teaches courses in computers, banking, and community resources, and works with DSS students in an open lab setting. Van Gelder has dedicated his life to teaching. He has taught lifeskills to students with mild and moderate disabilities, as well as social sciences, film, and English to adults in Osaka, Japan. Van Gelder holds his bachelor's degree in cinema and his master's degree in assistive technology from California State University, Northridge. He also obtained teaching credentials in social science and special education. Van Gelder enjoys the entertainment industry and previously worked as a reality television editor and led his own jazz/rock band.

2016/17 NOCE GENERAL FUND REVENUE/EXPENSES

	Unrestricted General Fund	Restricted General Fund	Total	%
Expenditures:				
Academic Management Salaries	1,182,030.97	275,135.91	1,457,166.88	5.17%
Full-Time Faculty Salaries	2,266,572.60	598,021.52	2,864,594.12	10.17%
Part-Time Faculty Salaries	5,906,529.31	723,503.28	6,630,032.59	23.53%
Total Academic Salaries	9,355,132.88	1,596,660.71	10,951,793.59	38.87%
Classified Management Salaries	866,061.86	1,026,261.67	1,892,323.53	6.72%
Classified Staff Salaries	3,478,805.55	1,559,011.85	5,037,817.40	17.88%
Confidential Staff Salaries	99,874.73	-----	99,874.73	0.35%
Hourly Staff Salaries	393,716.75	1,423,096.49	1,816,813.24	6.45%
Total Classified Salaries	4,838,458.89	4,008,370.01	8,846,828.90	31.40%
Employee Benefits	3,097,817.82	1,369,671.68	4,467,489.50	15.86%
Total Salaries and Benefits	17,291,409.59	6,974,702.40	24,266,111.99	86.13%
Supplies and Materials	150,490.21	497,069.47	647,559.68	2.30%
Other Operating Expenses	529,065.81	1,283,358.55	1,812,424.36	6.42%
Capital Outlay	478,410.80	972,025.20	1,450,436.00	5.15%
TOTAL EXPENDITURES	18,449,376.41	9,727,155.62	28,176,532.03	100.00%



NOCE NORTH ORANGE CONTINUING EDUCATION

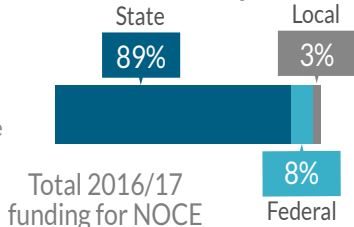
North Orange County Community College District

2016/17 Apportionment Funding

NOCCCD's North Orange Continuing Education (NOCE) received over \$32.9 million dollars in funding for the 2016/17 academic year. The vast majority came from state funding sources.

\$32,970,226

Revenue Sources for NOCE



31,641 2016/17 Unduplicated Head Count

Full-Time Equivalent Students (FTES)

\$5,006

Reimbursement Rates for Career Development & College Preparation Courses:

- ✓ Certificates in ESL
- ✓ Elementary/Secondary Basic Skills
- ✓ Short-Term Vocational
- ✓ Workforce Prep

\$3,010

Reimbursement Rates for Noncredit Courses:

- ✓ Citizenship
- ✓ Parenting
- ✓ Health & Safety
- ✓ Courses for persons with substantial disabilities
- ✓ Older Adults

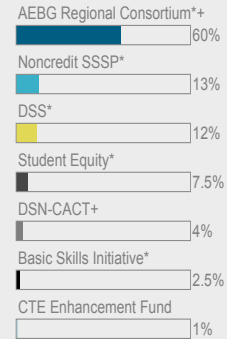
4,991.91 2016/17 Total FTES



These infographics only include awarded contracts, grants and community service income.

Categorical State Funding

The Adult Education Block Grant (AEBG) Regional Consortium comprised 60%, the largest proportion, of state funding revenues during 2016/17. The noncredit Student Success Support Program (SSSP) was the second largest, making up 13%. Disability Support Services (DSS) was the third largest contributor to state funding at 12%.

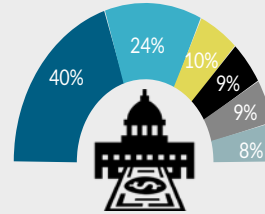


\$7,053,017

Total State Funding for NOCE

*State allocated categorical programs
+NOCE serves as fiscal agent and administrator of regional grants

Federal Funding



\$2,512,751

Total Federal Funding for NOCE

The largest portion of federal funding for NOCE during 2016/17 year came from the Adult Education & Family Literacy Act (AEFLA). The EL Civics grant was the second largest funding source for federal funding. Both of these grants make up 64% of total federal funding for NOCE.

- Adult Education & Family Literacy Act (AEFLA)
- English Literacy & Civics Grant (EL Civics)
- Disability Support Services College to Career Program
- Job Access/Reverse Commute Grant
- Disability Support Services- Workability III Grant
- CTE- Perkins Title I-C

Local Funding

During the 2016/17 academic year, the majority (54%) of local funding came from the Work Independence Self-Advocacy Education (WISE) program which focuses on equipping students with disabilities with skills to live and work as independently as possible. Another 40% of local funding came from NOCE's Self-Supported programs.

Disability Support Services- Work Independence Self-Advocacy Education **54%**

NOCE Self-Supported Kids College and Teen Program **22%**

NOCE Self-Supported Community Services Program **18%**

Center for Applied Competitive Technology Workshops **6%**

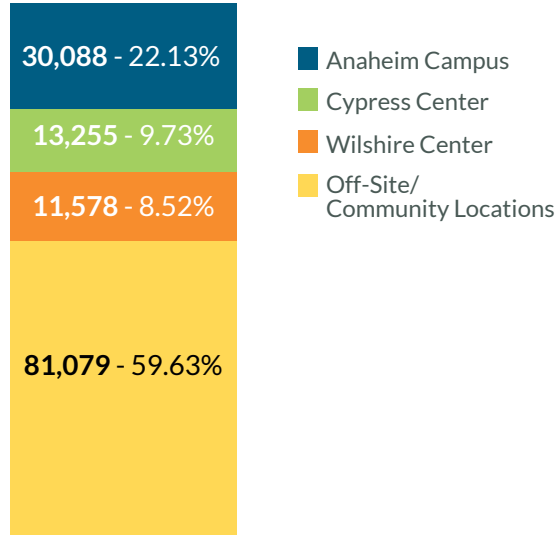


\$952,429

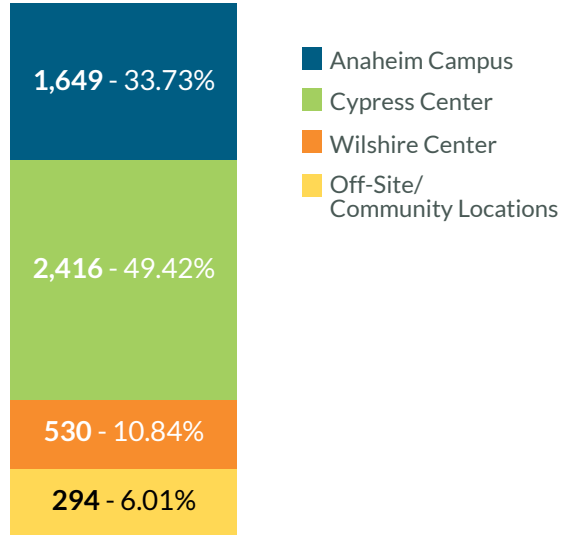
Total Local Funding for NOCE

Created by the Office of Institutional Research and Planning

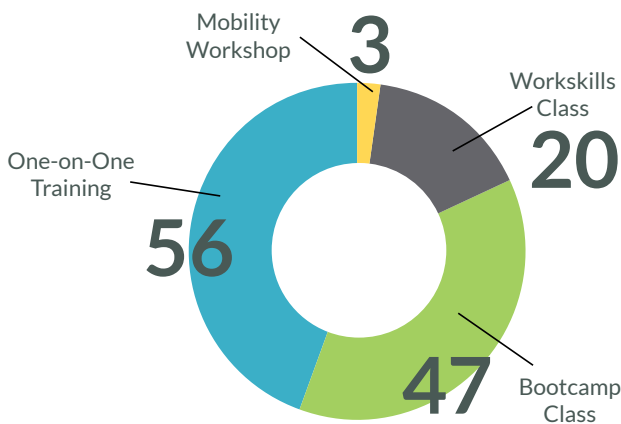
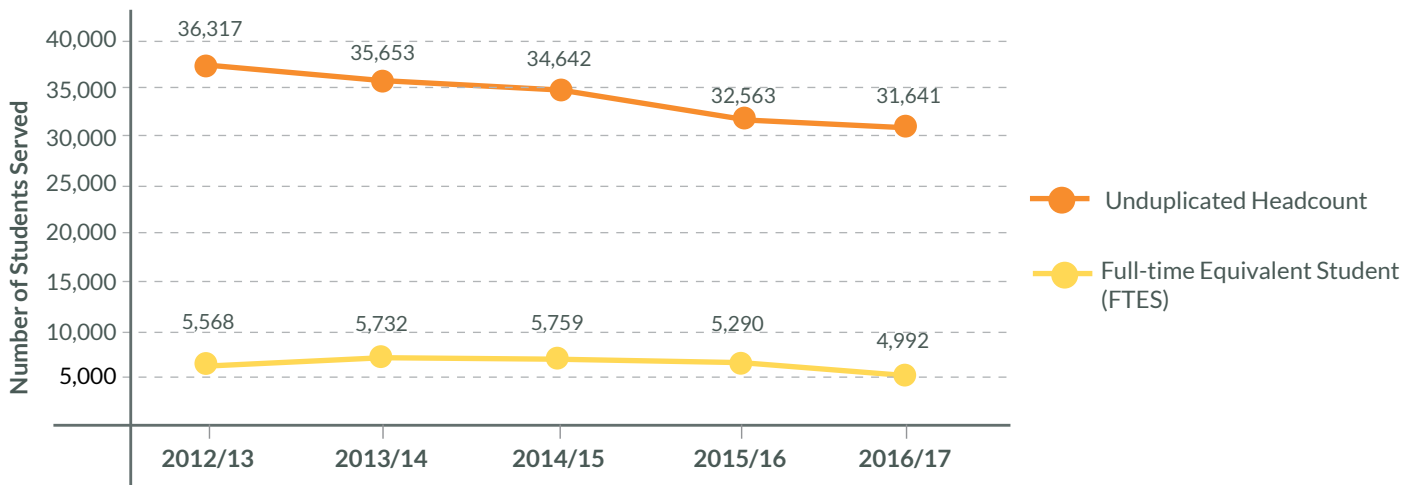
2016/17 Course Enrollment by Location: Apportionment



2016/17 Course Enrollment by Location: Community Service



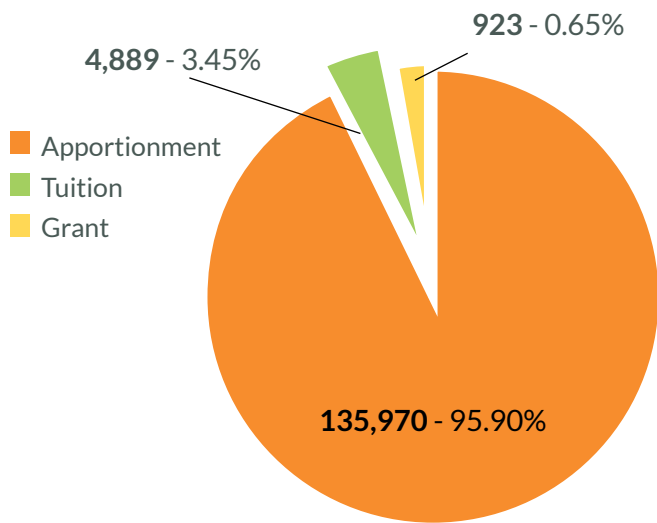
2016/17 Enrollment: Unduplicated Headcount & FTES



2016/17 Mobility Training Program

The Mobility Training Program. Under the leadership of Manager **April Guajardo** and in partnership with the Orange County Transportation Authority, provides bus mobility skills training to students so that they can learn to ride the city bus independently; the program provided 126 trainings in 2016/17. NOCE mobility trainers teach transportation and safety skills that empower students to ride to school, work, and places within the community.

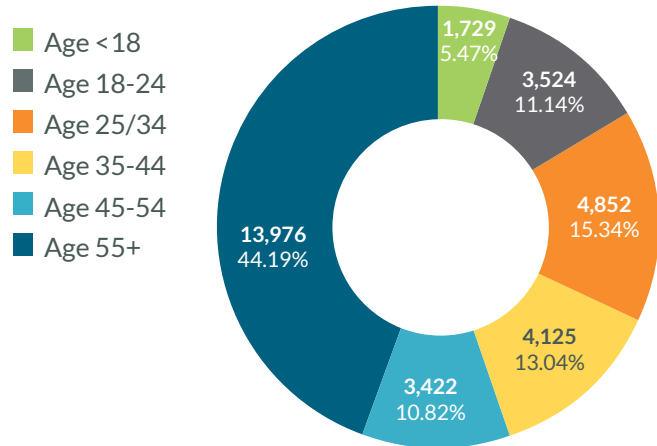
2016/17 Enrollment: Apportionment vs. Tuition vs. Grant



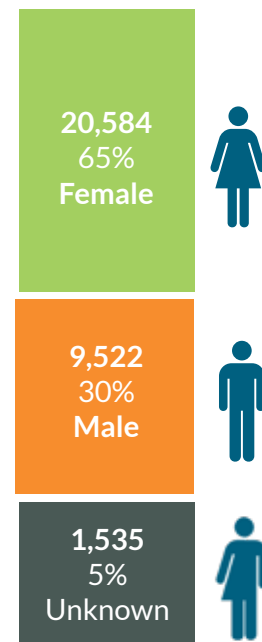
Student Ethnicity

- Native American/Alaska Native - **0.16%**
- Native Hawaiian/Pacific Islander - **0.32%**
- Black or African American - **2.06%**
- Two or More Races - **2.74%**
- Other/Unknown - **14.55%**
- Asian - **17.95%**
- White Non-Hispanic - **24.71%**
- Hispanic/Latino - **37.5%**

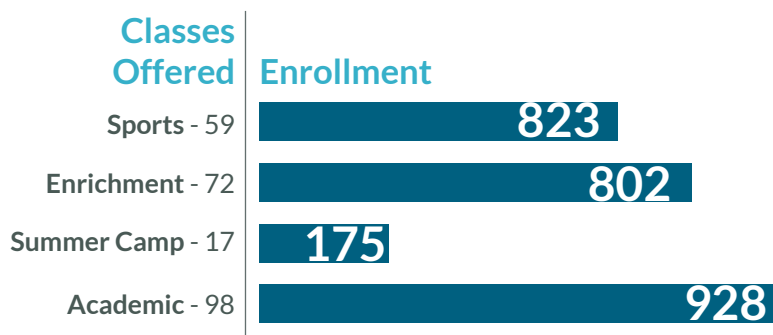
Student Age



Student Gender

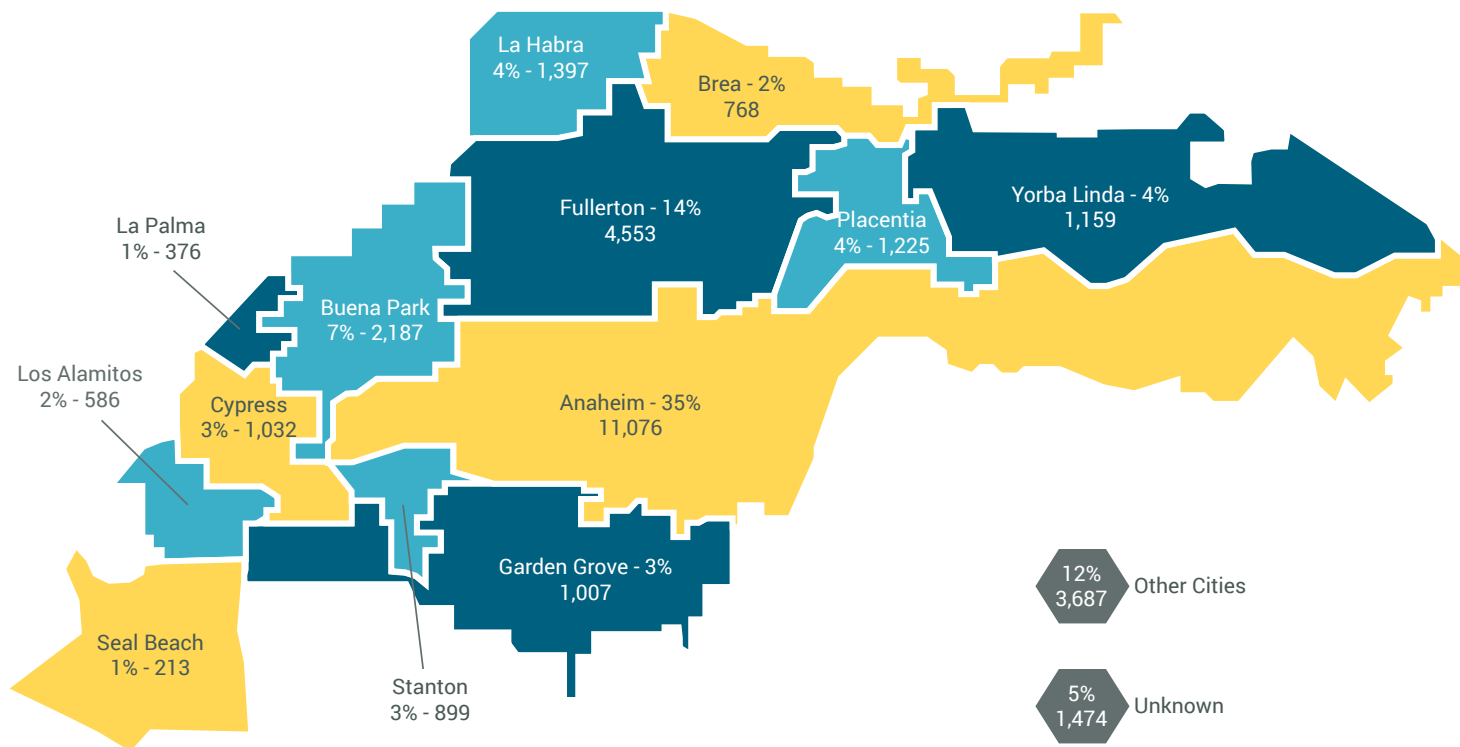


2016/17 Kids' College & Teen Program



NOCCCD DISTRICT SERVICE MAP

2016/17 NOCE Students of Residence



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