

44 North Coast Adult Education Consortium

Plans & Goals - Consortium Approved

Executive Summary

The North Coast Adult Education Consortium (NCAEC) serves Humboldt and Del Norte Counties. Membership consists of 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 NCAEC. All allocations have been consistent with the previous 15/16 three year plan to support adult learners, program development, and streamlining of services. The vision of the NCAEC is to offer adult education classes at locations geographically accessible to learners with the NCAEC region. Based on identified workforce needs, NCAEC classes will increase educational attainment and career success by providing the preparation and skills needed for employment, continuing education, and personal growth of the residents of our region. Accomplishments from the 18/19 year include: refining the NCAEC's governance structure, developing a NCAEC website, professional development for new members, and updated curriculum to accommodate community needs. New HSE and CTE classes were offered in Del Norte County. Additionally, new classes were started at the Humboldt County Library, Humboldt County Correctional Facility, Betty Chinn Day Center, America's Job Center (locally known as the Job Market), Department of Health and Human Services, the MultiGenerational Center, and at Pelican Bay Prison. The goals for the 19/20 year are to utilize curriculum alignment to increase learning opportunities which will place adult learners on a trajectory toward employment, career, and post-secondary training. This will include curriculum alignment of courses between consortia members and partners, to support student goals of career and college readiness. Additional goals include increased outreach to students in rural and remote communities and support student participation and persistence. The NCAEC will increase collection of student data; and, utilize the data in driving decision making.

Regional Planning Overview

The 19/22 three year plan was developed through feedback from consortium partners and a public meeting. Additionally, a comprehensive profile of the potential adult education students by program segments was commissioned to include demographics, education, socio-economics, and geographic data on potential adult education students within the region. Further regional analysis of the economy and employment demand was gathered to better understand the opportunities for training, education, and career pathways for adult students. A third party consultant was utilized to provide a regional analysis to strengthen the three year plan.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

A regional need is ABE, HSE, AWD, and ESL courses in rural areas.

How do you know? What resources did you use to identify these gaps?

It has been challenging to maintain consistent student enrollment in the above areas. Resources used to identify gaps included using of research data, determining the distance between education sites and students of origin, communication with partners, and analysis of fluctuating enrollment data.

How will you measure effectiveness / progress towards meeting this need?

Progress toward meeting this goal will be measured through enrollment maintenance or increase, and/or employment gains.

Regional Need #2

Gaps in Service / Regional Needs

A regional need is to provide additional CTE and WR classes.

How do you know? What resources did you use to identify these gaps?

The need was identified through economy and employment demand research. NCAEC members and partners have also shared that CTE and WR courses will support adults becoming more hire-able.

How will you measure effectiveness / progress towards meeting this need?

Effectiveness will be measured through enrollments, additional classes, and outreach.

Regional Need #3

Gaps in Service / Regional Needs

A regional need is to develop a clear pathway between members and partners for employment, career, and post-secondary training.

How do you know? What resources did you use to identify these gaps?

The gap was identified through the NCEAC membership.

How will you measure effectiveness / progress towards meeting this need?

Effectiveness will be measured through articulation agreements and a regional repository of curriculum between members.

Gaps In Service

New Strategies

Strategy #1

Transportation is an ongoing gap within the region. The NCAEC will work to increase transportation assistance to adult students.

Strategy #2

Continue to work and expand upon community partnerships to provide better service and attainment of adult learner's desired outcome.

Seamless Transitions

New Strategies

Strategy #1

Increase faculty and member use of CASAS data to drive instruction, plan courses, and advise students.

Strategy #2

Work with ABE, ASE, and ESL students to assist with their transition to post-secondary pathways with lead to employment or better employment opportunities.

Student Acceleration

New Strategies

Strategy #1

To accelerate high school diploma completion use credit recovery opportunities and competency based tests to earn secondary academic credit.

Strategy #2

Continue to offer compressed course scheduling, along with year long classes in HSE, WR, and ESL to meet the rural adult learner schedule.

Professional Development**New Strategies****Strategy #1**

Increase consortium members' awareness and engagement with upcoming CAEP sponsored trainings and webinars.

Strategy #2

Use the expertise of other consortium leads and consultants to enrich the professional development of all.

Leveraging Resources**New Strategies****Strategy #1**

Utilize the space and infrastructure from K-12 districts to offer CTE, conducive to an adult learner's schedule.

Strategy #2

Leverage the NCAEC partnership's locations to interface with new and potential adult learners.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 3-year plan.

Allocations presented in this budget are appropriate to support the FY 19/20 adult education plan with the context of the CAEP three year plan. The funds are used to maintain infrastructure to house and offer adult education classes, expand courses upon community need, and facilitate community partnerships.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2019-20.

The remaining carry over funds have been allocated to support the start up costs of new CTE programing and the expansion of other adult education classes.

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2019-08-13

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