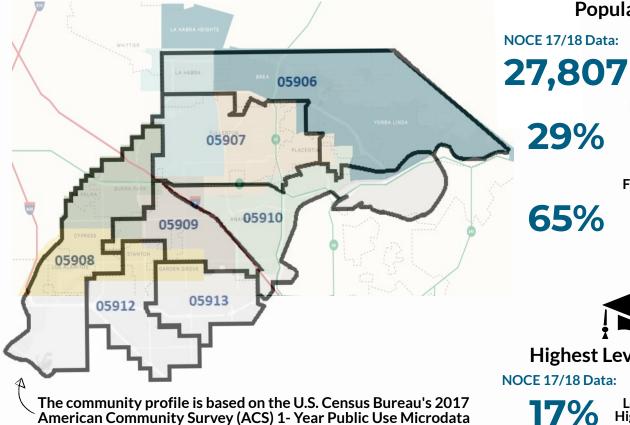


COMMUNITY PROFILE



Community Profile Map

Population (18+) **Community Data:**

981,279

51%

Highest Level of Education Less than

Community Data:

NOCE 17/18 Data: High School

High School Diploma or **HSE**

18% 13%

Associate's or above

38%

05908 - Buena Park, Cypress & Seal Beach (including La Palma and Los

Race and Ethnicity

Employment

05912 - Westminster*, Stanton & Garden Grove (West)

Seven micro-regions encompassing 13 cities within the NOCCCD

NOCE 15/16 Data:

23%

Proportion of program exiters in

Alamitos)

Samples (PUMS) estimates.

district boundaries were included:

05907 - Fullerton & Placentia

05909 - Anaheim City (West) 05910 - Anaheim City (East)

05913 - Garden Grove City (East)

05906 - Yorba Linda, La Habra, & Brea Cities

the selected cohort year that were employed two fiscal quarters after exiting adult school. Statewide employment is 35%.

Community Data:

NOCE 17/18 Data:

Earnings NOCE 15/16 Data:

45,86 Median annual earnings of exiting participants one year after exiting adult school. Statewide the

median is \$20,420.

NOCE 17/18 Data: Community Data: 36% 34% Hispanic or Latinx

24% White

32%

19%

Asian

27%

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CTE/Combined DSS

3,275 NOCE students **CTE** certificates served by CTE awarded

ESL

Community Data: Community residents who speak language other than English at home (n=525,802)**NOCE** students served by ESL

Unemployment rate

in the community

(n=29,091)

Community residents who reported having a (n=112.183) **NOCE 17/18 Data:** Students with 1,383 disability served

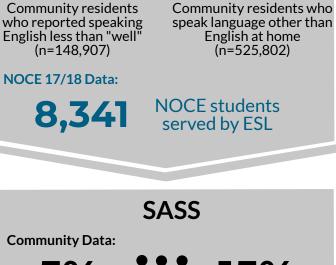
Community Data:

Community Data:

at NOCE

Community residents

disability



who reported having less than a HS diploma (n=166,290)**NOCE 17/18 Data:** 4,273 **266**

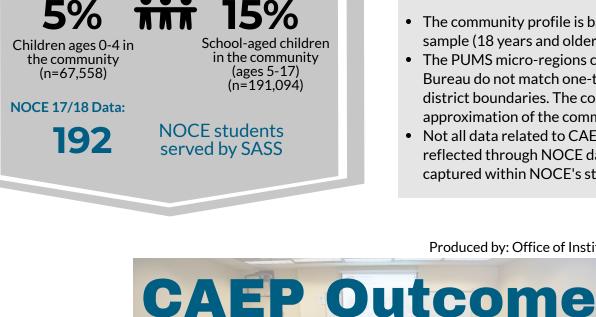
Basic Skills/HSDP

Some Notes About the

NOCE students

served by HSDP

HS Diplomas awarded



The community profile is based on only the adult sample (18 years and older) within the community. The PUMS micro-regions created by the Census Bureau do not match one-to-one with NOCCCD

district boundaries. The community profile is a close approximation of the community NOCRC serves.

Data

- Not all data related to CAEP strategies' outcomes is reflected through NOCE data since not everything is captured within NOCE's student information system.
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seven program areas.

Adults Served

Service only students.

Progress Adults served by members of the consortium who have demonstrated the following measure of progress:

Adults served by members of the consortium will be disaggregated into three categories:

Students receiving 1-11 instructional contact hours in any of the seven program areas.

Participants who received 12 or more instruction contact hours over a single program year in any of the

Placement into Jobs

Wage gain four quarters after exit.

Attainment of a living wage.

Median wage attainment two quarters after exit.

following outcome goals:

- Improve literacy and basic skills: includes completion of a course in ABE, ASE, or ESL for levels below transfer or CDCP certificate in basic skills or ESL. Transition to a new program: From ABE to ASE or from ESL to ASE or from ABE/ESL/ASE to CTE.
- Completion

Adults served by members of the consortium who have demonstrated the following measure of completion:

Completion of high school diplomas or recognized equivalents. Completion of postsecondary certificates, degrees, or training programs: CDCP CTE certificates (48+ hrs), locally approved certificates eligible for inclusion on the Eligible Training Provider List (ETPL), any

Adults served by members of the consortium who have demonstrated the following measure: Employment after two or four quarters post exit.

credit college award, certificate, degree that is not developmental.

- Improved Wages Adults served by members of the consortium who have demonstrated the following measure:
- Transition to Postsecondary Adults served by members of the consortium who have demonstrated the following measure of completion:

Collecting ightharpoonup

Transition to noncredit or credit CTE program. Transition to credit courses that are not developmental.

Submitting

The California Community Colleges Chancellor's Office Management Information System (MIS) unit collects data from all of the California

What to know...

community colleges and districts.

Each California

State data tools such as the **Student Success Metrics** community college and dashboard, the Student Success college district is required

Tools

Scorecard, Data Mart, Data on

launchboard are based on MIS

AEBG Annual

Legislative Report

Demand, and the Cal-PASS Plus

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Course catalog information Student general information Student enrollments Student financial aid

The data gathered to

Office includes:

status

rendered

submit to the Chancellor's

populations indicators

Data Source

to collect and submit this data to the Chancellor's Office at regular intervals, usually on a termly basis.

Student special

K12 Adult Schools

Student services It is imperative that colleges collect complete and accurate information for their MIS submissions as these data elements play

TOPSpro

a role in the allocation of funding to colleges and districts. California Adult Education Program Data and Reporting System Data Flow Beginning in 2018/2019

Data Collection

Integration & Reporting

Important Message!

All K12 Adult School **Enterprise** Students Participating in the 7 AEBG Program Areas Launchboard Adult Ed Data Tab TE/MIS Match **Community Colleges EDD Wage File Match** All CC noncredit students CA Chancellor's GED/HISET Match participating in the 7 AEBG Office MIS Sys Data Visualization Tools Program Areas WIOA Title II Agencies CCCCO Students Participating in WIOA Title II Adult **EDD TOPSpro** CDE: WIOA **Nage File** Mis Data Enterprise **NRS Report** Education & Family Literacy Act Funded Programs Match Match

Next Steps for NOCRC

through Data Trainings Develop a CAEP data collection manual for

reference.

Build Internal Capacity

- Hold internal data trainings for NOCRC. Develop a platform to share
- **Assure Data Captured** Aligns with CAEP Goals Develop collection tools that
 - capture needed data. Ensure data collected is as complete as possible.
- Confirm Chancellor's Office Tools (Launchboard & Student Success

Decision Making

Metrics) reflect local data. Disseminate findings across consortium

Utilize Data to Inform

collection processes.

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partners.

Streamline NOCRC data lessons learned around data collection efforts and processes.