# Section 1: Consortium Information

North Central Adult Education Consortium

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# Section 1: Consortium Information

## 1.0 About NCAEC

# The North Central Adult Education Consortium (NCAEC) encompasses the service area of the Yuba Community College District (Yuba CCD) which spans parts of eight counties (Yuba, Sutter, Yolo, Lake, Colusa, Butte, Glenn and Placer) and nearly 4200 square miles in rural north central California. Within this region are the District’s two colleges located in Marysville (Yuba College) and Woodland (Woodland Community College), education centers in Colusa, Clearlake, and Sutter County and outreach operations at Beale Air Force Base (Beale AFB Outreach Services), as well as 15 high school districts. Voting members include Sutter County Office of Education (fiscal agent), Yuba County Office of Education, Yuba Community College, Woodland Community College, Yolo County Office of Education, Woodland Unified School District, Colusa County Office of Education, Lake County Office of Education, and Konocti Unified School District.

# The consortium has an executive committee comprised of the head leaders of each voting member. The executive committee is charged with making fiscal decisions, setting bylaws, policies, and providing oversight and accountability for the consortium. The executive committee meets quarterly and conducts special meetings as needed per Brown Act regulations. The leadership committee is comprised of all the program managers from each voting member. NCAEC Leadership provides recommendations to the executive committee based on input and research. The NCAEC Leadership team welcomes new partners and members to attend meetings and provide input. The leadership team meets monthly and is facilitated by the consortium director. The consortium director also serves as the secretary for the executive committee.

The NCAEC has made significant progress since the previous planning period. Last year the consortium was restructured and changed fiscal agents. The new fiscal agent was able to substantially reduce overhead costs and disburse excess funds to underfunded partners. The restructuring helped improve collaboration, partnerships and the culture of the consortium. Some of the program highlights during the last three years include:

**Colusa County Office of Education**

* Started a county/state approved adult education program; Started HISET program
* Expanded ESL program; Expanded Jail program; Expanded CTE programs – Fire Academy

**Lake County Office of Education**

* Expanded Teach Lake County program and CTE programs – CNA/MA

**Yuba County Office of Education**

* Expanded CTE offerings – opened welding shop, auto mechanics program; auto body **Yolo County Office of Education**
* Expanded CTE offerings at charter school – building trades; expanded CTE offerings – Welding
* Expanded jail program and HISET testing for incarcerated students

**Sutter County Office of Education**

* Expanded ESL/ABE/ASE programs; Started HISET program; Started new integrated courses; Started new culinary program for behavioral health students; Started VESL CNA course; Expanded CTE course offerings in Health Careers; Started new pre-apprenticeship program; Earned WASC Accreditation

**Woodland Joint Unified – Adult School**

* Expanded ESL/ABE/ASE/HISET offerings

**Konocti Joint Unified – Adult School**

* Started Adult Program – ASE/ABE

**Yuba Community College (Sutter Center)**

* Expanded ESL programs; Expanded non-credit programs and short term CTE courses; added new counselors and support programs

**Woodland Community College (Lake and Colusa Center)**

* Expanded ESL programs; Expanded non-credit programs and short term CTE courses; added new counselors and support programs

During the past three years Lake County and Colusa County programs were awarded a WIOA Title II grant which significantly increased adult education funding levels in the region. One additional navigator was hired which brings the consortium total to four navigators. All partners now have functional attendance tracking software and report required data. All programs also use CASAS assessments for intake. Significant investments were made in all programs to improve instructional technology, align curriculum, and improve student access. Data and accountability funds were partly used to purchase Community Pro Suites which will help collect and share data, track student referrals, and improve communication between service providers. Community Pro Suites has granted NCAEC a three-year license to align with our 2019-2022 three-year plan.

NCAE members participated in numerous professional development offerings during the year. All of the professional development was created and delivered in a way that all schools could participate and benefit. Some examples of professional development include Community Pro Suites, OTAN, TAP, CASAS, AE Google Summit, the New World of Work 21st Century Skills, the CALPRO “Integrated Pathways”, alignment of ESL curriculum, WIOA practices across agencies utilizing local expertise to support new WIOA launching and/or new staff in Lake and Colusa, Counselor Symposiums, and One-Stop trainings to support co-enrollment. Program managers and teachers also attended local and regional conferences including CASAS, OTAN Technology, CCAE, ESL, ASAP, and AEBG training. Trainings for the 3-year plan were also attended by consortium participants.

# Section 2: Comprehensive Regional Three-Year Plan

## 2.1 Executive Summary

# The common goal of the consortium is to collaboratively rethink and redesign a realistic, reasonable and accountable Regional system for adult education. This document will discuss the regional planning processes, data findings, gaps in programs and services and activities to address the gaps. The guiding principles of this plan are to: • promote shared leadership that reflects the diversity of our service area • provide equitable funding for programs and services • design and implement programs that support the region’s ability to self-organize • provide flexibility throughout the process for regional planning to evolve and develop in order to meet the educational and workforce training needs of adult learners in our region. Under the auspices of these guiding principles, the Regional Comprehensive plan will address the following key areas: • access to programs and services • alignment, articulation and acceleration • student support structures • data and accountability • marketing, promotion and retention.

Over the next three years, our vision is to maintain existing successful programs, expand offerings throughout the region, and improve college and career readiness for all students. Our plan builds on our annual plans and previous goals by expanding access for all students within our consortium boundaries. We’ve identified areas such as North and South Sutter County, Yuba County, and Lake County that lack adult education programs in their districts and have a high need for ESL and career training. We also find that services are limited in rural areas due to geography and small populations, yet there is a need for adult education and career training. NCAEC will continue to expand industry partnerships and training programs that lead to high demand/high wage jobs in our region. Through the community needs assessment process, strong workforce plan, WIOA plan, and labor market fact sheet, we’ve identified key industry sectors such as healthcare, hospitality, building trades, entrepreneurship, manufacturing, transportation, and agriculture.

NCAEC spent the last three years building systems and structures and basic knowledge about programs, developing partnerships, and improving communication and collaboration as a regional team. Moving forward, NCAEC will build on these investments to better serve adult education students and the surrounding communities.

## 2.2 Pre-Planning Assessment

NCAEC’s three-year planning began with the executive and leadership committees in July and August of 2018. Based on the input from both committees, five stakeholder meetings were held in each region to determine program and service providers, level of services, duplication, local and regional demographics, LMI, needs, revenue sources, growth models, and feedback. Also, all of consortium members participated in the pre-planning assessment survey and provided qualitative and quantitative data to identify current program and services levels, collaboration, alignment, and needs. Additionally, all consortium members reviewed prior 3-year plan goals and annual plans to provide opportunities for reflection and to determine a starting point and vision for our current three-year plan.

The service provider tables listed below identify adult education program and service providers in the region. As noted in the table, all partners in their respective county offer programs in all seven areas. Although no agency serves students in all areas, collectively, through partnerships, all program areas are provided. Three years ago, students were only served in four program areas. This is example of how collaboration and partnerships have improved throughout the consortium and regions, which have resulted in expanded opportunities for students. The tables below also illustrate that all programs work directly with LWDB’s; One-Stops and all mandated partners per the WIOA MOU’s (EDD; Department of Rehab; Social Services; Behavioral Health; Libraries; HUD). All One-Stops have collocated partners and serve as America Job Centers of California.

Comparing service provider tables to prior year tables, the number of service providers (education and training) has expanded by approximately 10%. Additional partnerships have resulted in additional courses and course sections. As indicated in table 5 below, titled “Total Leveraged Funds and Instructional Hours”, NCAEC shows an increase of approximately 8% in total instructional hours from the prior year. Table four and five listed below, and prior year reports, illustrate NCAEC’s fiscal commitment to adult education programs throughout the consortium. Compared to the prior year report, NCAEC leveraged approximately an additional $238,000 to support adult education. Additionally, NCAEC projects growth due to the increased demand in services and need which will be discussed in the next section.

### 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.* |
| Sutter County Adult Education | Education | Yuba City, CA | x[ ]  | x[ ]  | x[ ]  | x[ ]  | x[ ]  | [ ]  | x[ ]  | x[ ]  |       |
| Sutter County One-Stop | Workforce | Yuba City, CA | x[ ]  | [ ]  | [ ]  | x[ ]  | [ ]  | x[ ]  | [ ]  | x[ ]  |       |
| Sutter County Library | Education | Yuba City, CA | x[ ]  | x[ ]  | x[ ]  | [ ]  | [ ]  | [ ]  | x[ ]  | [ ]  |       |
| Tri-County ROP | Education/Train | Yuba City, CA | [ ]  | [ ]  | [ ]  | x[ ]  | [ ]  | [ ]  | [ ]  | [ ]  |       |
| Health and Human Development | Education/Train | Olivehurst, CA | x[ ]  | [ ]  | x[ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |       |
| High School Equivilency Program | Education | Yuba City, CA | [ ]  | [ ]  | x[ ]  | [ ]  | [ ]  | [ ]  | x | [ ]  |       |
| North Central Counties Consortium | Workforce | Yuba City, CA | x[ ]  | [ ]  | [ ]  | x[ ]  | [ ]  | x[ ]  | [ ]  | [ ]  |       |
| Cambridge Junior College | Education | Yuba City, CA | [ ]  | [ ]  | [ ]  | x[ ]  | [ ]  | [ ]  | [ ]  | [ ]  |       |
| Bartelt Learning Center | Education | Yuba City, CA | x[ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |       |
| YUba City Unified | Education | Yuba City, CA | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | x[ ]  | [ ]  |       |
| Yuba College Sutter Center | Education | Yuba City, CA | x[ ]  | [ ]  | x[ ]  | [ ]  | x[ ]  | [ ]  | [ ]  | [ ]  |       |
| Department of Rehab | Support/Train | Yuba City, CA | [ ]  | [ ]  | [ ]  | x[ ]  | x[ ]  | [ ]  | [ ]  | [ ]  |       |
| Chamber of Commerce - YSC | Support/Train | Yuba City, CA | [ ]  | [ ]  | [ ]  | x[ ]  | [ ]  | [ ]  | [ ]  | [ ]  |       |
| Head Start - E Center | Education | Yuba City, CA | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | x[ ]  | [ ]  |       |
| YUba College - Marysville | Education/Train | Marysville, CA | [ ]  | [ ]  | x[ ]  | x[ ]  | x[ ]  | [ ]  | [ ]  | [ ]  |       |
| Yuba County Office of Education | Education/Train | Marysville, CA | x[ ]  | x[ ]  | [ ]  | x[ ]  | x[ ]  | x[ ]  | [ ]  | x[ ]  |       |

| **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.* |
| Yuba County Career Charter | Education/Train | Marysville, CA | [ ]  | [ ]  | [ ]  | x[ ]  | [ ]  | [ ]  | [ ]  | [ ]  |       |
| Yuba County Library | Education | Marysville, CA | [ ]  | [ ]  | x[ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |       |
| Yuba County One-Stop | Training | Marysville, CA | x[ ]  | x[ ]  | [ ]  | x[ ]  | [ ]  | [ ]  | [ ]  | [ ]  |       |
| Habitat for Humanity | Training | Marysville, CA | x[ ]  | [ ]  | [ ]  | x[ ]  | [ ]  | [ ]  | [ ]  | [ ]  |       |
| Pride Industries | Training | Yuba City, CA | [ ]  | [ ]  | [ ]  | x[ ]  | x[ ]  | [ ]  | [ ]  | [ ]  |       |
| Marysville Joint Unified | Education | Marysville, CA | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | x[ ]  | [ ]  |       |
| Wheatland Unified | Education | Wheatland, CA | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | x[ ]  | [ ]  |       |
| Live Oak Unified | Education | Live Oak, CA | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | x[ ]  | [ ]  |       |
| Colusa County Office of Education | Education/Train | Colusa, CA | x[ ]  | x[ ]  | x[ ]  | x[ ]  | x[ ]  | [ ]  | [ ]  | x[ ]  |       |
| Colusa County One-Stop | Education/Train | Colusa, CA | [ ]  | [ ]  | [ ]  | x[ ]  | [ ]  | x[ ]  | [ ]  | [ ]  |       |
| Migrant Education | Education | Yuba City, CA | x[ ]  | [ ]  | x[ ]  | x[ ]  | x[ ]  | [ ]  | [ ]  | [ ]  |       |
| Woodland College Colusa Center | Education/Train | Woodland, CA | x[ ]  | [ ]  | x[ ]  | [ ]  | x[ ]  | [ ]  | [ ]  | [ ]  |       |
| Colusa County Library | Education | Colusa, CA | [ ]  | [ ]  | x[ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |       |
| Yolo County Office of Education | Education/Train | Woodland, CA | x[ ]  | x[ ]  | [ ]  | x[ ]  | [ ]  | [ ]  | x[ ]  | x[ ]  |       |
| Yolo County WIB | Train | Woodland, CA | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | x[ ]  | [ ]  | [ ]  |       |
| Yolo County Library | Education | Woodland, CA | [ ]  | [ ]  | x[ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |       |

| **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.* |
| Alta Registration Center | Support | Woodland, CA | [ ]  | [ ]  | [ ]  | [ ]  | x[ ]  | [ ]  | [ ]  | [ ]  |       |
| RISE | Support | Woodland, CA | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | x[ ]  | [ ]  |       |
| Empower Yolo | Support | Woodland, CA | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | x[ ]  | [ ]  |       |
| Woodland Adult Education | Education | Woodland, CA | x[ ]  | x[ ]  | x[ ]  | [ ]  | x[ ]  | [ ]  | [ ]  | [ ]  |       |
| Yuba Sutter Behavioral Health | Support/Train | Yuba City, CA | [ ]  | [ ]  | [ ]  | [ ]  | x[ ]  | [ ]  | [ ]  | [ ]  |       |
| High School Equivilency Program | Education | Woodland, CA | [ ]  | [ ]  | x[ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |       |
| Woodland Community College | Education/Train | Woodland, CA | x[ ]  | [ ]  | x[ ]  | [ ]  | x[ ]  | [ ]  | [ ]  | [ ]  |       |
| Woodland College, Lake County | Education/Train | Clearlake, CA | x[ ]  | x[ ]  | x[ ]  | x[ ]  | x[ ]  | x[ ]  | [ ]  | [ ]  |       |
| Konocti Unified  | Education/Train | Lower Lake, CA | x[ ]  | x[ ]  | x[ ]  | [ ]  | x[ ]  | [ ]  | [ ]  | [ ]  |       |
| Career Point | Train | 2552 North State, Ukia | x[ ]  | [ ]  | [ ]  | x[ ]  | [ ]  | [ ]  | [ ]  | [ ]  |       |
| North Bay Workforce Alliance | Train | Napa, CA | x[ ]  | [ ]  | [ ]  | x[ ]  | [ ]  | [ ]  | [ ]  | [ ]  |       |
| Lake County Library | Education | Lakeport, CA | [ ]  | [ ]  | x[ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |       |
| Red Bud Library | Education | Clearlake, CA | [ ]  | [ ]  | x[ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |       |
| Lake County Office of Education | Education/Train | Lakeport, CA | [ ]  | [ ]  | [ ]  | x[ ]  | x[ ]  | [ ]  | [ ]  | [ ]  |       |
| Workforce Lake Business and Career | Train | Clearlake, Ca | [ ]  | [ ]  | [ ]  | x[ ]  | [ ]  | [ ]  | [ ]  | [ ]  |       |
|  |  |  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |       |

### Table 2. Funding for Adult Education Programs and Services – Table 4

|  |  |  |  |
| --- | --- | --- | --- |
| **Source and Type of Funds** | **Funding Estimates FY2019-20** | **Funding Estimates FY2020-21** | **Funding Estimates FY2021-22** |
| **State / Federal Funding** |  |  |  |
| **AEP** | 3,228,959 | 3325827 | 3425602 |
| **CalWORKs** | 84500 | 88800 | 93200 |
| **CCD Apportionment** | 116,000 | 145,000 | 175,000 |
| **Corrections** | 410,450 | 425,000 | 475.000 |
| **LCFF / District Funds** | 380,800 | 420,000 | 450,000 |
| **Perkins V** | $0 | 150,000 | 200,000 |
| **WIOA II** | 990,000 | 1,100,000 | 1,220,000 |
| **Other** | **$0** | **$0** | **$0** |
| Strong Workforce | 84,100 | 108,500 | 135,000 |
| Pre-Apprenticeship | 118,000 | 450,00 | 650,00 |
| Other Grants/Funding | 197,500 | 250,000 | 315,000 |
|  | $0 | $0 | $0 |
|  | $0 | $0 | $0 |
|  | $0 | $0 | $0 |
| **Total** | **5,610,309****$0** | **6,462,327** | **7,138,802** |

The funding listed under “Corrections” in the table above includes contracts with local jails and probation programs. One program under Yolo COE receives ADA on their jail program. NCAEC does not receive Perkins 132 funds but has started the process to apply for 20-21. The Sutter and Yuba County One-Stops have Pre-Apprenticeship grants with Plumbers/Pipefitter and Building Trades -MC3. Yolo and Lake Counties plan on adding these programs as well as other new and innovative apprenticeships. Other grants and funding include grants through One-Stops and LWDB’s; Prison to Employment; Storm Grant; Fire Cleanup

**Estimated Leverage Funds and Instructional Hours – 2018-2019 – Table 5**

|  |  |  |
| --- | --- | --- |
| *Member Agency* | *Total Program Hours* | *Total Leveraged Funds* |
| Colusa County Office of Ed | 5712 | $221,096 |
| Konocti Unified | 977 | $108,800 |
| Lake County Office of Education | 4208 | $44,800 |
| Sutter County Office of Education | 154,824 | $2,978,044 |
| Woodland Joint Unified | 105,008 | $1,433,990 |
| Yolo County Office of Education | 5708 | $297,760 |
| Yuba Community College District | 97101 | $487,661 |
| Yuba County Office of Education | 1699 | $124,302 |

The pre-planning assessment survey gave positive feedback regarding the leadership structure, collaborative processes, consortium participation, accountability, and oversight. The pre-planning assessment survey data also highlighted NCAEC’s expanded collaborative partnerships, increased investments, and expansion of programs and services over the last three years.

However, the survey also indicated the need for additional collaboration time with service providers. Although partnerships increased, program and service duplication also increased. Additional collaboration time with service provides will result in better communication, collaborative continuous improvement planning, inclusiveness, and resource braiding which will all benefit the consortium, community, and students. Stakeholders at every regional meeting also recommended collaborative planning on a frequent and on-going basis.

Both the stakeholders and survey results also expressed concern regarding the alignment and transition between service providers and programs. Programs and services expanded but the lack of uniform referral processes, communication, intake, and lengthy transition times created additional barriers for students.

Despite efforts to develop a new website and market our programs, many stakeholders continued to say they had never heard of our programs or services. Part of this issue could be attributed to agency employee turnover. Regardless of the reason, NCAEC has to do a better job marketing their programs and services.

The survey also the lack of consistency with career and transition plans, integrated education and training programs, VESL programs, transition to workforce, and general career readiness. Stakeholders voiced the same concern; adequately preparing students for the workforce through career exploration, academic/technical competencies, and most importantly career readiness skills. Stakeholders expressed the need to teach ethics, drug awareness, reading for content, and communication skills. All stakeholders including LWDB members and employers expressed the value of integrated and VESL programs.

Some members and stakeholders felt there is a lack of consistency on the level and availably of counseling and support services. Some programs and regions had greater level of support services. Regions that tend to need the support systems the most had fewer resources.

The pre-planning assessment also expressed the need for targeted professional development due to the turnover in leadership and dynamics of adult education. Both stakeholders and consortium members all felt that some level of professional development was needed for everyone to understand the vision, lead, collaborate, and build capacity.

## 2.3 Community Need and Customers

Although NCAEC’s service region is large and diverse, the student and community needs throughout the region are similar. Based on data from the regional fact sheet - <https://caladulted.org/2019FactSheets> , North Far North's Regional Plan, Regional Labor Market Assessment, Economic Development LMI, , NCCC (LWIB) Strategic Plan, and information from the Yuba Sutter Economic Development Department, the NCAEC has multiple demographic challenges and skill gaps that need to be addressed to meet present and future economic demands for existing and emerging high-wage/high-demand jobs in the region. The region is plagued with above average unemployment (9%-21%); poverty rates are some of the highest in the state, averaging nearly 37%. Coupled with rural demographics and limited services in remote regions, many NCAEC students continue to face barriers to education, training, and ultimately success.

The Education level in the region, combined with the socioeconomic challenges further illustrates the needs of the region. An estimated 17% (37,904) of the adults in the region have less than a high school diploma. Based on research from the Hanover group, nearly 42% of the region’s population perform below high school level in math and English. ELL rates in the region have increased by 8% over the last 5 years which indicates the need for targeted ELA instruction. Nearly 33% of the adults in the region have a diagnosed disability which could exacerbates the education, poverty, and unemployment rates. The largest student population is projected to be between 18-34. The unemployment rate in this age group is also higher which indicates a significant need to address the needs of this population.

Ethnically speaking, 14% or 32,232 adults speak English less than very well which indicates a large population of adult students have language barriers. The Hispanic population in the region is expected to grow by 50% over the next 10 years. Combined with the fact that the Hispanic population currently accounts for nearly 25% (approximately 51,000) and currently of that population approximately 60% of that population speaks English less that proficient (approximately 30,000 students), clearly there is a need for ESL programs in the region.

Based on data from the NCCC (North Central Counties Consortium – Workforce Investment Board) Strategic Plan and input from Tri-County ROP’s employee advisory committees, students (secondary and adult), and prospective employees have significant skill gaps in (critical thinking, technical reading; technical writing; technical math; industry skills; communication; career readiness/soft skills). The skill gaps are the reason jobs in the region are going unfilled, and the unemployment rate is high; Not the fact that there are not enough jobs. Combined with a large population of skilled baby boomers retiring, increasing populations of ELL and students with disabilities, and the increasing skill complexity of high-skill/high demand jobs, it is imperative that investments be made to align and expand career pathways, integrated training, VESL, and soft skill training to meet the needs of families and the local economy in the region.

 Investments in pathways will be chosen based on economic needs and demand (high wage/high demand); alignment with existing structures to leverage resources; STEM related occupations that address skill gaps; upward mobility; access and equity and interest; opportunities for contextualized learning; and economic impact. The three occupation clusters with the most middle-skill workers in the region are Office & Administrative Support; Healthcare Practitioners and Technical; and Installation, Maintenance, and Repair. The five major groups that are expected to have the greatest number of new middle-skill annual job openings in the region include: Office & Administrative Support; Healthcare Practitioners and Technical; Healthcare Support; Installation, Maintenance & Repair; and Sales and Related. The priority industry sectors for the region include Advanced Manufacturing: There are approximately 2,700 businesses in the advanced manufacturing industry sectors in the region employing over 42,000 workers. Demand projections (2016-2026) are expected in two areas of advanced manufacturing―machinery and aerospace. Average wages paid by this industry group range from $23,700 to $106,000; a median annual wage of $56,056.; Advanced Transportation - Employment in this industry sector in the region grew by about 19% between 2010 and 2016. Annual employment growth is projected to continue. Average wages paid by this industry group range from $28,700 to $164,000 or a median annual wage of $51,376; Agriculture- There are approximately 4,500 businesses in the AWET industry sector in the NFN Region employing nearly 30,000. Demand for workers is expected to grow slowly (0.4%) between 2016-2026; Business Entrepreneurship - expected to increase 10 to 20% during the 2015-2020 five-year period and existing small businesses are projected to expand; Energy/Construction - Employment in this industry sector in the region grew by 36% between 2010 and 2016. Annual employment growth is projected to continue; Health - There are an estimated 6,800 businesses in the health care industry sector in the North Far North Region employing about 128,000 workers. Demand is expected to continue. Employment growth for the period 2016-2026 is expected to be 1.4 percent; ICT - There are approximately 2,150 businesses in the Information and Communications Technology/Digital Media (ICT/DM) industry sectors in the region. These companies employ about 152,000 workers. Demand for workers over the five-year period 2016-2026 is estimated to be 0.4 percent; Retail Hospitality - There are approximately 16,970 businesses in the Retail/Hospitality/Tourism industry sector in the region employing over 146,000 workers. Employment in this industry sector in the region grew by 18% between 2010 and 2016. Annual employment growth is projected to continue.

Launch Board data reveals that our consortium only served approximately 5600 students during the 17-18 program year. Of the 5600 students served, 23% earned a high school diploma, 2% earned a post-secondary or CTE credential. 51% of the students served earned an education attainment level, and 5% earned a workforce milestone. Most of the students served in 17-18 were ESL students (33%). Comparable to prior years, service levels have stagnated despite the growing population. Employment rate for completers also shows a decrease from prior years which is concerning considering the recent boom in the economy. Although this could be a data reporting issue, clearly there is much room for improvement.

## 2.4 Identifying Goals and Strategies

The input from stakeholders, research, and reflection from past performance has provided the consortium with valuable information that has helped formulate new goals and strategies for the next three years. Collectively, the information led our consortium to the following overarching goals and accompanying objectives and benchmarks:

|  |  |  |
| --- | --- | --- |
| Goals | Objectives | Evidence |
| **Goal 1: Develop and coordinate programs that eliminate duplication, maximize program potential, and ensure access** | 1. Increase collaboration between consortium members; Educate partners on offerings; develop an ad-hoc committee to address goal
2. Share course schedules and curriculum between consortium members
3. Develop consortium course and service catalog; asset map; update website
4. Coordinate course offerings between members and service providers
5. Develop SLO’s and certificates for each course
6. Develop courses that are inclusive and capture special and non-traditional populations
7. Evaluate offerings and expand to regions based on need; review labor market data regularly
8. Offer targeted professional development to programs and stakeholders
9. Develop blended and online course that are accessible throughout the consortium
 | Percent increase of program awarenessDevelopment of committee100% of members have course catalog and curriculumComprehensive map, catalog and websitePercent of decrease in duplicationPercent of courses having certificatesPercent increase in new inclusive coursesLabor market review and presentation of findingsPercent completing professional developmentNumber of blended and online courses |
| Goals | Objectives | Evidence |
| **Goal 2: Ensure that adults’ transition seamlessly across programs, service providers, and into the workforce** | 1. Develop consortium-wide transition plans
2. Implement improved referral and tracking system (Community Pro)
3. Implement Career Readiness and Digital Badging System consortium-wide
4. Evaluate, align, and expand employer and service provider (non-program) partnerships in needed areas to improve access to student support systems and services
5. Increase short-term CTE and apprenticeship offerings that lead to an industry-based credential
6. Evaluate local and regional need for number and type of targeted VESL Courses; Develop and implement courses as needed
7. Evaluate local and regional need for number and type of targeted Integrated Courses; Develop and implement courses as needed
8. Expand employer partnerships to improve work-based learning opportunities
9. Implement career exploration programs and consortium-wide career plans
10. Evaluate and align program and industry assessments, and program matriculation
11. Increase articulation and dual enrollment opportunities
12. Increase targeted professional development in the area of student transitions
 | Number of plans Number of partners using tracking systemNumber of students earning digital badges and certificatesPercent of new partnershipsNumber of new CTE offerings and industry-based credentials earnedNumber of new VESL coursesNumber of new Integrated coursesNumber of partnerships; Number of students participating in work-based learningNumber of students participating in career exploration; number of career plansAlignment matrix; number of articulations and dual enrollmentsPercent of participation in PD |
| Goals | Objectives | Evidence |
| **Goal 3: Increase engagement and outreach to help leverage/align resources, increase enrollment, retention, completion, and improve student outcomes** | 1. Develop a marketing plan and coordinate outreach efforts
2. Increase targeted marketing efforts to include employers and service providers
3. Update consortium website and program websites
4. Update program brochures and program catalogs
5. Present program information at stakeholder and service provider board meetings
6. Provide student tutoring and mentoring services
7. Improve intake and enrollment practices to expedite program entrance times
8. Leverage providers to ensure childcare services are available
9. Develop and implement consortium-wide individual education plans and goal sheets for all students
10. Increase student follow-up and outreach efforts to keep students in school and on track to complete their programs
11. Improve systems of recognition for student achievement; celebrate student success
 | Marketing PlanPercent of new partnersPercent of updated websitesUpdated catalog and brochuresNumber of presentationsNumber of tutors and mentors being utilizedPercentage of reduction in enrollment timesPercent increase in childcare servicesNumber of education plansPercentage of students retainedNumber of recognition events |
| Goals | Objectives | Evidence |
| **Goal 4: Improve data system collaboration to better evaluate progress and measure program efficiency and effectiveness** | 1. Establish consortium-wide progress and outcome
2. Establish ad-hoc data committee to review, analyze, and share findings to leadership on a regular basis to help drive program improvement
3. Implement Community Pro to share and track referrals and outcomes
4. Increase knowledge and access to TOPS pro throughout the consortium
5. Provide targeted professional development and training
 | Measures performance tools, and benchmarksReports; continuous knowledge of performance; number of changes based on reportsNumber of providers using system; Number of referralsImproved data reporting and sharingImproved use of data sharing programs |

### Figure 1. Logic Model

Goal Statement: **Develop and coordinate programs that eliminate duplication, maximize program potential, and ensure access**

| **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. *Provider participation*
2. *Collaboration time*
3. *Detailed information on* ***ALL*** *programs and services in the region*
4. *Data from various sources; LMI; LWDB’s; industry partners; Launchboard*
5. *Needs assessment*
 | 1. Develop consortium course and service catalog; asset map; update website
2. Coordinate course offerings between members and service providers
3. Develop SLO’s and certificates for each course
4. Develop courses that are inclusive and capture special and non-traditional populations
5. *Develop blended and online course that are accessible throughout the consortium*
 | 1. Consortium catalog and functional website that directs students to appropriate programs and services
2. More course offerings and less duplication
3. Student learning outcomes for each course; badges for comprehensive skills
4. Increased number of courses that support special education students and non-traditional populations
5. Increased number of blended and online courses
 | 1. Increased program and service awareness; increased enrollment in programs and services
2. *Improved quality of courses due to specialization*
3. *Improved course alignment*
4. *Increased enrollment with special education and nontraditional students*
5. *Increased enrollment in rural regions; distance learning*
6. *Improved communication*
 | Improved student outcomesImproved completion ratesImproved skill set acquisitionImproved job placement rates for all student populationsImproved completion timesImproved technology, reading and writing skills | Increased partnerships and servicesAdditional investments and revenue streams*Development of new and innovative programs* |

| **Assumptions** | **External Factors** |
| --- | --- |
| * People will participate and commit to improving the system
* Service providers will work with our consortium
* Students will participate in distance learning courses
 | Economy, unemployment rate, state funding. |

Goal Statement: **Ensure that adults’ transition seamlessly across programs, service providers, and into the workforce**

| **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. *Provider participation*
2. *Collaboration time*
3. *Professional development and training/support*
4. *Data from various sources; LMI; LWDB’s; industry partners; Launchboard*
5. *Needs assessment*
6. *Review career exploration programs and current career plans*
7. *Review industry-based assessment available*
8. *Review current articulations and dual enrollment agreements*
9. *Teacher qualifications*
 | 1. Develop student transition plans
2. Implement improved referral and tracking system (Community Pro)
3. Implement Career Readiness and Digital Badging System
4. Increase short-term CTE and apprenticeship offerings that lead to an industry-based credential
5. Evaluate local and regional need for number and type of targeted VESL and Integrated Courses; Develop and implement courses as needed
6. Expand employer partnerships to improve work-based learning opportunities
7. Implement career exploration programs and career plans
8. Evaluate and align program and industry assessments, and program matriculation
9. Increase articulation and dual enrollment opportunities
 | 1. Improved student transitions
2. Less confusion
3. Data availability
4. Improved student tracking
5. Increased enrollment in CTE and apprenticeship programs
6. Increased VESL and Integrated course offerings
7. Increased industry-based testing options
8. Increased employer partnerships
9. Increased WBL opportunities
10. Career exploration programs used at each site
11. Career plans on every student
12. Increased number of dual enrollments and articulations
 | 1. Increased enrollment in programs and services
2. Improved data reports and communication
3. *Increased number of students pursing a pathway*
4. *Increase in technical, academic, and career ready skill sets*
5. *Increased number of tours, job shadowing opportunities, internships, and work experience*
6. *Career portfolios*
7. *Students receiving dual enrolled and articulated credit*
 | Improved student outcomesImproved program completion ratesImproved skill set acquisitionImproved job placement rates for all student populationsImproved completion timesImproved technology, reading and writing skillsMore informed career decisionsBetter student engagement | Increased partnerships and servicesAdditional investments and revenue streams*Development of new and innovative programs**Improved transfer rates* |
| **Assumptions** | **External Factors** |
| * Students don’t have a career plan
* Employers offer internships and work experience
* Community pro is a fully functional system
 | Economy, unemployment rate, state funding. |

Goal Statement: **Increase engagement and outreach to help leverage/align resources, increase enrollment, retention, completion, and improve student outcomes**

| **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. *Provider participation*
2. *Collaboration time*
3. *Professional development and training/support*
4. *Define needs and resources*
5. *Review enrollment practices*
6. *Review education plans*
7. *Review outreach practices*
8. *Review systems of recognition*
 | 1. Develop a marketing plan and coordinate outreach efforts
2. Update consortium website and program websites
3. Update program brochures and program catalogs
4. Provide student tutoring and mentoring services
5. Improve intake and enrollment practices to expedite program entrance times
6. Leverage providers to ensure childcare services are available
7. Develop and implement education plans and goal sheets
 | Beginning implementation of the marketing planUpdated program websiteUpdated brochuresStaffing tutors and mentors for student supportStreamlined enrollment processesChildcare service networkBasic Education plans | *Increased program service awareness**Increased student performance**Less wait times for enrollment**Expanded childcare network**Education plans with goals* | *Increased program and service participation**Improved completion rates**Increased enrollments**Expanded Childcare services and network for students**Improved student outcomes* | *Program and service growth**Program expansion**Facility and program expansion**Improved transition rates* |
| **Assumptions** | **External Factors** |
| * Marketing efforts will be embraced and produce results
* College students and mentors are available and willing to assist

    | Economy, unemployment rate, state funding. |

Goal Statement**: Improve data system collaboration to better evaluate progress and measure program efficiency and effectiveness**

| **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* |
| *Community Pro Suites**Training/Professional Development* | 1. Establish consortium-wide progress and outcome
2. Establish ad-hoc data committee to review, analyze, and share findings to leadership on a regular basis to help drive program improvement
3. Implement Community Pro to share and track referrals and outcomes
4. Increase knowledge and access to TOPS pro throughout the consortium
5. Provide targeted professional development and training
 | Common benchmarks and performance measuresFunctional data PLC/committeeService and program providers loaded in community catalog; all program providers trained  | *Program and consortium goals set**Data reports developed and reviewed**Data tracking available; results reviewed* | *Program and consortium goals reviewed and evaluated; new goals set**Improved outcomes**Improved consortium performance**Expanded partnerships* | *Program and service growth**Program expansion**Facility and program expansion**Improved transition rates* |
| **Assumptions** | **External Factors** |
| * Community pro is a fully functional system
 | Economy, unemployment rate, state funding. |

### 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.*

|  |  |
| --- | --- |
|  | By September 2019, Implement the Community Pro Suites Data and Referral Software |
|  |  |
|  | Develop a consortium marketing plan including a student friendly website, program brochures, and a consortium catalog by November 2019 |
|  |  |
|  | By January 2020 develop a comprehensive consortium needs assessment |
|  |  |
|  | Implement a career readiness system including career plans, career readiness and course certificates and a digital badging system by June 2020 |
|  |  |
|  | By August 2020, expand program offerings by 10% |

##

## 2.5 Piloting and Implementation

* + - 1. VESL courses will be piloted during the 19-20 schoolyear in Sutter and Yuba Counties. VESL courses will be available in restaurant management (Culinary), Manufacturing/Welding, Health Careers – CNA and Automotive Technology and Auto Body and Paint. Expected outcomes for each program will include career readiness badges and entry level industry-based certifications including; first aid/CPR; CNA; Serve-Safe; Knife Skills; Sauces; Point of Sale; Food Sanitation. Manufacturing will offer certificates in Mill machining; lathe; Tormac upright; plasma cutter; G-code; welding (TIG;MIG; Oxy). Automotive certifications include I-CAR and ASE. Overall expected outcomes for all courses are: course completion rate of 90% with a certificate attainment at 70% and industry-based credential at 50%.
			2. Distance and Blended courses will be piloted during the 19-20 schoolyear. Courses will be piloted in all regions and include both CTE and academic courses. Expected outcomes will be increased program enrollment (200 students). Expected completion rates are 90%
			3. Short-term CTE courses will be piloted in all regions. Yolo will be adding an Ag Welding course. Colusa will be adding a fire academy course. Sutter will be offering a Drone course. Lake will be adding a CNA course. Yuba will be adding auto mechanics course. Overall expected outcomes for all courses are: course completion rate of 90% with a certificate attainment at 80% and industry-based credential at 60%.