# Section 1: Consortium Information

North Coast Adult Education Consortium

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# Section 2: Comprehensive Regional Three-Year Plan

## 2.1 Executive Summary

The North Coast Adult Education Consortium (NCAEC), serves all of Humboldt and Del Norte Counties as well as parts of several neighboring counties. Membership includes three K-12 Districts, one Community College District, and the Humboldt County Sheriff’s Office. Various other K-12 Districts, community agencies, and adult education supporters partner and collaborate with the Consortium.

Previous partnerships of our members in various efforts on the North Coast are the foundation for working together and have been leveraged to strengthen the role of education and workforce training. With the collaboration of schools districts, business partners, and county agencies, the services for Adult Education will be prioritized and aligned to meet the regional needs according to the California Adult Education Program (CAEP).

NCAEC will offer adult education classes at locations geographically accessible to learners within the consortium region. Based on identified workforce needs, member’s classes will increase educational attainment and career success by providing the preparation and skills needed for employment, continuing post-secondary education, and personal growth of the residents of our region.

Through the work of NCAEC, we have come together to identify the adult education needs and resources in our region. We have determined that we have significant needs, the expertise to develop effective programs, and a strong desire by all members to see a robust adult education offering in our region.

The partnerships we developed, as we worked together to advance the shared vision and plan, will lead to integrated educational pathways, increased educational opportunities, and improved ability to address the varied needs of our collective adult learners. College of the Redwoods (CR) will continue to be the fiscal agent, and the consortium will continue to make decisions for the region with the involvement of workgroup partners throughout the region.

The consortium will identify best practices around the State to determine how to best collaborate to meet the needs of as many adult learners within our service area as possible. Specifically, we will 1) increase curriculum alignment of courses between consortia members and partners, to support adult learner goals of employment, career, and post-secondary training, 2) reach students in rural and remote communities, 3) increase student participation and persistence, 4) increase the collection of student data; and, utilize the data to drive decision making.

## 2.2 Pre-Planning Assessment

NCAEC’s membership offers a variety of education and workforce programs and services for adults within the region. The membership consists of College of the Redwoods, Eureka City Schools, Del Norte County Unified, Northern Humboldt Union High, and the Humboldt County Sheriff’s Office. In 17/18, the consortium served 2,074 adults (CalPass). In that year, there were 1,336 adults who had twelve plus instructional hours (CalPass).

The NCAEC region area had a total population of 164,621 people in 2018. This represents an increase of only 1.2% since 2013. This growth rate is smaller than California’s population growth rate of 3.9% during the same time period. Educational attainment in the NCAEC region is relatively lower than in the state or broader country. The NCAEC region has a relatively high percentage of adults 18 years of age and older who have some college and no degree (31%). The NCAEC region also has a lower percentage of those with a bachelor’s degree or higher (24%) than the state (30%) and national (28%) averages. However, the region does have a comparatively lower percentage of adults who have not received a high school diploma.

The median household income in the NCAEC region is $43,757. About one in three (29%) households have a median annual household income of less than $25,000. Nearly half of the region’s households (45%) have annual wages of between $25,000 and $74,000 per year. While 46% of the households across the state make $75,000 or more per year, only 26% of households in the NCAEC region fall into the same category. Ultimately, the median family income is about $43,757 per year, which is substantially lower than the statewide median family income of $76,975 per year.

There are a total of 60,203 jobs in the NCAEC region. Since 2014, the number of jobs in the region has increased 8.9%, or by an additional 4,924 jobs. Average wages per job in NCAEC ($51,623) are below the state and national averages.

Since 2013, employment in the NCAEC region has increased at a slower rate than state (12.1%) but faster than the national rate (8.3%). The industries with the largest job creation since 2014 include services for elderly and persons with disabilities (+1,291 jobs), elementary and secondary schools (+404 jobs), state government (excluding education and hospitals) (+361 jobs), temporary help services (+296 jobs), and state government colleges, universities, and professional schools (+282 jobs).

 Approximately 56.1% of the population 16 years and older is in the labor force. The labor force participation rates in California and the U.S. are higher, at 63.5% and 63.4%, respectively. The unemployment rate in the NCAEC region is approximately 3.8%, which is lower than the state (3.9%) unemployment rate and higher than the national rate (3.6%).

There are a little more than 14,100 of these potential students who have less than a high school diploma (or high school equivalency). Adult (18+) education courses targeting these students are meant to build a solid foundation of vocabulary, reading and writing skills, and/or assist students in completing their high school diploma or equivalency.

There are just under 5,000 potential ESL students. This includes the population 18 years and older who speak English “less than very well.” Adult education courses targeting this population will offer classes for adult English language learners, vocational English as a Second Language (ESL), and citizenship courses.

There are more than 6,443 families in the NCAEC region with children aged 6 or younger. These potential students are parents of young children who may struggle with the constant demands of raising young children. These courses will help new parents mitigate these challenges.

There are about 74,000 potential CTE students. These adult education courses are meant to provide specific training and education to expand and improve employment opportunities, to assist students in completing their college degree, or to help them move into a career pathway.

### Table 1. Regional Service Providers

| **Provider Name** | **Provider Type** | **Address or location(s) where AE services are provided** | **Program Areas** | **If other, provide a brief description of services provided** |
| --- | --- | --- | --- | --- |
| **ABE** | **ASE** | **ESL** | **CTE** | **AWD** | **WR** | **PA** | **ACS** |
| *XYZ Agency* | *Business / Industry* | *555 Adult Education Lane, Los Angeles, CA 90001* | *X* | *X* | *X* | *X* | *X* | *X* | *X* | *X* | *XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.* |
| College of the Rewoods | Education | 310 Thrid st. Suite C, Eureka | [x]  | [x]  | [x]  | [ ]  | [x]  | [x]  | [ ]  | [x]  |       |
| Eureka City Schools | Education | 2100 J Street, Eureka, CA 95501 | [x]  | [x]  | [x]  | [ ]  | [ ]  | [x]  | [ ]  | [ ]  |       |
| Del Norte Unified School District | Education | 400 W Harding Ave.Crescent City, CA 95531 | [ ]  | [x]  | [ ]  | [x]  | [ ]  | [x]  | [ ]  | [ ]  |       |
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### Table 2. Funding for Adult Education Programs and Services

|  |  |  |  |
| --- | --- | --- | --- |
| **Source and Type of Funds** | **Funding Estimates FY2019-20** | **Funding Estimates FY2020-21** | **Funding Estimates FY2021-22** |
| **State / Federal Funding** |  |  |  |
| **AEP** | $1,142,085 | $1,142,085 | $1,142,085 |
| **CalWORKs** | $0 | $0 | $0 |
| **CCD Apportionment** | $0 | $0 | $0 |
| **Corrections** | $0 | $0 | $0 |
| **LCFF / District Funds** | $0 | $0 | $0 |
| **Perkins V** | $0 | $0 | $0 |
| **WIOA II** | $0 | $0 | $0 |
| **Other** | **$0** | **$0** | **$0** |
|       | $0 | $0 | $0 |
|       | $0 | $0 | $0 |
|       | $0 | $0 | $0 |
|       | $0 | $0 | $0 |
|       | $0 | $0 | $0 |
|       | $0 | $0 | $0 |
| **Total** | **$1,142,085** | **$1,142,085** | **$1,142,085** |

##

## 2.3 Community Need and Customers

Overall employment growth is a general indicator of the economic health of a region. Understanding the region’s employment trends can help support efforts to effectively grow the economy. With a total of 60,203 jobs in 2018, the NCAEC region has grown at a faster rate than national employment, but at a slower rate than employment growth in the state. Average wages in the NCAEC region are also lower than state and national averages.

While the NCAEC region has a relatively low unemployment rate that is comparable to state and national averages, the region’s low labor force participation rate suggests the region’s economy may not be operating at its maximum potential. Total population in the NCAEC region service area is over 164,621 people, a 1.2% increase since 2013, which is notably lower than the 3.5% growth rate experienced in California.

The NCAEC region is a net-exporter of talent for the largest occupational cluster along with three of the other four occupational clusters. The largest gap between the residential workforce and regional jobs available occurs within the higher-paying occupational cluster of management, business, science, and arts occupations. This means that in the largest occupational cluster, in which over 23,000 NCAEC residents work, there are not enough jobs in the area to meet the needs of the resident workforce. Sales and office occupations, natural resources, construction, and maintenance occupations, and production, transportation, and material moving occupations are also net exporters of jobs.

Service occupations are net importers to the NCAEC region. This means that there are more service occupations in the region than there are residents who work in these types of occupations.

Public Services and infrastructure is the largest industry cluster in the NCAEC region, employing about 10,611 workers. Jobs in this industry cluster increased by 6.4% between 2013 and 2018 and workers receive annual average earnings of about $74,900 per job. The three most-common occupations in this industry cluster all earn median hourly wages above $23 per hour. Typical educational requirements for these occupations are between high school diploma or a postsecondary non-degree award.

The occupations within the finance, insurance, banking, and real estate industry cluster earn an average $63,650 per year. Of the five most common occupations in this industry cluster, three increased in employment by more than 10% between 2013-2018.

Although only 4% of the NCAEC regional workforce works in building and design, the industry cluster increased by more than 27% between 2013 and 2018. Out of the five most-common building and design occupations, four increased in employment by more than 20% between 2014 and 2018, and four have a median hourly earnings greater than $20 per hour.

The education and knowledge creation industry cluster employ nearly 8,500 people, or about 14% of the NCAEC region’s workforce. All of the five most common occupations increased by 9% or more between 2013-2018 and three out of five have a higher median earnings than $23 per hour.

The healthcare industry cluster is the second largest in terms of employment, employing more than 9,600 individuals across the NCAEC region. Of the five most common occupations in healthcare, all have increased by 8% or more in employment and three have median hourly earnings exceeding $16 an hour.

The agriculture and food industry cluster accounts for about 2,500 jobs across the NCAEC region. Jobs in this industry cluster earn an average $54,496 per year. While three of the five most common occupations saw modest declines in employment, farmers, ranchers, and other agricultural managers and logging equipment operators saw 9% and 22% increases in employment.

## 2.4 Identifying Goals and Strategies

The NCAEC is committed to growing its curriculum alignment and pathways between members and partners. This includes delineating clear pathways for an adult learner to maximize and accelerate their learning. A shared value among partners is to increase student knowledge, leading toward career and post-secondary success. The identified NCAEC goals for the 2019-2022 are:

1. Increased curriculum alignment of courses between consortia members and partners, to support student goal employment, career, and post-secondary training.

2. Reach students in rural and remote communities.

3. Increase student participation and persistence.

4. Increase in collection of student data; and, utilize the data in driving decision making.

### Figure 1. Logic Model

Goal Statement: NCAEC goal is to utilize curriculum alignment to increase learning opportunities which will place adult learners on a trajectory toward employment, career, and post-secondary training.

*Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address*

| **Inputs** | **Activities** | **Outputs** | **Immediate (Short-Term) Outcomes** | **Intermediate Outcomes** | **Long-Term Outcomes / Impact** |
| --- | --- | --- | --- | --- | --- |
| *In order to accomplish our set of activities we will need the following:* | *In order to address our problem or asset we will accomplish the following activities:* | *We expect that once accomplished, these activities will produce the following evidence or service delivery:* | *We expect that if accomplished these activities will lead to the following changes in the next year* | *We expect that if accomplished these activities will lead to the following changes in 1-3 years* | *We expect that if accomplished these activities will lead to the following changes in 3-5 years* |
| 1. Devise and increase learning opportunities.2. Develop a clear pathway between members and partners for employment, career, and post-secondary training.3. Utilize a system for co-enrollments, collaboration, and referral process. | 1. Develop an updated, visual map of how members and partners work together.2. Create additional post-secondary offerings. 3. Link current classes (HSE, etc.) to employment and post-secondary outcomes.  | 1. Clear map of current course offerings and how they connect between members and partners.2. Offer additional post-secondary offerings.3. Students can articulate how a HSE or soft skills will support obtaining and retaining employment. | 1. Curriculum alignment between consortia members and partners.2. Increase in adult learner outcomes, as the appropriate skills/support is provided.3. New opportunities to gain skills leading to employment or improved employment.4. Increased student self-awareness of goals and how to attain them. | 1. Increase in adult learner cross referrals.2. Increase in regional adult learner need being seamlessly met.3. Increase in adult learners obtaining gainful employment or post-secondary programs.  | 1. Comprehensive collaboration between members and partners.2. Adult learners gaining skills needed for employment or improved employment.  |

| **Assumptions** | **External Factors** |
| --- | --- |
| 1. Roll out and use of co-enrollments, collaboration, and a referral system.2. Cross referrals from member’s guidance counselors and advisors (internal).3. Cross referrals to employment agencies (external). | 1. Collaboration with community partnerships, including but not limited to: The Job Market, EDD, ETD, employment agencies, and local tribes.  |

### Table 3. Progress Indicators

*Provide three to five SMART (Specific, Measurable, Attainable, Realistic, and Time-bound) objectives by which your consortium will assess progress and impact during the next three-year cycle. These objectives should map directly to your Logic Model activities, outputs, and / or outcomes, as these will be a driving factor for annual plans throughout the funding period.*

*Example: By May 2019, increase the number of agencies that have aligned CTE pathways and developed comprehensive program maps from 2 to 10.*

**Using baseline data found in Launchboard for the 2017/2018 year the NCAEC made the following SMART goals:**

|  |  |
| --- | --- |
|  | By June 30, 2020 increase the number of students referred to post-secondary coursework by member by 2%.  |
|  |  |
|  | By June 30, 2021 increase the number of enrolled adult learners into programs for Adults with Disabilities by 5%.  |
|  |  |
|  | By June 30, 2022 increase the number of adult learners who enroll in a post-secondary CTE program by 5% |
|  |  |
|  | By June 30, 2022 increase the number of adults receiving industry recognized certifications by 2%. |
|  |  |

##

## 2.5 Piloting and Implementation

The NCAEC has several strong programs that provide consistent quality programming to meet the needs of adult learners. Current funding levels can limit the ability to pilot new activities that are no cost. When new strategies are developed, members can prototype the strategy for a defined period. New programs strategies will be in pilot status for a minimum of one term, but many pilots need additional time to truly assess the effectiveness.

A second strategy for prototyping new projects is to shift funding from existing programs. This shift may be in response to emerging student, labor market, and or community need. These programs would align with one of the seven CAEP program areas and be tied to data that supports the change in the program area.

Evaluation of the effectiveness will be collected through formative and summative data to assess the impact of pilots or new programs. Formative data will be collected by monitoring student persistence through hours of instruction. Summative data can be analyzed through pre and post assessments, along with completion of CAEP outcomes thru qualitative reports.