



# CAEP

— 2022-25 —

## Three-Year Plan NOCRC Planning Guide

Prepared by:  
NOCE Office of Institutional  
Research and Planning



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## Introduction

The Planning Guide will provide data relevant to **Section 2: Assessment** and **Section 3: Metrics** of the 2022-2025 CAEP Three-Year Plan. The three-year plan includes six sections:

Section	Instructions
Section 1: Consortium Details	In this section, information about the consortium, its primary and fiscal contacts, and CAEP funds received is auto populated in NOVA. Provide an Executive Summary of the three-year plan.
Section 2: Assessment	Gather data needed to describe existing adult education services, barriers, and needs; then evaluate both the needs for and the current levels and types of education and workforce services in the region to identify gaps in current services
Section 3: Metrics	Identify barriers and metrics to be addressed by the consortium and specific targets to be reached
Section 4: Objectives	Define the consortium's strategies to address the barriers and metrics
Section 5: Activities & Outcomes	Define the consortium's activities and their intended outcomes related to these strategies
Section 6: Funds Evaluation	Describe how the consortium's available funds will be leveraged to impact the barriers and metrics identified in the plan

The three-year plan guidance document and relevant resources can be found at <https://caladulthood.org/Administrators/43>

## Glossary of Terms

- AEP – Adult Education Pipeline
- CASAS – Comprehensive Adult Student Assessment System
- CAEP – California Adult Education Program
- CTE – Career Technical Education
- EMSI – Economic Modeling Services Incorporated
- ESL – English as a Second Language
- GGUSD – Garden Grove Unified School District
- MIS – Management Information Systems
- NOCE – North Orange Continuing Education
- NOCRC – North Orange County Regional Consortium for Adult Education
- NOCROP – North Orange County Regional Occupational Program
- VTEA – Vocational Technical Economic Act

## Section 2: Assessments – Evaluate the Educational Needs of Adults in the Region

This section seeks to address the guiding questions laid out for Section 2: Assessment in the [CAEP Three-Year Plan Guidance Document](#):

*Describe and evaluate the educational needs of adults in the region. To describe the educational needs, conduct a review of data on the region’s adult population. (Guiding questions and resources are provided below to assist with this review; they need not be responded to specifically in your response.) To evaluate the educational needs, critically review this data to determine its significance for the consortium’s adult education services. The description and evaluation should include:*

- *Summary of key data points identified by the consortium to be indicators of educational needs*
- *Implications of these key data points and educational needs for the consortium’s prioritization of adult education services and dedication of resources.*

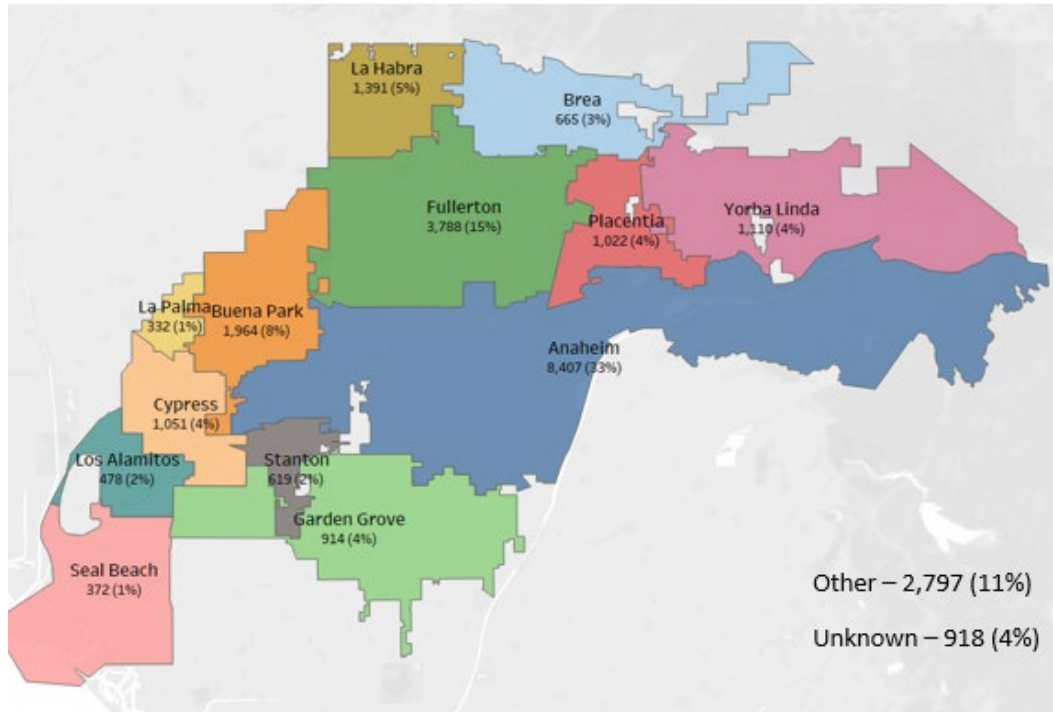
### Who are our current customers?

In order to describe and evaluate the educational needs of adults in the region of NOCRC, it is important to understand NOCRC’s student population. Under NOCRC, there are three members who provide adult education instruction and services: NOCE, NOCROP, and GGUSD. In the [Adult Education Pipeline \(AEP\) LaunchBoard](#), data under NOCRC is reflective of Cypress College, Fullerton College, NOCE, and NOCROP. However, GGUSD is a member of three consortia, and its data is captured primarily under the Rancho Santiago Adult Education Consortium in the AEP LaunchBoard. Therefore, screenshots of AEP data will be provided separately for NOCRC and GGUSD.

Per the AEP LaunchBoard, NOCRC served **26,751** adults and GGUSD served **2,376** adults during the 2019-2020 academic year. Adults served is defined as any individual who received any services and/or was enrolled in any adult education or noncredit program with at least one hour of instruction. The sections below examine who these students served are:

## Where do they live?

Below is a breakdown of the proportion of NOCE students that were served in 2019-20 by their city of residence. Nearly 15% of the students resided in cities outside of the NOCRC region area, including other cities in Orange County or surrounding counties.

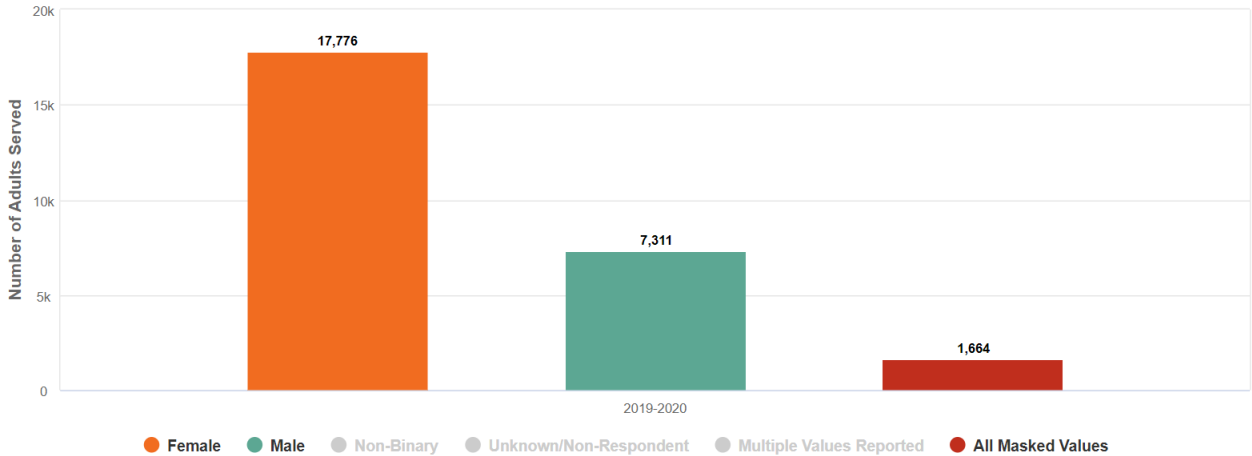


## What characteristics define the populations engaged in the programs we currently offer?

### *NOCRC and GGUSD Adults Served by Gender*

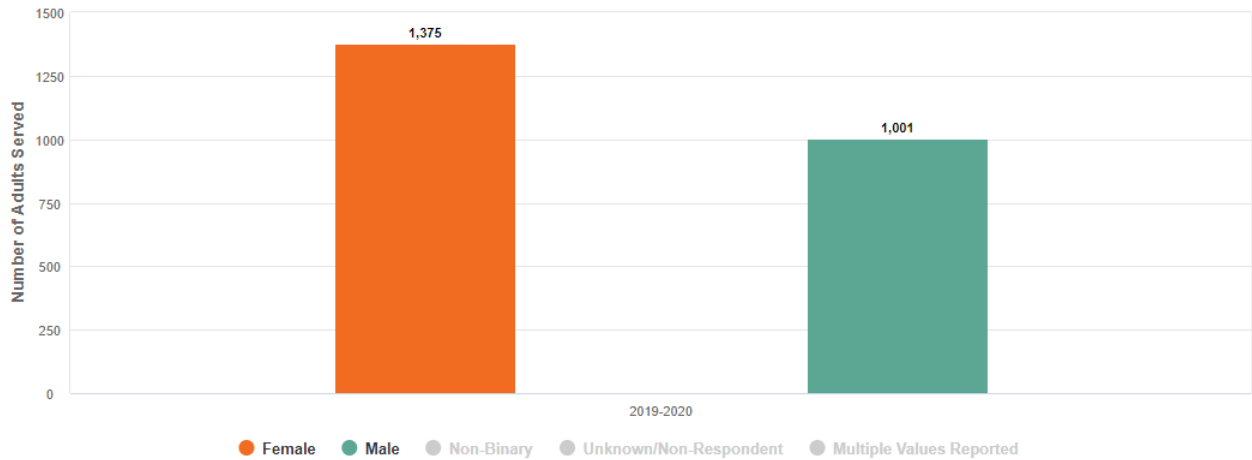
In the 2019-20 academic year, NOCRC served two-thirds female students.

● North Orange County Regional Consortium for Adult Education (NOCRC), 2019-2020



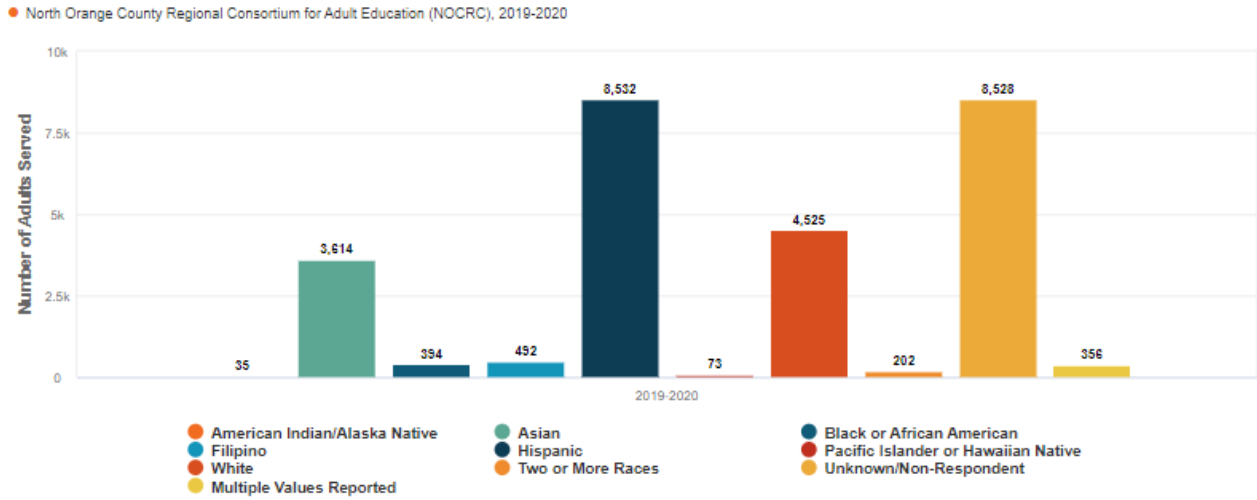
Similar to the rest of NOCRC, the majority of the students served by GGUSD are female.

● Garden Grove Unified School District (GGUSD), 2019-2020

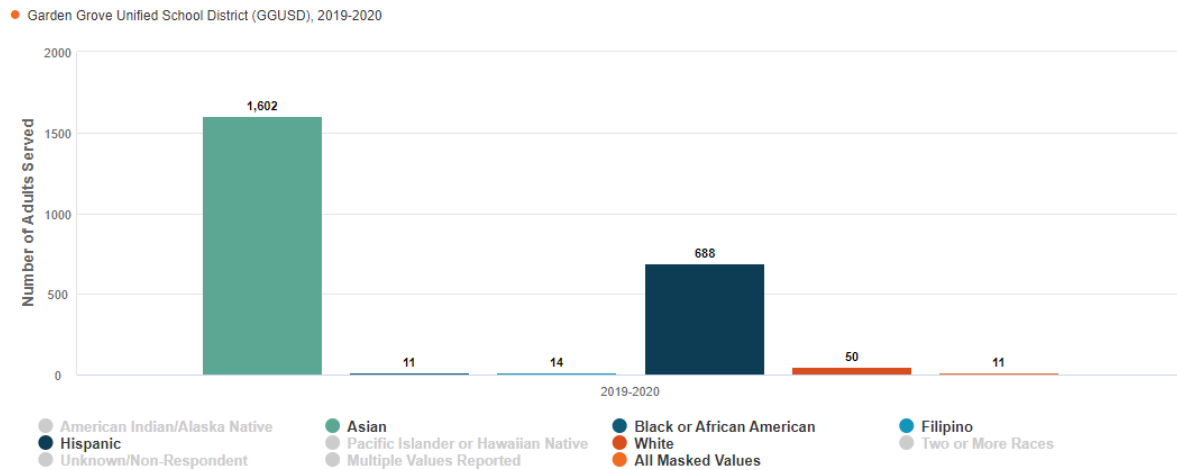


*NOCRC and GGUSD Adults Served by Race/Ethnicity*

In 2019-20, Hispanic and Unknown/Non-Respondent students each accounted for one-third of the number of adults served by NOCRC.



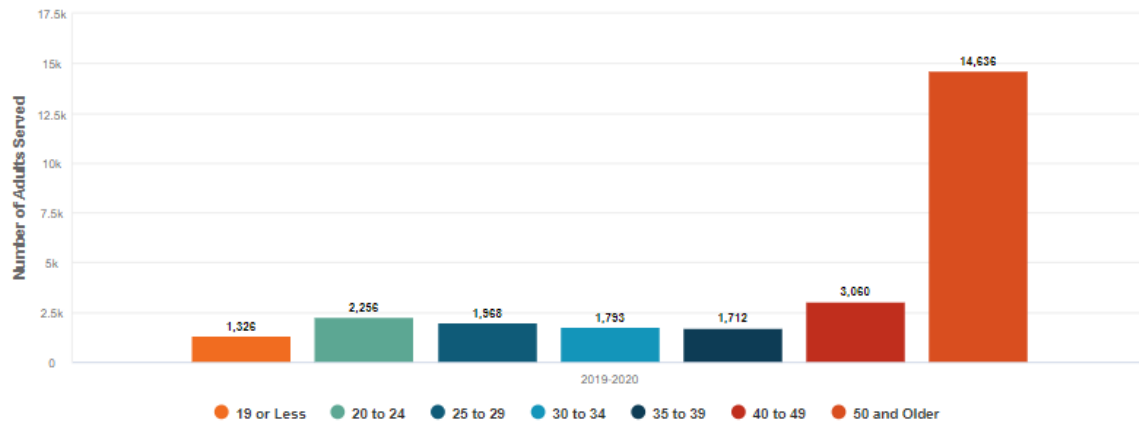
In contrast to the rest of NOCRC, the majority of students served by GGUSD are Asian.



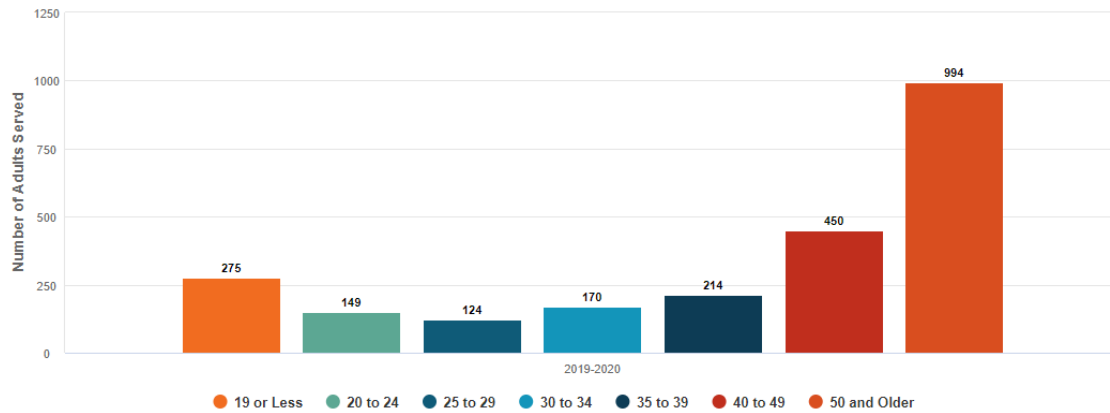
*NOCRC and GGUSD Adults Served by Age*

Most students served by NOCRC and GGUSD are over 50 years of age.

● North Orange County Regional Consortium for Adult Education (NOCRC), 2019-2020



● Garden Grove Unified School District (GGUSD), 2019-2020



## How many and what type of students are in which programs?

Per the [AEP LaunchBoard](#), nearly half of all participants enrolled in adult education for NOCRC are enrolled in the CTE program area, which includes enrollments from NOCE and NOCROP. Please note that this definition includes all courses that have a vocational TOP Code, many of which may be outside of NOCE's CTE academic program. In contrast, over four-fifths of adult education students at GGUSD are enrolled in the ESL program area.

### NOCRC Participants by Programs

**52% of 26,751 adults served had 12 + contact hours (participants) in 2019-2020.**



### GGUSD Participants by Programs



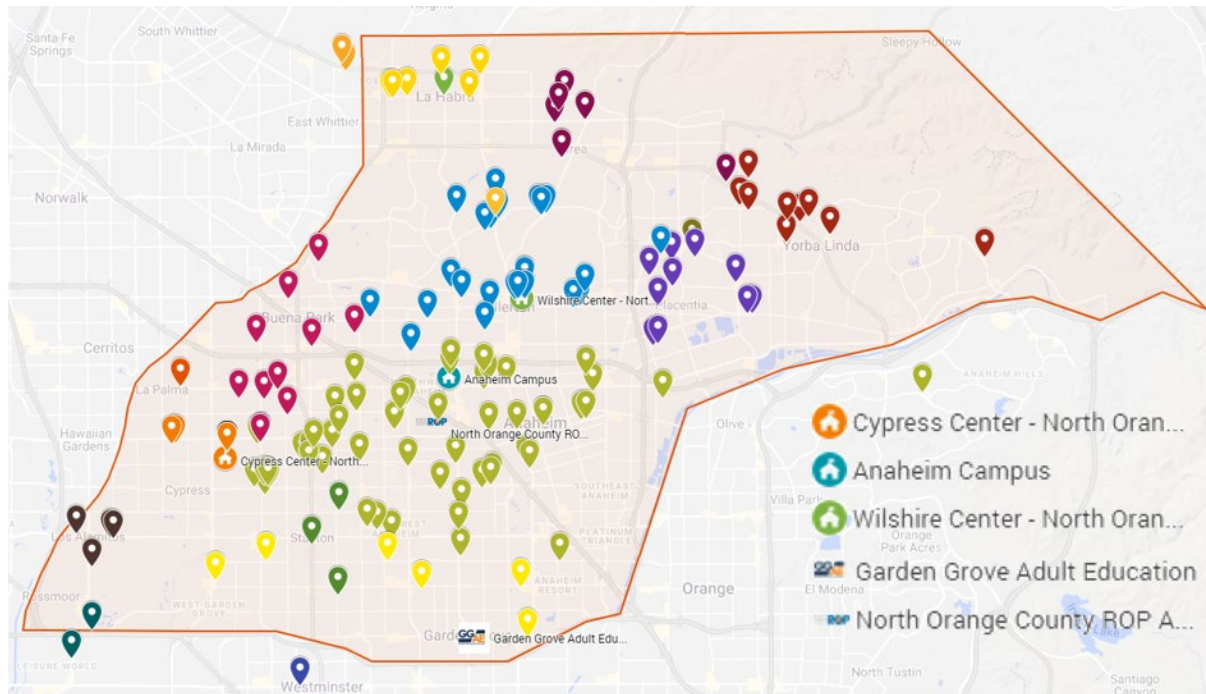
Additional data for each program area disaggregated by demographics can be found in the [Adult Education Pipeline LaunchBoard](#).



## What characteristics define the regional community?

NOCRC offers programs and services throughout the northern Orange County region. Below is a map that outlines the NOCRC service area and all locations where NOCRC instructional programs are offered.

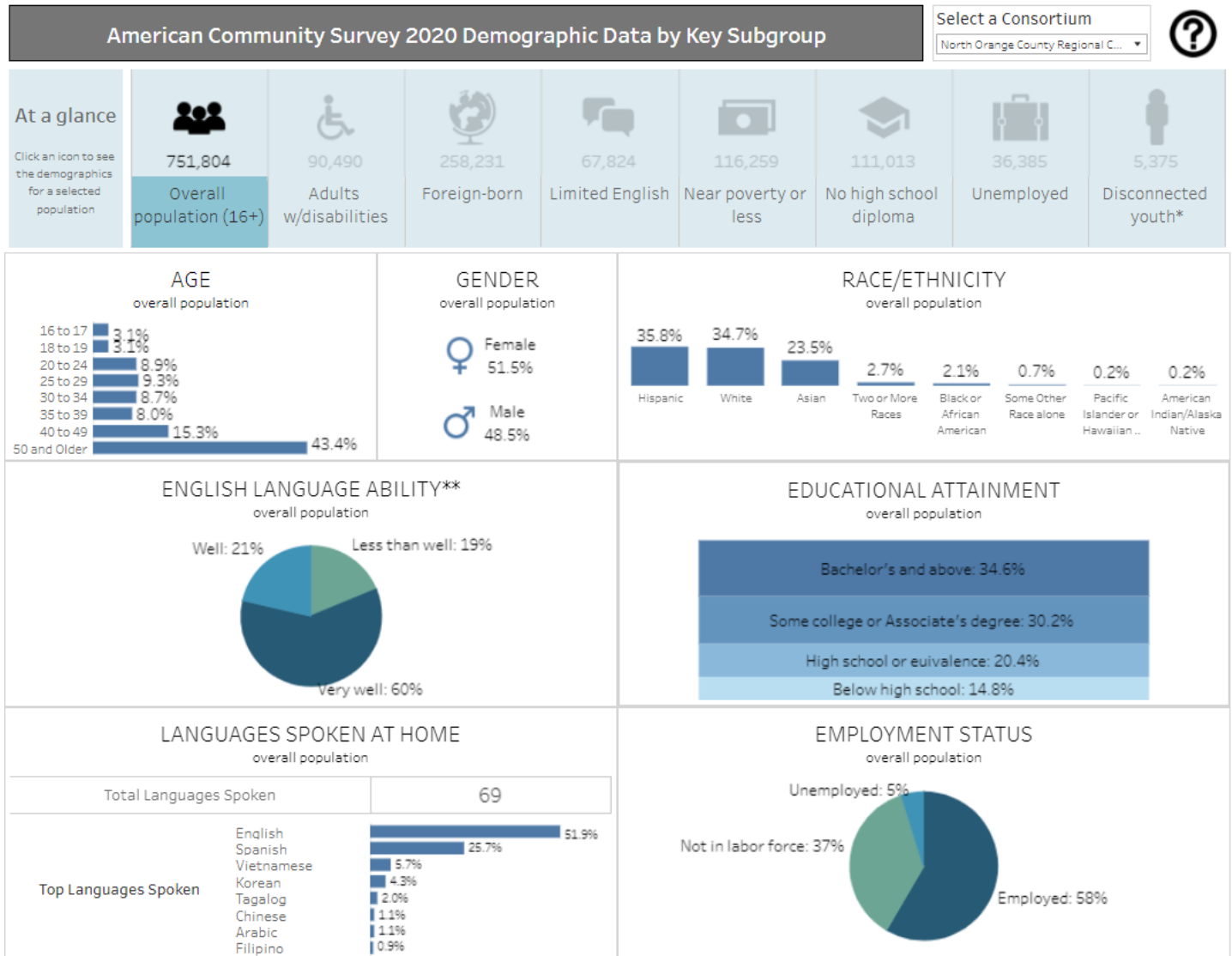
### *NOCRC Adult Education Locations Throughout the North Orange County Region*



To understand how well NOCRC is serving the region, the needs of the north Orange County region must be examined. This section provides a community profile of north Orange County along with community trends. The CAEP Office and WestEd produced the [CAEP Fact Sheets](#) that provides data on the key characteristics of the adult population within the NOCRC consortium boundaries. The regional community profile presented on the Fact Sheets are based on the 2020 Census data for individuals 16 years of age and older. The screenshot provided below (*CAEP Fact Sheets for NOCRC for Overall Population*) presents the key characteristics of the overall population (16+) within the NOCRC community. Data can be further filtered down by additional demographic characteristics listed across the “at a glance” tab.

The Fact Sheets can be used to explore the adult population data based on the Census variables that were used in the [CAEP regional funding formula](#) to determine the need for adult education within the region: *Educational Attainment (No High School Diploma)*, *Employment (Unemployed Adults)*, *Adult Population – 18 years and older*, *Poverty (Household)*, *Adult Literacy (7<sup>th</sup> Grade Education Level)*, and *ESL (the ability to speak English)*.

CAEP Fact Sheets for NOCRC for Overall Population



Of the 751,804 individuals ages 16 years and older, 12% identified as adults with disabilities, 34% foreign-born, 9% with limited English proficiency, 15% near poverty or below, 15% with no high school diploma, 5% unemployed, and 1% identified as disconnected youth.

When examining the age breakdown across different demographic characteristics, most individuals within NOCRC are 40 and older. However, 11% of individuals in near or below poverty are from ages 20-24 years old and more than one-third of unemployed individuals are between ages 20-29 years old. When comparing females to males, more females have identified as having disabilities, foreign-born, with limited English proficiency, and near or below poverty while more males indicated not having high school diploma, are unemployed or identified as disconnected youth.

	Overall population (16+)	Adults w/ disabilities	Foreign-born	Limited English	Near poverty or less	No high school diploma	Un-employed	Dis-connected youth*
<b>Population (16+)</b>	<b>751,804</b>	<b>90,490</b>	<b>258,231</b>	<b>67,824</b>	<b>116,259</b>	<b>111,013</b>	<b>36,385</b>	<b>5,375</b>
<b>Percent of Overall Population</b>		12%	34%	9%	15%	15%	5%	1%
<b>Age</b>								
16-17	3.1%	1.6%	0.8%	0.8%	3.9%	20.2%	1.3%	N/A
18-19	3.1%	1.3%	0.8%	0.8%	3.7%	4.0%	7.4%	19.2%
20-24	8.9%	2.9%	2.8%	2.1%	<b>11.2%</b>	2.6%	<b>19.7%</b>	80.8%
25-29	9.3%	3.6%	5.5%	4.2%	8.9%	5.8%	<b>16.0%</b>	N/A
30-34	8.7%	3.8%	6.6%	6.4%	8.7%	5.9%	6.3%	N/A
35-39	8.0%	3.6%	8.5%	5.8%	7.6%	5.7%	7.6%	N/A
40-49	15.3%	6.4%	20.1%	16.8%	12.0%	12.8%	14.6%	N/A
50+	43.4%	76.8%	54.9%	63.1%	43.9%	42.9%	27.2%	N/A
<b>Gender</b>								
Female	51.5%	54.6%	54.3%	56.9%	58.2%	48.3%	48.8%	43.7%
Male	48.5%	45.4%	45.7%	43.1%	41.8%	<b>51.7%</b>	<b>51.2%</b>	<b>56.3%</b>

Below is the breakdown of race and ethnicity for NOCRC region by different population groups. While Hispanic/Latino and White are the largest groups for the overall population for the NOCRC region, there are more White adults with disabilities, more Asians as foreign-born, more Hispanic/Latino with limited English proficiency, near poverty or below, without a high school diploma, unemployed, and identified as disconnected youth.

	Overall population (16+)	Adults w/ disabilities	Foreign-born	Limited English	Near poverty or less	No high school diploma	Un-employed	Dis-connected youth*
<b>Population (16+)</b>	<b>751,804</b>	<b>90,490</b>	<b>258,231</b>	<b>67,824</b>	<b>116,259</b>	<b>111,013</b>	<b>36,385</b>	<b>5,375</b>
<b>Race/Ethnicity</b>								
American Indian or Alaska Native	0.2%	0.3%	0.1%	0.3%	0.5%	0.1%	1.0%	0.0%
Asian	23.5%	20.0%	<b>49.4%</b>	42.7%	24.1%	17.2%	21.3%	11.7%
Black or African American	2.1%	2.0%	1.1%	0.2%	3.0%	2.0%	2.6%	0.1%
Hispanic or Latino	<b>35.8%</b>	27.9%	39.3%	<b>52.7%</b>	<b>43.2%</b>	<b>64.7%</b>	<b>44.3%</b>	<b>59.8%</b>
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.1%	N/A	0.7%	0.0%	0.4%	0.0%
Some Other Race alone	0.7%	0.3%	0.4%	N/A	0.4%	0.2%	0.7%	0.0%
Two or More	2.7%	1.7%	1.0%	0.5%	2.2%	1.7%	2.6%	10.9%
White	34.7%	<b>47.3%</b>	8.6%	3.7%	25.9%	14.1%	27.0%	17.5%

When examining the English proficiency levels of adults within the NOCRC region, nearly one-fifth of adults indicated that they speak English less than “well”. However, almost half of the individuals in the region with no high school diploma indicated that they speak English less than “well”.

A total of 69 different languages are spoken by adults within NOCRC region. Over half of the adults indicated they speak English at home. More than a quarter of adults speak Spanish followed by Vietnamese, Korean, Tagalog. While adults speak other languages, the table below only provides data on top 5 languages. The majority of individuals who are foreign-born, have limited English proficiency, or do not have a high school diploma indicated Spanish as the language spoken at home.

When examining education attainment, over one-third of adults within NOCRC region have a Bachelor's or higher degree and another one-third with some college or Associate's degree. However, over half of those with limited English proficiency have less than high school diploma. While nearly 60% adults within the region are employed, majority of the adults with disabilities, with limited English proficiency, near or below poverty, or with no high school diploma are not in the labor force.

	Overall population (16+)	Adults w/ disabilities	Foreign-born	Limited English	Near poverty or less	No high school diploma	Un-employed	Dis-connected youth*
<b>Population (16+)</b>	<b>751,804</b>	<b>90,490</b>	<b>258,231</b>	<b>67,824</b>	<b>116,259</b>	<b>111,013</b>	<b>36,385</b>	<b>5,375</b>
<b>English Language Ability**</b>								
Speak English less than "well"	18.8%	33.2%	27.5%	100.0%	28.6%	<b>46.4%</b>	14.8%	9.2%
Speak English "well"	21.4%	22.3%	29.1%	N/A	22.5%	19.5%	19.0%	8.4%
Speak English "very well"	59.9%	44.5%	43.4%	N/A	48.9%	34.1%	66.2%	82.3%
<b>Languages Spoken At Home (Top 5 Overall)</b>								
English	<b>51.9%</b>	<b>57.8%</b>	9.5%	N/A	<b>42.2%</b>	32.0%	<b>47.8%</b>	<b>53.7%</b>
Spanish	25.7%	20.1%	<b>37.0%</b>	<b>52.2%</b>	32.6%	<b>51.2%</b>	31.2%	39.5%
Vietnamese	5.7%	6.3%	14.0%	24.5%	9.3%	8.6%	7.5%	2.0%
Korean	4.3%	2.8%	10.3%	9.8%	6.0%	2.0%	3.2%	1.3%
Tagalog	2.0%	2.8%	5.3%	1.5%	1.1%	N/A	1.2%	N/A
<b>Educational Attainment</b>								
Less than high school diploma	14.8%	22.3%	23.2%	<b>51.6%</b>	25.7%	100.0%	11.2%	12.1%
HSD or HSE	20.4%	26.0%	18.8%	22.4%	<b>27.8%</b>	N/A	23.6%	<b>45.7%</b>
Some college or Associate's degree	30.2%	<b>32.6%</b>	22.3%	14.4%	<b>27.8%</b>	N/A	<b>35.9%</b>	18.9%
Bachelor's or higher	<b>34.6%</b>	19.1%	<b>35.6%</b>	11.5%	18.7%	N/A	29.3%	23.3%
<b>Employment Status</b>								
Employed	<b>58.5%</b>	18.9%	<b>59.1%</b>	46.4%	32.4%	36.2%	N/A	N/A
Unemployed	4.8%	2.7%	4.4%	4.2%	9.4%	3.7%	<b>100.0%</b>	<b>100.0%</b>
Not in labor force	36.7%	<b>78.4%</b>	36.5%	<b>49.5%</b>	<b>58.2%</b>	<b>60.1%</b>	N/A	N/A

In addition to the CAEP Fact Sheets, further reports and regional plans were explored for Orange County. Per the [2021-22 Orange County Community Indicators Report](#), Orange County has the nation's fourth largest international population. The following tables provide a breakdown of countries of origin for the foreign-born population within Orange County.

### FOREIGN-BORN POPULATIONS CONTINUE TO INCREASE IN ORANGE COUNTY

FOREIGN-BORN POPULATION METRICS BY SOUTHERN CALIFORNIA COUNTY		
COUNTY	FOREIGN-BORN POPULATION	% FOREIGN-BORN POPULATION
Los Angeles	3,401,887	33.9%
<b>Orange</b>	<b>949,825</b>	<b>29.9%</b>
San Diego	761,933	22.8%
San Bernardino	468,907	21.5%
Riverside	525,953	21.3%

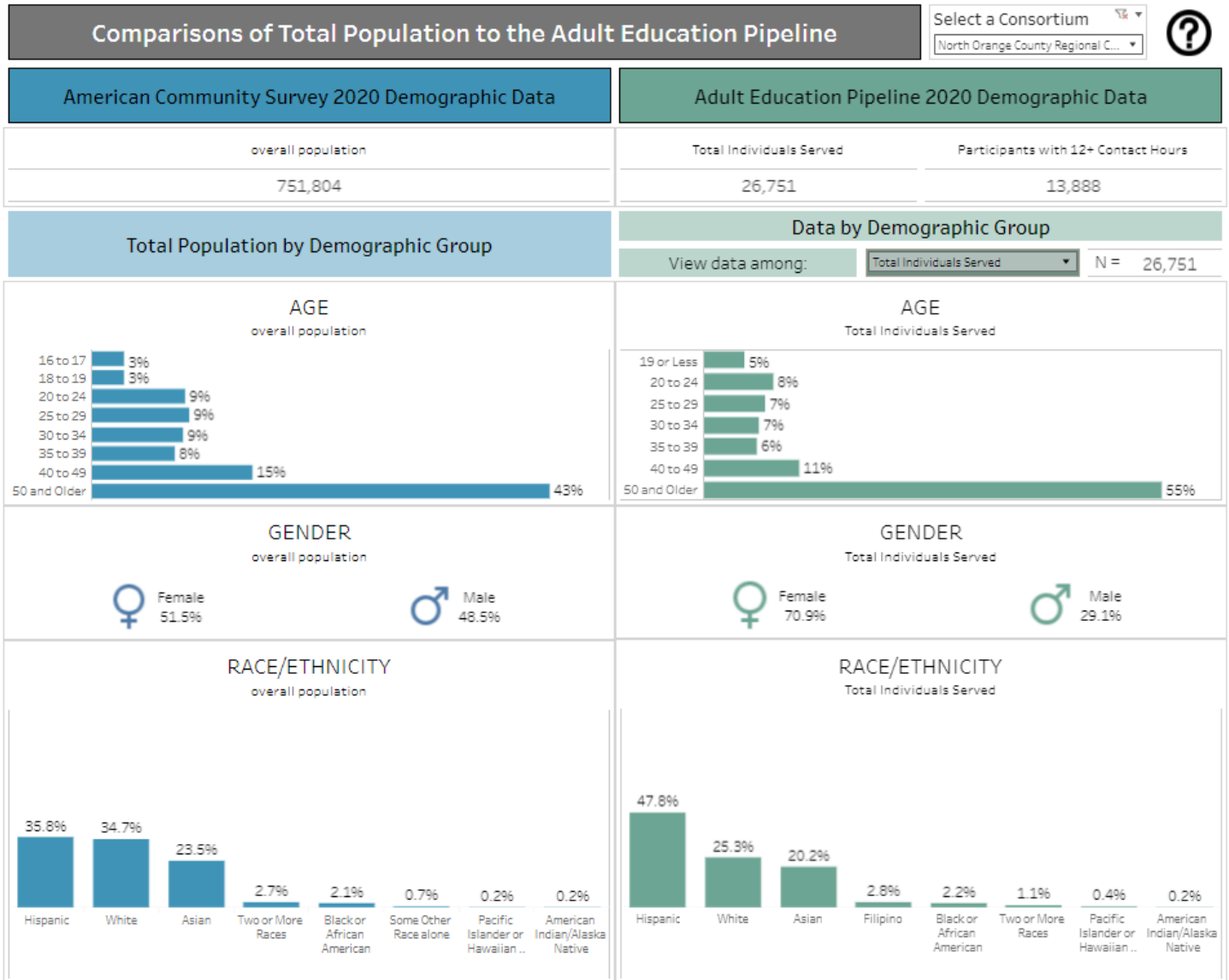
Source: U.S. Census Bureau, American Community Survey, 1-Year Estimates, Table B05006

TOP 10 COUNTRIES OF ORIGIN	
COUNTRY	POPULATION IN ORANGE COUNTY
Mexico	303,095
Vietnam	141,724
China	84,079
Korea	68,686
Philippines	59,126
India	33,341
Iran	27,400
Taiwan	26,254
El Salvador	20,128
Canada	11,009

Sources: U.S. Census Bureau, American Community Survey, 1-year Estimates, Table B05006

How do those align with profiles of students currently served by adult education programs?

The second tab on the Fact Sheets includes a comparison of the demographics of the total community population within the NOCRC region to the students served by NOCRC from the Adult Education Pipeline LaunchBoard.



What characteristics might be barriers to students coming to programs? (i.e., lack of public transportation; times and days of classes, etc.)

NOCE has surveyed its students over the years to collect feedback about their experiences and/or challenges they may face:

- [2017 Campus Climate Survey](#) (N=647)
- [2017-18 Stop Out Survey for Returning High School Students Survey](#) (N=174)
- [2018 Trimester vs Semester Survey](#) (N=1,149) [and Focus Groups](#) (N=66)
- [2020 Campus Climate Survey](#) (N=741)
- [2020 NOCE Remote Instruction Needs Student Survey](#) (N=170)
- [2020 Distance Education Student Survey](#) (N=955)
- [2021 Return to Campus Student Survey](#) (N=589)

Below is a list of barriers identified in surveys by students that impacted their educational journey at NOCE:

- scheduling conflicts
- job commitment
- personal and family responsibilities
- lack of childcare
- single parenting
- homelessness
- food insecurity
- transportation
- technology barriers
- lack of access to technology for remote courses

Additional barriers that NOCE students face has been identified in *NOCE's Enrollment Recovery Strategies Report*, which include:

- limited English language
- residency issues
- low literacy
- low income
- mental health issues
- unemployment
- underemployment
- previous incarceration

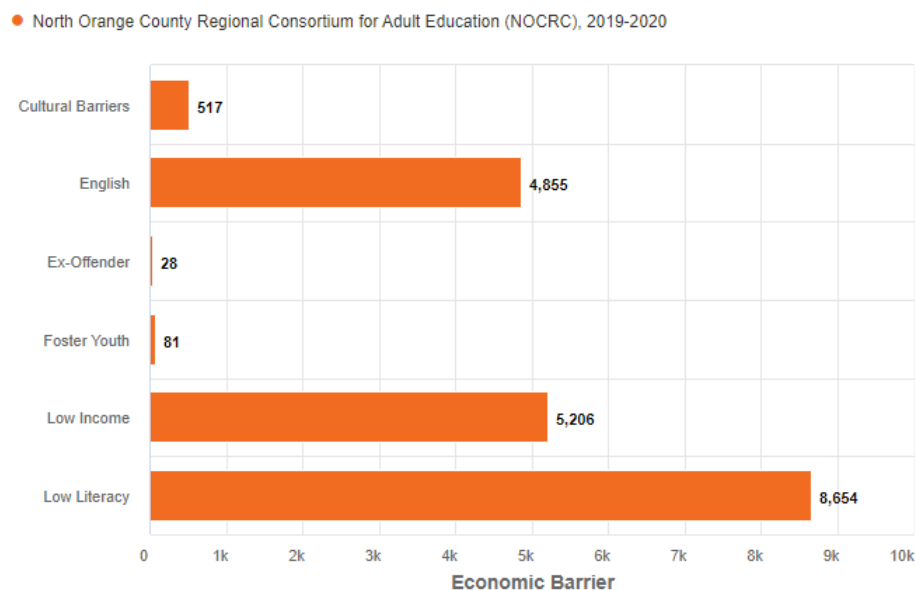
Students requested additional assistance and/or resources with meals, emotional support, housing, childcare, and overall health and well-being. Additionally, due to the COVID-19 pandemic, students also shared health and safety concerns that prevents them from taking in-person classes.



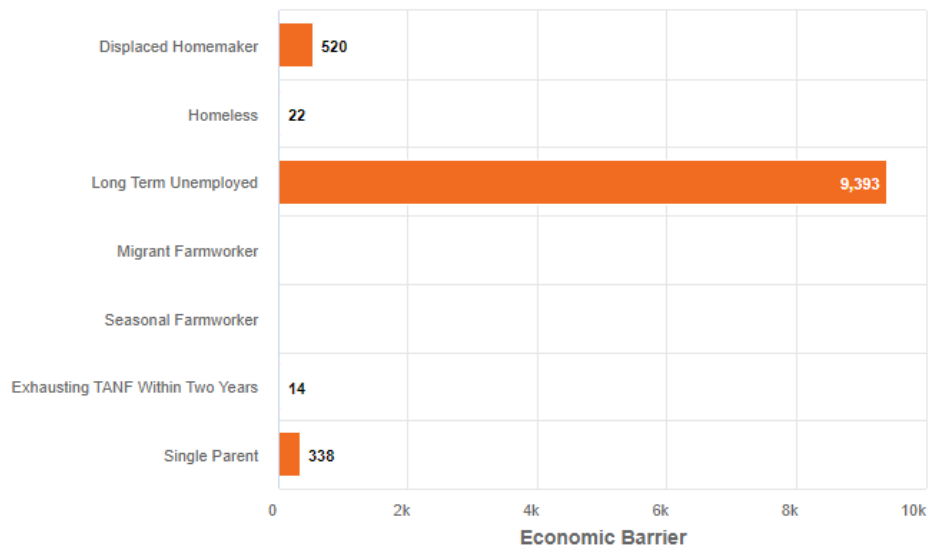
## What characteristics might be barriers to employment in certain areas of the region or for certain populations?

The [AEP LaunchBoard](#) examines students' barriers to employment and differentiates between barriers that students experienced at any time up to and including in the selected year (if ever flagged) or in the selected year. Below are screenshots of barriers reported by students served by NOCRC and GGUSD in 2019-20. Barriers to employment are calculated out of all reported individuals. In 2019-20, NOCRC served **26,751** individuals and GGUSD served **2,376** individuals.

The top four largest barriers to employment reported by NOCRC students include: long-term unemployment (35%), low literacy (32%), low-income (19%), and limited English proficiency (18%). It is important to note that data for certain barriers may be incomplete. Barrier information is mostly self-reported. Barrier information is collected through CASAS forms and MIS. NOCE's ESL program and NOCROP primarily provides this information through CASAS forms. NOCE students who register online also have the ability to submit this information through the VTEA form they receive when attempting to register for classes for any given term. However, certain barriers (e.g., ex-offender, cultural barriers, etc.) could not be reported through MIS until Spring 2021 when updates to the MIS reporting system and NOCCCD VTEA were completed.

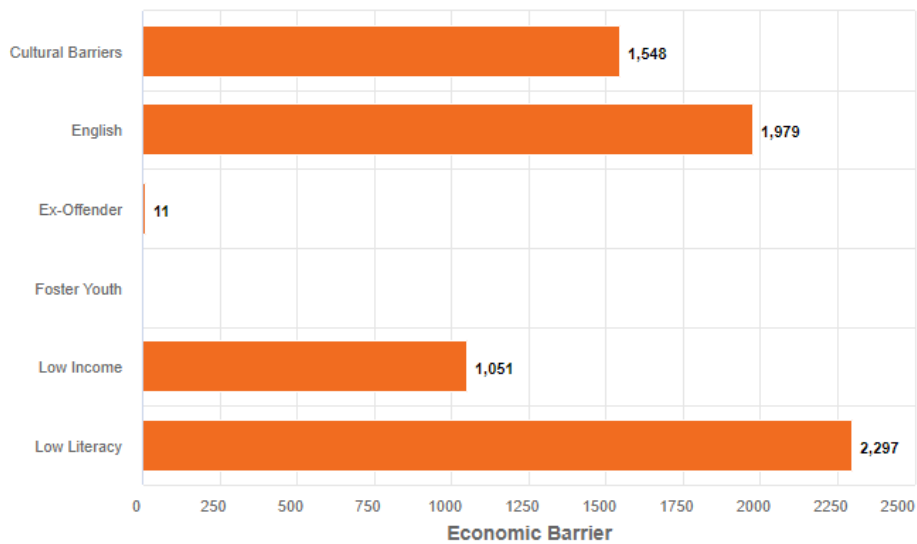


● North Orange County Regional Consortium for Adult Education (NOCRC), 2019-2020

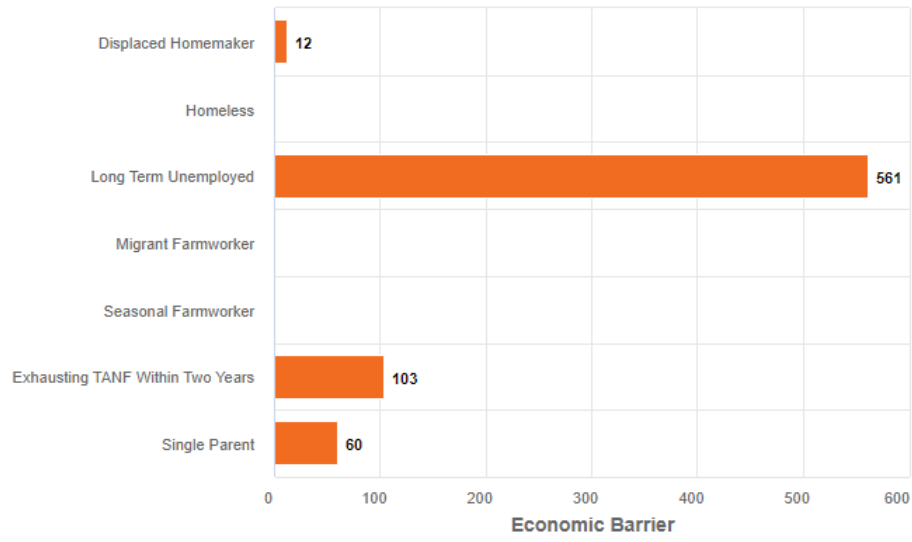


The top four largest barriers to employment reported by GGUSD students include: low literacy (97%), limited English proficiency (83%), cultural barriers (65%), and low-income (44%).

● Garden Grove Unified School District (GGUSD), 2019-2020



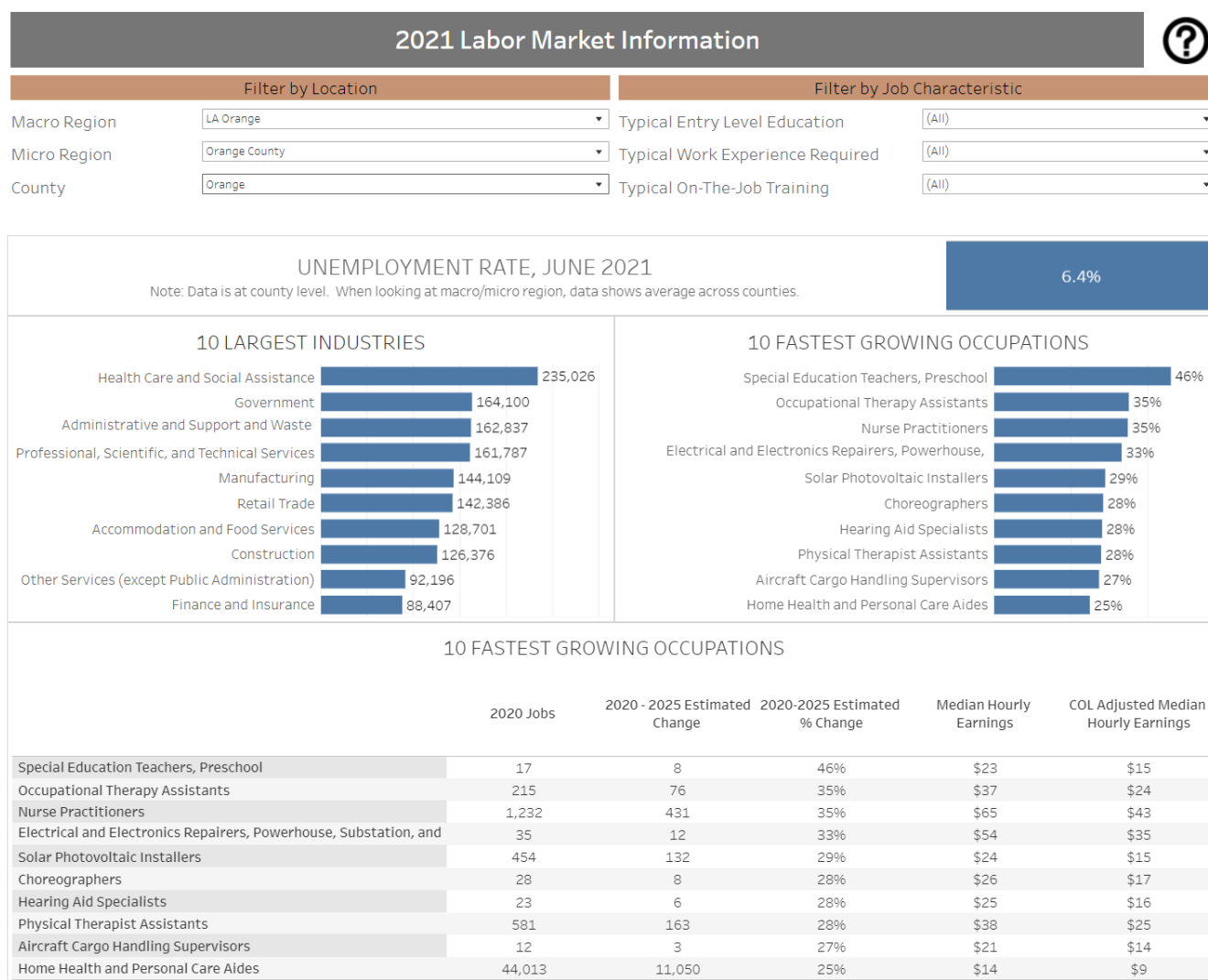
● Garden Grove Unified School District (GGUSD), 2019-2020



## What industries is the region home to?

The second to the last tab on the [Fact Sheets](#) provides labor market information, which can be filtered down to a region or county level. The dashboard can be further disaggregated based on education and levels of work experience needed for employment. Below is a screenshot of labor market information for Orange County for all education and work experience requirements.

The top largest industry within Orange County is “Health Care and Social Assistance” with the fastest growing occupation being “Special Education Preschool Teachers”



However, when the data is filtered down to select *no formal educational credential, high school diploma or equivalent, or postsecondary nondegree award* for the typical entry level education with less than 5 years of work experience required, the top 10 fastest growing occupations in Orange County changes as presented below.

## 10 FASTEST GROWING OCCUPATIONS



Since 15% of NOCE students are from surrounding cities outside of NOCRC region, it is important to examine industry and occupational data for the region closer to Orange County. Below is a screenshot of data for Los Angeles County. While the top two largest industries are same for both Orange County and Los Angeles County, retail trade is third largest for Los Angeles, which differs from Orange County.

**2021 Labor Market Information**

Filter by Location		Filter by Job Characteristic	
Macro Region	LA Orange	Typical Entry Level Education	(All)
Micro Region	Los Angeles	Typical Work Experience Required	(All)
County	Los Angeles	Typical On-The-Job Training	(All)

### UNEMPLOYMENT RATE, JUNE 2021

Note: Data is at county level. When looking at macro/micro region, data shows average across counties.

10.5%

#### 10 LARGEST INDUSTRIES

Health Care and Social Assistance	884,535
Government	610,627
Retail Trade	402,136
Professional, Scientific, and Technical Services	363,391
Other Services (except Public Administration)	318,182
Accommodation and Food Services	317,432
Administrative and Support and Waste	291,232
Manufacturing	285,830
Transportation and Warehousing	251,148
Construction	226,899

#### 10 FASTEST GROWING OCCUPATIONS

Special Education Teachers, Preschool	48%
Aircraft Cargo Handling Supervisors	42%
Occupational Therapy Assistants	41%
Helpers--Roofers	37%
Physical Therapist Assistants	36%
Motorboat Operators	35%
Nurse Practitioners	31%
Aircraft Service Attendants and Transportation Workers,	30%
Home Health and Personal Care Aides	24%
Flight Attendants	24%

#### 10 FASTEST GROWING OCCUPATIONS

	2020 Jobs	2020 - 2025 Estimated Change	2020-2025 Estimated % Change	Median Hourly Earnings	COL Adjusted Median Hourly Earnings
Special Education Teachers, Preschool	92	45	48%	\$25	\$16
Aircraft Cargo Handling Supervisors	132	56	42%	\$22	\$13
Occupational Therapy Assistants	521	214	41%	\$35	\$21
Helpers--Roofers	12	4	37%	\$17	\$11
Physical Therapist Assistants	1,366	487	36%	\$36	\$22
Motorboat Operators	36	12	35%	\$14	\$9
Nurse Practitioners	3,740	1,177	31%	\$65	\$40
Aircraft Service Attendants and Transportation Workers, All Other	305	92	30%	\$20	\$12
Home Health and Personal Care Aides	257,225	62,814	24%	\$14	\$9
Flight Attendants	8,245	2,013	24%	\$29	\$18

Note: Data is at the county level. When viewing data across counties (e.g. at the macro or micro region level), data displayed are the sums or averages across relevant counties. Data Source: Bureau of Labor Statistics

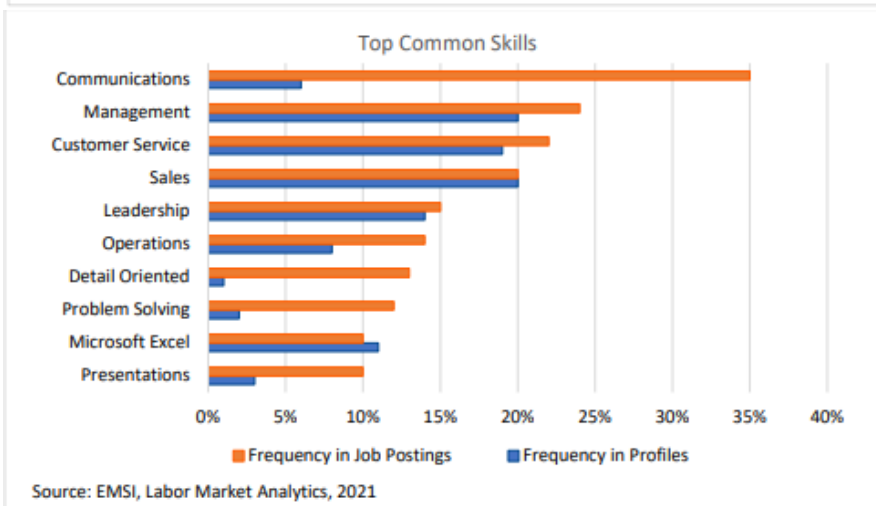
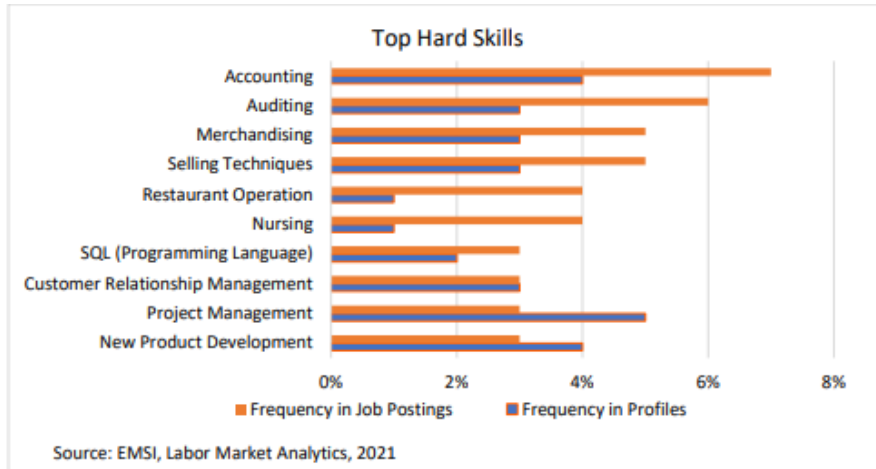
What kind of skills are they looking for in their employees?

Based on the 2021 EMSI Labor Market Analytics as presented in the [2021-24 Orange Regional Planning Unit's Regional Plan](#), the table below includes occupations within Orange County with the highest projected skills gap between 2015 and 2025 (pp. 9-10).

### Skills Gap by Occupation<sup>21</sup>

SOC	Description	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 Replacement Jobs	2020 - 2025 Openings	Regional Completions (2019)	Skills Gap	Median Hourly Earnings	Typical Entry Level Education
43-3031	Bookkeeping, Accounting, and Auditing Clerks	20,984	20,603	(381)	11,058	13,243	676	12,567	\$22.58	Some college, no degree
25-9045	Teaching Assistants, Except Postsecondary	11,752	12,207	455	5,678	7,391	45	7,346	\$17.63	Some college, no degree
53-3032	Heavy and Tractor-Trailer Truck Drivers	10,600	10,908	308	5,433	6,891	133	6,758	\$22.92	Postsecondary nondegree
31-1131	Nursing Assistants	9,546	10,594	1,049	5,118	7,441	1,178	6,263	\$16.75	Postsecondary nondegree
31-9092	Medical Assistants	8,628	9,548	920	4,476	6,496	2,156	4,340	\$17.62	Postsecondary nondegree award
31-9011	Massage Therapists	4,714	5,489	775	2,556	4,013	1,097	2,916	\$16.96	Postsecondary nondegree
23-2011	Paralegals and Legal Assistants	4,308	4,662	354	2,143	3,009	174	2,835	\$22.87	Associate degree
49-3023	Automotive Service Technicians and Mechanics	6,645	6,526	(119)	2,867	3,435	608	2,827	\$21.99	Postsecondary nondegree
31-9091	Dental Assistants	5,617	5,799	182	2,846	3,648	1,295	2,353	\$19.39	Postsecondary nondegree
43-4151	Order Clerks	3,576	3,337	(240)	1,826	2,211	41	2,170	\$17.34	Some college, no degree
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	3,944	4,182	238	1,727	2,354	262	2,092	\$29.66	Postsecondary nondegree
15-1232	Computer User Support Specialists	7,826	8,244	418	2,690	3,724	1,647	2,077	\$26.56	Some college, no degree
29-2061	Licensed Practical and Licensed Vocational Nurses	6,214	6,894	680	2,254	3,520	1,506	2,014	\$28.94	Postsecondary nondegree
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	2,327	2,099	(228)	1,119	1,331	0	1,331	\$29.93	Postsecondary nondegree
17-3023	Electrical and Electronic Engineering Technologists and Technicians	2,202	2,217	15	919	1,122	1	1,121	\$30.84	Associate degree

Based on the job postings between January 2020 to January 2021, below are the top hard skills and top common skills listed in job postings (p. 10).



### What kinds of credentials do they value?

The Orange County, Anaheim, and Santa Ana Workforce Development Boards and their partners identified four priority industries in their regional plan, as indicated in the [2021-2024 Strong Workforce Program Orange County Regional Plan](#) (p.14-15). Below are the four industries and the different levels of occupations that are projected to grow within the region.



Four priority industries identified in the plan are projected to play a pivotal role in shaping the economy over the coming decades:

- **Advanced Manufacturing**, which includes middle-skill occupations in computer and electrical engineering; fabricated metal product manufacturing, medical equipment and supply manufacturing; and aerospace products and parts manufacturing. The majority of job opportunities in this sector are arising due to the retirement of an aging manufacturing workforce in the county
- **Health Care**, a major employer in the region providing low-, middle-, and high-skill occupations that is projected to grow rapidly over the next decade
- **Information Technology**, a booming industry that produces jobs not only in technology firms, but also in other sectors including health care, financial services, and government
- **Hospitality and Tourism**, a legacy industry that is bolstered by the county’s 42 miles of scenic coastline and attractions such as Disneyland, Knott’s Berry Farm, and Mission San Juan Capistrano

In addition to technical skills required in the advanced manufacturing, health care, and information technology sectors, the plan highlights soft skills—such as project management, teamwork, and team management—and critical thinking skills—such as process improvement and problem solving—as critical to these industries.

Are there new industries expected to be moving into the region?

Below is a chart provided in the [2021-24 Orange Regional Planning Unit’s Regional Plan](#) that lists the top 13 emerging industries in Orange County (p.11).

### Industries with Emerging Demand

NAICS	Description	2015 Jobs	2020 Jobs	2015 - 2020 Change	2015 - 2020 % Change	Competitive Effect	2015 Location Quotient	2020 Location Quotient	% Change in LQ
485	Transit and Ground Passenger Transportation	4,245	6,136	1,891	45%	1,209	0.64	0.79	14.56%
312	Beverage and Tobacco Product Manufacturing	1,551	2,080	529	34%	125	0.62	0.65	3.04%
481	Air Transportation	827	1,091	264	32%	197	0.16	0.20	3.29%
624	Social Assistance	41,749	50,822	9,072	22%	3,690	0.96	1.02	6.02%
484	Truck Transportation	5,604	6,621	1,017	18%	841	0.30	0.34	3.92%
562	Waste Management and Remediation Services	4,665	5,385	720	15%	158	1.02	1.04	1.58%
454	Nonstore Retailers	6,937	7,948	1,011	15%	273	0.97	0.99	2.00%
902	State Government	28,208	32,308	4,100	15%	3,552	0.48	0.54	5.19%
621	Ambulatory Health Care Services	84,699	96,614	11,915	14%	3,346	1.07	1.09	2.24%
623	Nursing and Residential Care Facilities	25,146	28,413	3,267	13%	2,887	0.69	0.76	6.72%
325	Chemical Manufacturing	7,473	8,441	968	13%	595	0.84	0.89	5.07%
337	Furniture and Related Product Manufacturing	4,263	4,802	540	13%	646	0.97	1.10	13.38%
446	Health and Personal Care Stores	10,942	12,253	1,312	12%	1,524	0.94	1.06	11.82%

Source: EMSI, Labor Market Analytics, 2021



## What outcomes do our current students achieve?

The student outcome data for each metric can be found below in [Section 3: Metrics](#).

### Are graduates earning a living wage for the region?

The wage data for NOCE graduates is extracted from an excel file provided by EMSI based on their analysis for graduates and non-graduates for all institutions within NOCCCD. EMSI gathered employment and wage data for students based on publicly available social and professional profiles for individuals. Student were matched on name and either contact information or award information. The findings below are of NOCE graduates between 2000 and 2021 who met the matching criteria.

Per EMSI data, of the 749 NOCE graduates, 77% reside in Orange County and remaining 23% reside outside of the region, with 11% residing in Los Angeles County. Nearly one-third of the graduates are employed in the field in which they received their education/certificate in, while 19% are employed out of field. However, for nearly half of the graduates, it is difficult to determine whether student employed in or out of field of study given the missing information regarding CIP codes.

#### *Employment Status of NOCE Graduates (N=749)*

Employment Status	Resides		Grand Total
	Resides in Region	Resides out of Region	
Employed in Field	26.30%	5.87%	32.18%
Employed out of Field	14.82%	4.41%	19.23%
No Current SOC Listed	10.81%	3.87%	14.69%
Employed, but CIP Not Mapped	24.57%	9.35%	33.91%
<b>Grand Total</b>	<b>76.50%</b>	<b>23.50%</b>	<b>100.00%</b>

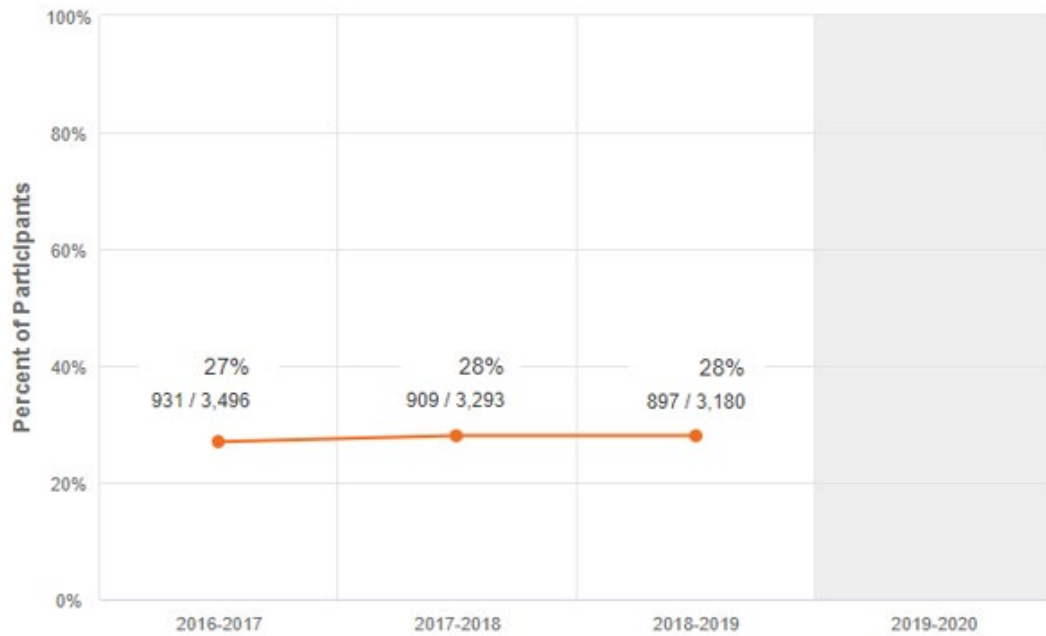
Below is a table provided by EMSI that examines the wage estimates for NOCE graduates by program of study. The potential annual wage presents the “average wage for the graduate’s most recent occupation and county”, whereas the estimates annual wage “estimates current annual earnings using the median wage for the graduate’s most recent occupation and county and adjusting for age and degree level” (EMSI Burning Glass, 2021).

*Wage Estimates for NOCE Graduates by Program*

	Total Count	Total Ptnl. Wage	Total Est. Wage
<b>NOCE: Career Technical Education (CTE)</b>	<b>446</b>	<b>\$69,183.21</b>	<b>\$57,364.56</b>
Medical Assisting Certificate	67	\$59,364.55	\$49,218.33
Administrative Assistant	62	\$61,754.68	\$52,157.87
Pharmacy Technician	61	\$81,984.55	\$67,155.68
Administrative Assistant Cert	45	\$71,345.97	\$61,128.01
Early Childhood Education Prog	33	\$70,006.26	\$60,298.64
Pharmacy Tech Registration	32	\$62,714.42	\$49,468.85
Early Childhood Education	31	\$70,532.92	\$56,951.49
Management Program	29	\$75,620.17	\$65,581.26
Medical Assistant	26	\$67,257.59	\$54,979.54
Pharmacy Technician Cert Prog	21	\$56,969.29	\$45,497.03
Quality Assr Mgmt Cert Med Dev	13	\$81,535.94	\$63,174.12
Administrative Professional	5	\$70,868.28	\$55,120.78
Business Information Worker	5	\$51,857.04	\$41,264.48
Funeral Service Assistant	5	\$79,866.33	\$54,065.85
Management	3	\$68,436.20	\$66,080.45
Medical Assist Front Office Pr	3	\$42,842.10	\$28,934.40
Electrical Trainee Program	3	\$137,081.00	\$136,495.12
Fundamen Comp Concepts Sk Prog	1	\$115,361.00	\$83,272.11
Graphic, Design And Web Skills	1	\$152,894.00	\$135,018.80
<b>NOCE: High School Diploma Program/GED</b>	<b>277</b>	<b>\$77,204.24</b>	<b>\$57,909.41</b>
High School Diploma Program	160	\$77,162.13	\$55,834.77
High School Diploma	111	\$78,206.22	\$61,636.26
High School Subjects	6	\$62,404.90	\$43,435.15
<b>NOCE: English As A Second Language</b>	<b>24</b>	<b>\$76,668.60</b>	<b>\$59,368.22</b>
ESL Academic Success	24	\$76,668.60	\$59,368.22
<b>Noce: Lifeskills Education Advancement Program (LEAP)</b>	<b>2</b>	<b>\$63,150.40</b>	<b>\$48,704.46</b>
Braille Transcribing	2	\$63,150.40	\$48,704.46
<b>Grand Total</b>	<b>749</b>	<b>\$72,304.54</b>	<b>\$57,599.23</b>

When examining the annual earnings compared to the living wage data for NOCRC, about 28% of existing participants (*students who took a class and did not subsequently enroll in any postsecondary education institution the following academic year at any point*) in 2018-19 earned a living wage, based on annual earnings, compared to the standard-of-living wage for a single individual in Orange County. The living wage data in the [AEP LaunchBoard](#) excluded individual who are self-employed, employed out of state, unemployed, not in workforce, or military or federal government employees.

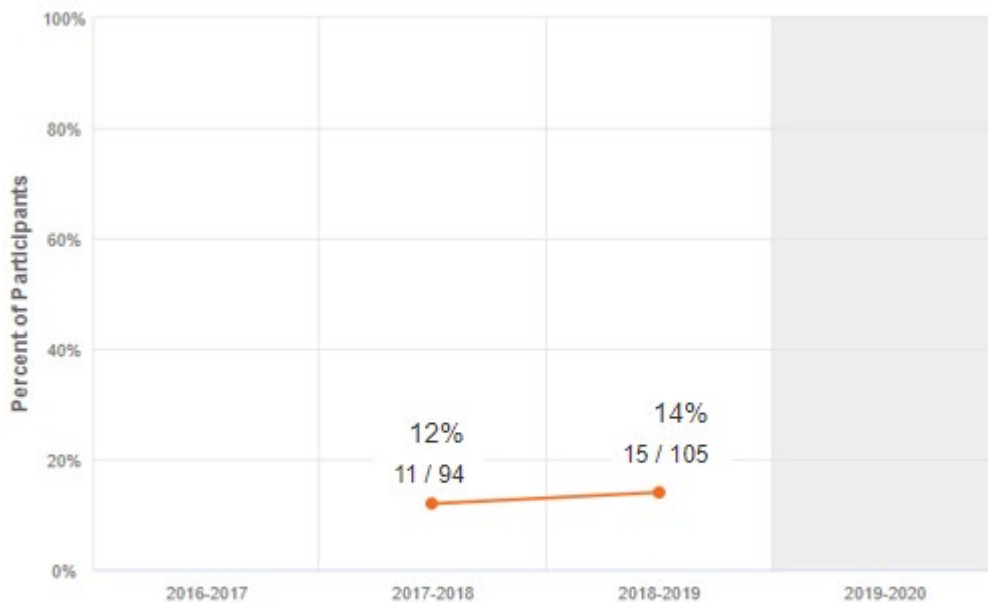
● North Orange County Regional Consortium for Adult Education (NOCRC), 2019-2020



Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Wage File, Insight Center for Community Economic Development, Living Wage table

When this data is examined for GGUSD, about 14% of the exiting participants were making a living wage.

● Garden Grove Unified School District (GGUSD), 2019-2020



Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Wage File, Insight Center for Community Economic Development, Living Wage table

## Section 3: Metrics

This section provides the [Adult Education Pipeline LaunchBoard](#) data for the CAEP metrics listed in Section 3: Metrics in the [CAEP Three-Year Plan Guidance Document](#):

- The tables are adapted from the CAEP Statewide Averages found on Cal Adult Ed website: <https://caladulthood.org/Administrators/43>
- Numbers are pulled from the Adult Education Pipeline LaunchBoard version 4.1 published in April 2021: <https://www.calpassplus.org/LaunchBoard/Adult-Education-Pipeline.aspx>
- Numbers are provided for California, North Orange County Regional Consortium for Adult Education (NOCRC), and the service providers within NOCRC, including, North Orange Continuing Education (NOCE), North Orange County Regional Occupational Program (NOCROP), and Garden Grove Unified School District (GGUSD).
- Data under NOCRC is reflective of Cypress College, Fullerton College, NOCE, and NOCROP.
- GGUSD data is retrieved from Adult Education Pipeline LaunchBoard submitted under the Rancho Santiago Adult Education Consortium.
- NOCROP data is only available for 2019-20 in the Adult Education Pipeline LaunchBoard.
- The 2019-20 data is not available for transition and employment and earnings outcomes since it examines data for the selected and subsequent year.
- An \* is used to indicate that data has been suppressed or complementary suppressed “according to FERPA to protect students’ personally identifiable information. Suppression takes place when too few students are included in the metric” (AEP LaunchBoard).

### Required and Optional Metrics to set Targets for the CAEP Three-Year Plan

The CAEP Three-Year Plan requires the consortium and its members to set targets around the following mandatory metrics:

The **two mandatory** metrics at the **consortium level** include:

- (1) the number of adults served
- (2) select **one** barrier out of the four:
  - a. English Language Learners
  - b. Low Literacy
  - c. Low Income
  - d. Long Term Unemployed

The **two mandatory** metrics at the **member level** include:

- (1) the number of adults who become participants
- (2) the percent of available funds spent (i.e., the anticipated percentage of funds expended per budgetary year factoring in carryover from prior years)

**Optional Metrics:** In addition to the mandatory metrics, there are ten optional metrics that members can choose from:

**Progress**

- ABE Participants That Have an Education Functioning Levels (EFL) Gain
- ASE Participants That Have an Education Functioning Levels (EFL) Gain
- ESL Participants That Have an Education Functioning Levels (EFL) Gain
- Participants Who Complete an EL Civics COAAP or Course (Immigrant Integration Milestone)

**Success**

- All Participants Who Earn Their High School Diploma (HSD) or Equivalency (HSE)
- All Participants Who Earn a Postsecondary Credential

**Transition**

- ESL, ABE, or ASE Participants That Transition to Postsecondary
- ESL, ABE, or ASE Participants That Transition to CTE

**Employment and Earnings**

- Participants Who Become Employed in the 2nd Quarter After Exit
- Median Change in Earnings

## ADULTS SERVED AND PARTICIPANTS

### Number of Adults Served (Reportable Individuals)<sup>1</sup>

The unduplicated count of adults (reportable individuals) who received any services and/or were enrolled in any adult education or noncredit program with at least one hour of instruction.

Year	2016-17	2017-18	2018-19	2019-20	Average Across 4 Years
<b>California</b>	773,927	901,312	863,941	790,189	832,342
<b>NOCRC</b>	30,430	30,824	29,474	26,751	29,370
<b>NOCE</b>	28,650	29,105	28,143	25,284	27,796
<b>NOCROP</b>	N/A	N/A	N/A	223	N/A
<b>GGUSD</b>	3,088	3,023	2,956	2,376	2,861

<sup>1</sup> This is a mandatory metric at the consortium level.

## Reportable Individuals with the Following Barrier: English Language<sup>2</sup>

Among all reportable individuals, the number who were ever flagged as having limited ability in speaking, reading, writing, or understanding the English language when they enrolled in adult education.

Year	2016-17	2017-18	2018-19	2019-20	Average Across 4 Years
<b>California</b>					
Reported Individuals	773,927	901,312	863,941	790,189	832,342
English Learners	261,715	296,406	286,956	272,650	279,432
Percent	34%	33%	33%	35%	34%
<b>NOCRC</b>					
Reported Individuals	30,430	30,824	29,474	26,751	29,370
English Learners	4,875	6,106	5,625	4,855	5,365
Percent	16%	20%	19%	18%	18%

### Reportable Individuals with the English Language Barrier, by NOCRC's Funded Members

Year	2016-17	2017-18	2018-19	2019-20	Average Across 4 Years
<b>NOCE</b>					
Reported Individuals	28,650	29,105	28,143	25,284	27,796
English Learners	3,788	5,022	4,801	4,278	4,472
Percent	13%	17%	17%	17%	16%
<b>NOCROP</b>					
Reported Individuals	N/A	N/A	N/A	*	N/A
English Learners	N/A	N/A	N/A	*	N/A
Percent	N/A	N/A	N/A	*	N/A
<b>GGUSD</b>					
Reported Individuals	3,088	3,023	2,956	2,376	2,861
English Learners	2,712	2,537	2,527	1,979	2,439
Percent	88%	84%	85%	83%	85%

Note. \*= Data has been suppressed or complementary suppressed.

<sup>2</sup> This is a mandatory metric at the consortium level. Out of the four barriers (English Language, Low Literacy, Low Income, Long Term Unemployed), select at least one.

## Reportable Individuals with the Following Barrier: Low Literacy<sup>2</sup>

Among all reportable individuals, the number who were ever flagged as being unable to read, write, and speak in English, or compute and solve problems when they enrolled in adult education.

Year	2016-17	2017-18	2018-19	2019-20	Average Across 4 Years
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### California

<b>Reported Individuals</b>	773,927	901,312	863,941	790,189	832,342
<b>Low-Literacy</b>	257,233	305,014	330,551	442,304	333,776
<b>Percent</b>	33%	34%	38%	56%	40%

### NOCRC

<b>Reported Individuals</b>	30,430	30,824	29,474	26,751	29,370
<b>Low-Literacy</b>	6,798	6,971	6,487	8,654	7,228
<b>Percent</b>	22%	23%	22%	32%	25%

## Reportable Individuals with the Low Literacy Barrier, by NOCRC's Funded Members

Year	2016-17	2017-18	2018-19	2019-20	Average Across 4 Years
------	---------	---------	---------	---------	------------------------

### NOCE

<b>Reported Individuals</b>	28,650	29,105	28,143	25,284	27,796
<b>Low-Literacy</b>	6,648	6,826	6,386	7,938	6,950
<b>Percent</b>	23%	23%	23%	31%	25%

### NOCROP

<b>Reported Individuals</b>	N/A	N/A	N/A	223	N/A
<b>Low-Literacy</b>	N/A	N/A	N/A	41	N/A
<b>Percent</b>	N/A	N/A	N/A	18%	N/A

### GGUSD

<b>Reported Individuals</b>	3,088	3,023	2,956	2,376	2,861
<b>Low-Literacy</b>	724	1,925	1,255	2,297	1,550
<b>Percent</b>	23%	64%	42%	97%	54%

## Reportable Individuals with the Following Barrier: Low Income<sup>2</sup>

Among all reportable individuals, the number who were ever flagged as low income when they enrolled in adult education.

Year	2016-17	2017-18	2018-19	2019-20	Average Across 4 Years
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### California

<b>Reported Individuals</b>	773,927	901,312	863,941	790,189	832,342
<b>Low Income</b>	166,678	348,392	363,047	349,341	306,865
<b>Percent</b>	22%	39%	42%	44%	37%

### NOCRC

<b>Reported Individuals</b>	30,430	30,824	29,474	26,751	29,370
<b>Low Income</b>	5,181	5,744	5,388	5,206	5,380
<b>Percent</b>	17%	19%	18%	19%	18%

## Reportable Individuals with the Low Income Barrier, by NOCRC's Funded Members

Year	2016-17	2017-18	2018-19	2019-20	Average Across 4 Years
------	---------	---------	---------	---------	------------------------

### NOCE

<b>Reported Individuals</b>	28,650	29,105	28,143	25,284	27,796
<b>Low Income</b>	4,686	5,253	4,955	4,502	4,849
<b>Percent</b>	16%	18%	18%	18%	17%

### NOCROP

<b>Reported Individuals</b>	N/A	N/A	N/A	223	N/A
<b>Low Income</b>	N/A	N/A	N/A	145	N/A
<b>Percent</b>	N/A	N/A	N/A	65%	N/A

### GGUSD

<b>Reported Individuals</b>	3,088	3,023	2,956	2,376	2,861
<b>Low Income</b>	211	1,532	1,431	1,051	1,056
<b>Percent</b>	7%	51%	48%	44%	37%



## Reportable Individuals with the Following Barrier: Long Term Unemployed<sup>2</sup>

Among all reportable individuals, the number who were flagged as unemployed for more than 27 consecutive weeks when they enrolled in adult education.

Year	2016-17	2017-18	2018-19	2019-20	Average Across 4 Years
<b>California</b>					
Reported Individuals	773,927	901,312	863,941	790,189	832,342
Long Term Unemployed	250,994	323,325	331,683	303,433	302,359
Percent	32%	36%	38%	38%	36%
<b>NOCRC</b>					
Reported Individuals	30,430	30,824	29,474	26,751	29,370
Long Term Unemployed	11,608	11,315	10,766	9,393	10,771
Percent	38%	37%	37%	35%	37%

### Reportable individuals with the Long Term Unemployment Barrier, by NOCRC's Funded Members

Year	2016-17	2017-18	2018-19	2019-20	Average Across 4 Years
<b>NOCE</b>					
Reported Individuals	28,650	29,105	28,143	25,284	27,796
Long Term Unemployed	11,020	10,773	9,992	8,835	10,155
Percent	38%	37%	36%	35%	37%
<b>NOCROP</b>					
Reported Individuals	N/A	N/A	N/A	223	N/A
Long Term Unemployed	N/A	N/A	N/A	62	N/A
Percent	N/A	N/A	N/A	28%	N/A
<b>GGUSD</b>					
Reported Individuals	3,088	3,023	2,956	2,376	2,861
Long Term Unemployed	2,990	1,820	674	561	1,511
Percent	97%	60%	23%	24%	53%

## Reportable Individuals Without an Enrollment (0 Hours) who Received Services

The number of adults who received services and who have no instructional or positive attendance hours in an adult education or noncredit program in the selected year.

Year	2016-17	2017-18	2018-19	2019-20	Average Across 4 Years
<b>California</b>					
Reported Individuals	773,927	901,312	863,941	790,189	832,342
Without an Enrollment	8,013	39,147	45,421	19,682	28,066
Percent	1%	4%	5%	2%	3%
<b>NOCRC</b>					
Reported Individuals	30,430	30,824	29,474	26,751	29,370
Without an Enrollment	447	2,365	1,907	1,501	1,555
Percent	1%	8%	6%	6%	5%

## Reportable Individuals Without an Enrollment who Received Services, by NOCRC's Funded Members

Year	2016-17	2017-18	2018-19	2019-20	Average Across 4 Years
<b>NOCE</b>					
Reported Individuals	28,650	29,105	28,143	25,284	27,796
Without an Enrollment	447	2,364	1,906	1,501	1,555
Percent	2%	8%	7%	6%	6%
<b>NOCROP</b>					
Reported Individuals	N/A	N/A	N/A	*	N/A
Without an Enrollment	N/A	N/A	N/A	*	N/A
Percent	N/A	N/A	N/A	*	N/A
<b>GGUSD</b>					
Reported Individuals	*	*	*	*	*
Without an Enrollment	*	*	*	*	*
Percent	*	*	*	*	*

Note. \*= Data has been suppressed or complementary suppressed.

## Students That Go From Reportable Individuals to Participants Cohort<sup>3</sup>

Among all adult education students, the unduplicated count of participants who enrolled in a recognized adult education program and who had 12 or more hours of instruction in the program year except for students enrolled in Spring 2020 where only enrollment in a recognized adult education program is required.

Year	2016-17	2017-18	2018-19	2019-20	Average Across 4 Years
<b>California</b>					
Reported Individuals	773,927	901,312	863,941	790,189	832,342
Participants	514,964	522,133	498,248	469,212	501,139
Percent	67%	58%	58%	59%	60%
<b>NOCRC</b>					
Reported Individuals	30,430	30,824	29,474	26,751	29,370
Participants	16,015	15,124	13,976	13,888	14,751
Percent	53%	49%	47%	52%	50%

### Students That Go From Reportable Individuals to Participants Cohort, by NOCRC's Funded Members

Year	2016-17	2017-18	2018-19	2019-20	Average Across 4 Years
<b>NOCE</b>					
Reported Individuals	28,650	29,105	28,143	25,284	27,796
Participants	14,774	13,970	13,141	13,045	13,733
Percent	52%	48%	47%	52%	49%
<b>NOCROP</b>					
Reported Individuals	N/A	N/A	N/A	223	N/A
Participants	N/A	N/A	N/A	217	N/A
Percent	N/A	N/A	N/A	97%	N/A
<b>GGUSD</b>					
Reported Individuals	3,088	3,023	2,956	2,376	2,861
Participants	2,722	2,758	2,445	2,090	2,504
Percent	88%	91%	83%	88%	88%

<sup>3</sup> This is a mandatory metric at the member level.

## PROGRESS METRICS

### ESL, ABE, or ASE Participants That Have an Education Functioning Levels (EFL) Gain

Among all participants in ESL, ABE and ASE with an exit test, the unduplicated number of students who improved skills by one or more Educational Functioning Levels in the selected year.

Year	2016-17	2017-18	2018-19	2019-20	Average Across 4 Years
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#### California

ESL, ABE, or ASE Participants	420,142	416,731	389,674	363,316	397,466
Have an EFL Gain	124,033	154,482	150,696	114,696	135,977
Percent	30%	37%	39%	32%	34%

#### NOCRC

ESL, ABE, or ASE Participants	11,232	10,566	8,851	7,667	9,579
Have an EFL Gain	2,675	3,284	2,526	1,783	2,567
Percent	24%	31%	29%	23%	27%

### ESL, ABE, or ASE Participants That Have an EFL Gain, by NOCRC's Funded Members

Year	2016-17	2017-18	2018-19	2019-20	Average Across 4 Years
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#### NOCE

ESL, ABE, or ASE Participants	9,775	9,239	7,968	7,036	8,505
Have an EFL Gain	2,340	2,664	2,133	1,607	2,186
Percent	24%	29%	27%	23%	26%

#### NOCROP

ESL, ABE, or ASE Participants	N/A	N/A	N/A	*	N/A
Have an EFL Gain	N/A	N/A	N/A	*	N/A
Percent	N/A	N/A	N/A	*	N/A

#### GGUSD

ESL, ABE, or ASE Participants	2,722	2,758	2,445	2,047	2,493
Have an EFL Gain	1,431	1,570	1,404	862	1,317
Percent	53%	57%	57%	42%	53%

Note. \*= Data has been suppressed or complementary suppressed.

## ABE Participants That Have an EFL Gain

Among participants in ABE with an exit test, the unduplicated number of students who improved skills by one or more Educational Functioning Levels in the selected year.

Year	2016-17	2017-18	2018-19	2019-20	Average Across 4 Years
<b>California</b>					
<b>ABE Participants</b>	72,161	64,971	73,463	66,784	69,345
<b>Have an EFL Gain</b>	18,011	21,816	26,761	20,300	21,722
<b>Percent</b>	25%	34%	36%	30%	31%
<b>NOCRC</b>					
<b>ABE Participants</b>	1,806	1,786	1,501	1,144	1,559
<b>Have an EFL Gain</b>	257	419	272	160	277
<b>Percent</b>	14%	23%	18%	14%	18%

## ABE Participants That Have an EFL Gain, by NOCRC's Funded Members

Year	2016-17	2017-18	2018-19	2019-20	Average Across 4 Years
<b>NOCE</b>					
<b>ABE Participants</b>	1,496	1,546	1,488	1,137	1,417
<b>Have an EFL Gain</b>	252	307	265	158	246
<b>Percent</b>	17%	20%	18%	14%	17%
<b>NOCROP</b>					
<b>ABE Participants</b>	N/A	N/A	N/A	*	N/A
<b>Have an EFL Gain</b>	N/A	N/A	N/A	*	N/A
<b>Percent</b>	N/A	N/A	N/A	*	N/A
<b>GGUSD</b>					
<b>ABE Participants</b>	213	247	206	127	105
<b>Have an EFL Gain</b>	116	120	116	66	198
<b>Percent</b>	54%	49%	56%	52%	53%

Note. \*= Data has been suppressed or complementary suppressed.

## ASE Participants That Have an EFL Gain

Among participants in ASE with an exit test, the unduplicated number of students who improved skills by one or more Educational Functioning Levels in the selected year.

Year	2016-17	2017-18	2018-19	2019-20	Average Across 4 Years
<b>California</b>					
<b>ASE Participants</b>	130,758	139,207	136,283	124,894	132,786
<b>Have an EFL Gain</b>	25,145	38,489	41,587	29,793	33,754
<b>Percent</b>	19%	28%	31%	24%	25%
<b>NOCRC</b>					
<b>ASE Participants</b>	2,039	1,895	1,576	1,569	1,770
<b>Have an EFL Gain</b>	376	379	281	186	306
<b>Percent</b>	18%	20%	18%	12%	17%

## ASE Participants That Have an EFL Gain, by NOCRC's Funded Members

Year	2016-17	2017-18	2018-19	2019-20	Average Across 4 Years
<b>NOCE</b>					
<b>ASE Participants</b>	2,033	1,892	1,569	1,519	1,753
<b>Have an EFL Gain</b>	376	377	277	181	303
<b>Percent</b>	18%	20%	18%	12%	17%
<b>NOCROP</b>					
<b>ASE Participants</b>	N/A	N/A	N/A	*	N/A
<b>Have an EFL Gain</b>	N/A	N/A	N/A	*	N/A
<b>Percent</b>	N/A	N/A	N/A	*	N/A
<b>GGUSD</b>					
<b>ASE Participants</b>	302	389	192	348	308
<b>Have an EFL Gain</b>	117	107	100	69	98
<b>Percent</b>	39%	28%	52%	20%	32%

Note. \*= Data has been suppressed or complementary suppressed.

## ESL Participants That Have an EFL Gain

Among participants in ESL with an exit test, the unduplicated number of students who improved skills by one or more Educational Functioning Levels in the selected year.

Year	2016-17	2017-18	2018-19	2019-20	Average Across 4 Years
<b>California</b>					
<b>ESL Participants</b>	274,158	270,719	257,066	244,486	261,607
<b>Have an EFL Gain</b>	101,441	120,302	117,081	92,478	107,826
<b>Percent</b>	37%	44%	46%	38%	41%
<b>NOCRC</b>					
<b>ESL Participants</b>	8,609	8,087	6,867	5,665	7,307
<b>Have an EFL Gain</b>	2,447	2,950	2,364	1,676	2,359
<b>Percent</b>	28%	36%	34%	30%	32%

### ESL Participants That Have an EFL Gain, by NOCRC's Funded Members

Year	2016-17	2017-18	2018-19	2019-20	Average Across 4 Years
<b>NOCE</b>					
<b>ESL Participants</b>	7,446	6,993	5,984	5,078	6,375
<b>Have an EFL Gain</b>	2,114	2,439	1,971	1,502	2,007
<b>Percent</b>	28%	35%	33%	30%	31%
<b>NOCROP</b>					
<b>ESL Participants</b>	N/A	N/A	N/A	*	N/A
<b>Have an EFL Gain</b>	N/A	N/A	N/A	*	N/A
<b>Percent</b>	N/A	N/A	N/A	*	N/A
<b>GGUSD</b>					
<b>ESL Participants</b>	2,441	2,321	2,239	1,738	2,185
<b>Have an EFL Gain</b>	1,344	1,460	1,305	813	1,231
<b>Percent</b>	55%	63%	58%	47%	56%

Note. \* = Data has been suppressed or complementary suppressed.

## Participants Who Complete an EL Civics COAAP or Course (Immigrant Integration Milestone)

Among all participants, the number of who completed an EL Civics course or COAPPS milestone in the selected year.

Year	2016-17	2017-18	2018-19	2019-20	Average Across 4 Years
<b>California</b>					
Participants	514,964	522,133	498,428	469,212	501,184
Completed Milestone	410	460	684	87,592	22,287
Percent	0%	0%	0%	19%	4%
<b>NOCRC</b>					
Participants	16,015	15,124	13,976	13,888	14,751
Completed Milestone	256	186	193	2,423	765
Percent	2%	1%	1%	17%	5%

## Participants Who Completed an EL Civics COAAP or Course, by NOCRC's Funded Members

Year	2016-17	2017-18	2018-19	2019-20	Average Across 4 Years
<b>NOCE</b>					
Participants	14,774	13,970	13,141	13,045	13,733
Completed Milestone	253	186	192	1,939	643
Percent	2%	1%	1%	15%	5%
<b>NOCROP</b>					
Participants	N/A	N/A	N/A	N/A	N/A
Completed Milestone	N/A	N/A	N/A	N/A	N/A
Percent	N/A	N/A	N/A	N/A	N/A
<b>GGUSD</b>					
Participants	N/A	N/A	2,445	2,090	2,268
Completed Milestone	N/A	N/A	13	1,086	550
Percent	N/A	N/A	1%	52%	24%

Note. The Immigrant Integration Indicators reports were introduced in 2019-20. Institutions reporting into CASAS TE will see a large spike starting in 2019-20.



## SUCCESS METRICS

### All Participants Who Earn Their High School Diploma (HSD) or Equivalency (HSE)

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

Year	2016-17	2017-18	2018-19	2019-20	Average Across 4 Years
<b>California</b>					
Participants	514,964	522,133	498,428	469,212	501,184
Earned HSD or HSE	20,358	21,768	21,495	14,682	19,576
Percent	4%	4%	4%	3%	4%
<b>NOCRC</b>					
Participants	16,015	15,124	13,976	13,888	14,751
Earned HSD or HSE	35	106	128	123	98
Percent	0%	1%	1%	1%	1%

### All Participants Who Earn Their High School Diploma or Equivalency, by NOCRC's Funded Members

Year	2016-17	2017-18	2018-19	2019-20	Average Across 4 Years
<b>NOCE</b>					
Participants	14,774	13,970	13,141	13,045	13,733
Earned HSD or HSE	35	103	124	75	84
Percent	0%	1%	1%	1%	1%
<b>NOCROP</b>					
Participants	N/A	N/A	N/A	*	N/A
Earned HSD or HSE	N/A	N/A	N/A	*	N/A
Percent	N/A	N/A	N/A	*	N/A
<b>GGUSD</b>					
Participants	2,722	2,758	2,445	2,090	2,504
Earned HSD or HSE	28	30	53	52	41
Percent	1%	1%	2%	2%	2%

Note. \*= Data has been suppressed or complementary suppressed.

## All Participants Who Earn a Postsecondary Credential

Among all participants, the number who subsequently earned any postsecondary credential (ever) and had an enrollment in the selected year.

Year	2016-17	2017-18	2018-19	2019-20	Average Across 4 Years
<b>California</b>					
Participants	514,964	522,133	498,428	469,212	501,184
Earned Postsecondary Credential	44,591	48,518	45,503	34,863	43,369
Percent	9%	9%	9%	7%	9%
<b>NOCRC</b>					
Participants	16,015	15,124	13,976	13,888	14,751
Earned Postsecondary Credential	1,652	1,383	1,002	472	1,127
Percent	10%	9%	7%	3%	8%

## All Participants Who Earn a Postsecondary Credential, by NOCRC's Funded Members

Year	2016-17	2017-18	2018-19	2019-20	Average Across 4 Years
<b>NOCE</b>					
Participants	14,774	13,970	13,141	13,045	13,733
Earned Postsecondary Credential	1,644	1,378	999	454	1,119
Percent	11%	10%	8%	3%	8%
<b>NOCROP</b>					
Participants	N/A	N/A	N/A	N/A	N/A
Earned Postsecondary Credential	N/A	N/A	N/A	N/A	N/A
Percent	N/A	N/A	N/A	N/A	N/A
<b>GGUSD</b>					
Participants	2,722	2,758	2,445	2,090	2,504
Earned Postsecondary Credential	152	119	135	23	107
Percent	6%	4%	6%	1%	4%

Note. \*= Data has been suppressed or complementary suppressed.

## TRANSITION METRICS

### ESL, ABE, or ASE Participants That Transition to Postsecondary

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

Year	2016-17	2017-18	2018-19	2019-20	Average Across 4 Years
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#### California

ESL, ABE, or ASE Participants	420,142	416,731	389,674	N/A	408,849
Transitioned to Postsecondary	79,643	82,229	82,900	N/A	81,591
Percent	19%	20%	21%	N/A	20%

#### NOCRC

ESL, ABE, or ASE Participants	11,232	10,566	8,851	N/A	10,216
Transitioned to Postsecondary	1,868	1,486	1,290	N/A	1,548
Percent	17%	14%	15%	N/A	15%

### ESL, ABE, or ASE Participants That Transition to Postsecondary, by NOCRC's Funded Members

Year	2016-17	2017-18	2018-19	2019-20	Average Across 4 Years
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#### NOCE

ESL, ABE, or ASE Participants	9,775	9,239	7,968	N/A	8,994
Transitioned to Postsecondary	1,789	1,426	1,213	N/A	1,476
Percent	18%	15%	15%	N/A	16%

#### NOCROP

ESL, ABE, or ASE Participants	N/A	N/A	N/A	N/A	N/A
Transitioned to Postsecondary	N/A	N/A	N/A	N/A	N/A
Percent	N/A	N/A	N/A	N/A	N/A

#### GGUSD

ESL, ABE, or ASE Participants	2,722	2,758	2,445	N/A	2,642
Transitioned to Postsecondary	302	297	307	N/A	302
Percent	11%	11%	13%	N/A	11%

## ESL, ABE, or ASE Participants That Transition to CTE

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

Year	2016-17	2017-18	2018-19	2019-20	Average Across 4 Years
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### California

ESL, ABE, or ASE Participants	420,142	416,731	389,674	N/A	408,849
Transitioned to CTE	47,943	54,371	56,288	N/A	52,867
Percent	11%	13%	14%	N/A	13%

### NOCRC

ESL, ABE, or ASE Participants	11,232	10,566	8,851	N/A	10,216
Transitioned to CTE	870	936	842	N/A	883
Percent	8%	9%	10%	N/A	9%

## ESL, ABE, or ASE Participants That Transition to CTE, by NOCRC's Funded Members

Year	2016-17	2017-18	2018-19	2019-20	Average Across 4 Years
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### NOCE

ESL, ABE, or ASE Participants	9,775	9,239	7,968	N/A	8,994
Transitioned to CTE	836	890	799	N/A	842
Percent	9%	10%	10%	N/A	9%

### NOCROP

ESL, ABE, or ASE Participants	N/A	N/A	N/A	N/A	N/A
Transitioned to CTE	N/A	N/A	N/A	N/A	N/A
Percent	N/A	N/A	N/A	N/A	N/A

### GGUSD

ESL, ABE, or ASE Participants	2,722	2,758	2,445	N/A	2,642
Transitioned to CTE	193	246	258	N/A	232
Percent	7%	9%	11%	N/A	9%

## ESL, ABE, or ASE Participants That Transition to Credit College

Among all ESL, ABE and ASE participants, the number who transition by enrolling in a non-developmental credit college course for the first time at any institution within the selected or subsequent year.

Year	2016-17	2017-18	2018-19	2019-20	Average Across 4 Years
<b>California</b>					
ESL, ABE, or ASE Participants	420,142	416,731	389,674	N/A	408,849
Transitioned to Credit College	30,975	29,965	28,825	N/A	29,922
Percent	7%	7%	7%	N/A	7%
<b>NOCRC</b>					
ESL, ABE, or ASE Participants	11,232	10,566	8,851	N/A	10,216
Transitioned to Credit College	392	415	327	N/A	378
Percent	3%	4%	4%	N/A	4%

### ESL, ABE, or ASE Participants That Transition to Credit College, by NOCRC's Funded Members

Year	2016-17	2017-18	2018-19	2019-20	Average Across 4 Years
<b>NOCE</b>					
ESL, ABE, or ASE Participants	9,775	9,239	7,968	N/A	8,994
Transitioned to Credit College	375	401	317	N/A	364
Percent	4%	4%	4%	N/A	4%
<b>NOCROP</b>					
ESL, ABE, or ASE Participants	N/A	N/A	N/A	N/A	N/A
Transitioned to Credit College	N/A	N/A	N/A	N/A	N/A
Percent	N/A	N/A	N/A	N/A	N/A
<b>GGUSD</b>					
ESL, ABE, or ASE Participants	2,722	2,758	2,445	N/A	2,642
Transitioned to Credit College	138	169	92	N/A	133
Percent	5%	6%	4%	N/A	5%

## EMPLOYMENT AND EARNINGS METRICS

### Participants Who Become Employed in the 2<sup>nd</sup> Quarter After Exit

Among exiters, the number of participants who were employed two fiscal quarters after exiting adult school.

Year	2016-17	2017-18	2018-19	2019-20	Average Across 3 Years
<b>California</b>					
Participants (Exiters)	205,132	206,836	219,317	N/A	210,428
Employed	70,049	72,821	72,420	N/A	71,763
Percent	34%	35%	33%	N/A	34%
<b>NOCRC</b>					
Participants (Exiters)	12,301	11,379	11,488	N/A	11,723
Employed	3,496	3,293	3,180	N/A	3,323
Percent	28%	29%	28%	N/A	28%

### Participants Who Become Employed in the 2<sup>nd</sup> Quarter After Exit, by NOCRC's Funded Members

Year	2016-17	2017-18	2018-19	2019-20	Average Across 3 Years
<b>NOCE</b>					
Participants (Exiters)	12,204	11,299	11,345	N/A	11,616
Employed	3,389	3,222	3,103	N/A	3,238
Percent	28%	29%	27%	N/A	28%
<b>NOCROP</b>					
Participants (Exiters)	N/A	N/A	N/A	N/A	N/A
Employed	N/A	N/A	N/A	N/A	N/A
Percent	N/A	N/A	N/A	N/A	N/A
<b>GGUSD</b>					
Participants (Exiters)	*	755	195	N/A	475
Employed	*	94	105	N/A	100
Percent	*	12%	54%	N/A	21%

Note. \* = Data has been suppressed or complementary suppressed.

## Median Change in Earnings

The median change in earnings of exiting participants between the second quarter prior to the academic year of entry at any institution and the second quarter after the academic year of exit from the last institution attended.

Year	2016-17	2017-18	2018-19	2019-20	Average Across 3 Years
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### California

Participants (Exiters)	21,736	23,033	25,001	N/A	23,257
Percent Change	19%	19%	21%	N/A	20%

### NOCRC

Participants (Exiters)	2,156	2,057	1,988	N/A	2,067
Percent Change	15%	11%	14%	N/A	13%

## Median Change in Earnings, by NOCRC's Funded Members

Year	2016-17	2017-18	2018-19	2019-20	Average Across 3 Years
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### NOCE

Participants (Exiters)	2,144	2,051	1,984	N/A	2,060
Percent Change	15%	10%	14%	N/A	13%

### NOCROP

Participants (Exiters)	N/A	N/A	N/A	N/A	N/A
Percent Change	N/A	N/A	N/A	N/A	N/A

### GGUSD

Participants (Exiters)	*	*	*	N/A	N/A
Percent Change	*	*	*	N/A	N/A

Note. \* = Data has been suppressed or complementary suppressed.