

70 North Central Adult Education Consortium (Yuba): Certified

Details

Consortium Information

Consortium Name:

70 North Central Adult Education Consortium (Yuba)

Consortium Short Name:

70 North Central (Yuba)

Address:

425 Plumas Blvd, Suite 200 | Yuba City, CA | 95991

Website:

<http://www.northcentralcaep.com/>

Funding Channel 2022-23:

Fiscal Agent

CAEP Funds 2022-23:

\$3,538,806

CAEP Funds 2021-22:

\$3,359,732

CAEP Funds 2020-21:

\$3,228,959



Consortium Contacts

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Fiscal Contact	Jay VanDuzer	jayv@sutter.k12.ca.us	Accountant II	(530) 822-3007
Primary Contact	Kari Hauser	khauser@sutter.k12.ca.us	Registrar	(530) 822-5810 ext: 3035
Primary Contact	Jacob Holmes	jacobh@sutter.k12.ca.us		

Member Agencies

Member Agency	Member Type	Contact	Phone
Colusa Co. Office of Education	County Office of Education (COE)	Michael West	(530) 458-0350
Konocti Unified	Unified School District	Becky Salato EdD	(952) 453-9563
Lake Co. Office of Education	County Office of Education (COE)	Brock Falkenberg	
Sutter Co. Office of Education	County Office of Education (COE)	Eric Pomeroy	(530) 822-2965
Woodland Joint Unified	Unified School District	Karin Liu	(530) 406-5902
Yolo Co. Office of Education	County Office of Education (COE)	Karen Shores	(530) 668-3733
Yuba CCD	District	Katy Miller	(530) 749-3868
Yuba Co. Office of Education	County Office of Education (COE)	Francisco Reveles	(530) 749-4900
Woodland Community College	College	Artemio Pimentel	(530) 661-5711
Yuba College	College	Dr Tawny Dotson	(530) 434-8266

Executive Summary

Executive Summary *

The North Central Adult Education Consortium (NCAEC) will continue to collaboratively evaluate student, program, consortium, and community needs, set goals, and evaluate program effectiveness in an effort to improve student transitions and outcomes throughout the consortium.

NCAEC will build on efforts from the last three-year plan and annual plans. NCAEC will focus on: Expanding the consortium leadership in an effort to carry out NCAEC's vision; Monitoring and recalibrating goals; Improving partner collaboration, to strengthen service and support systems; Improving data reporting, evaluation of data, and program accountability; Leveraging partnerships to mitigate student barriers, improve coordination between services and programs, and procure matching resources; Increasing targeted professional development opportunities for all consortium staff members; Increasing access to NCAEC programs and services throughout the consortium; Improving program completion and transitions to employment, CTE or post-secondary programs.

Student, staff, and employer needs were identified through collaborative planning meetings that included all consortium members, employers, service provider's educators, and community leaders. Meetings were led using CAEP Three-year plan documents (guiding questions and planning). Input from meetings, LMI data, outcome data, and surveys were used to develop the selection of metrics, activities, and outcomes in the three-year plan. As a result, NCAEC's plan is aligned with regional plans and reflective of student and employer needs throughout the consortium.

Assessment

Overview and Preparation *

NCAEC's three-year planning began during the 2021-2022 Annual Plan development and continued throughout the school-year. All members participated in monthly meetings, stakeholder meetings, and other discussions. NCAEC utilized information from multiple stakeholder meetings, surveys, and data sources to develop its 3 Year Plan.

NCAEC began with an inventory of current programs and service partners, levels of service, funding sources, challenges, student barriers, student, program, and employer needs, current initiatives and grant funding in the region. Consortium members conducted self-assessments and regularly shared data performance measures, and student needs.

Performance Data was used in conjunction with LMI studies, North Central Counties Consortium, Yolo WIB, North Bay Alliance Strategic Plans, COMIS; TOPSpro Enterprise, One-Stops, and Launchboard. Data from these sources as well as other sources (employers, housing authority, social services, libraries, health care providers, food banks) was used to collectively assess the needs of students, and programs in the consortium.

Regional Alignment and Priorities *

NCAEC's 3 Year Plan aligns with the following local workforce development boards (LWIB's) strategic plan: North Central Counties Consortium (NCCC – WIB for Yuba Sutter, Colusa and Glen Counties); Yolo WIB; North Bay Alliance (Lake County). Additionally, NCAEC's three-year plan aligns with local One-Stop strategic plans including the Capital Region; SETA (Sacramento Employment Training Agency).

Additionally, NCAEC's 3-Year Plan aligns with the Strong Workforce Program, Guided Pathways, and the North Far North Regional Consortium Regional Plan, as well as other initiatives. Locally, NCAEC's 3-year plan is aligned to WASC Accreditations, LCAP's, and LEA strategic plans that focus on improving transitions to post-secondary programs, training, and/or employment.

Evaluate the Educational Needs of Adults in the Region *

As previously discussed, NCAEC utilized data and input from multiple sources to evaluate current levels of need in the region including: CAEP Fact Sheets; LaunchBoard; CAEP Consortium Summary Reports; TE Data; COMIS Data.

Data from the above sources indicate overall the NCAEC service region has grown over the last 4 years by approximately 15,000 people. Demographics of the region did not change much in regards to ethnicity, and gender. The number of student enrollments has sharply declined in the consortium and has slowly begun to rebound in the current year which aligns with COVID timelines. Barriers to employment include extremely low literacy rates which have remained at or higher than state averages, reaching 83% during the 19-20 school-year. Student poverty rates are also somewhat higher than the state average, and ELL students with barriers are on par with state averages for 2020-2021 at 37%.

Although ESL programs are available in all counties, ESL enrollments for the consortium have declined by 23% since 2018 but are steadily increasing. Similarly, ASE, ABE, and CTE programs saw a decline in enrollment from 2018-2021 but all programs are

starting to see an increase in enrollment; Currently, Lake County does not have a local HSD program available to students despite need and interest in the program.

The development of online programs has improved access to students in some regions, but not all regions. To date, no consortium online courses have been created that are available to all students. However, some programs are preferred (ESL) and often necessary (CTE) to run in person which is reflected in the fluctuating ESL/CTE enrollments.

Despite student interest, and industry demand, short-term CTE offerings are still limited in Colusa, Yolo, and Lake Counties; Both Colusa and Lake County have higher than average unemployment. However, Yolo is planning a huge expansion of CTE programs which will help address access issues in the surrounding area. Very limited VESL courses, co-enrollment, and dual enrollment opportunities exist for students throughout the consortium which has hindered student transitions and outcomes. Also, despite the large population of Adult with Disabilities, very few CTE training programs exist throughout the consortium to serve the students. Pre-Apprenticeships programs exist in 3 counties with planned expansion into all 5 counties in multiple industry sectors.

Student persistence rates have also continued to be at or above state averages. Extremely high persistence rates exist in some programs at enrollment which will be addressed through more robust student orientations. Both completion rates in ASE and transition rates from ESL to ASE have also seen a decline over the last three years. EFL gains have also seen a decline in multiple programs post-COVID however, some members are not WIOA funded which poses challenges to tracking EFL gains.

Workforce services exist in all counties and are aligned directly with all programs. Two of the programs oversee a One-Stop and other programs have co-located partnerships. One-Stops work with all consortium members to provide student support, referrals, and services to address barriers. Despite the extensive partnerships, silos still exist which results in duplication of services, and lack of coordinated services and referrals, that occasionally results in untimely services to students.

Consortium meetings with service partners identified both consortium and program service needs. Multiple discussions centered around addressing student barriers and needs prior to or at enrollment; Maslow's Hierarchy of Needs. Despite multiple service partners, some services are impacted and have a waiting list. Lake County has an extreme shortage in housing; All counties have issues with both a childcare shortage and transportation due to limited bussing and high fuel prices. Higher food costs are also impacting students and families. All of the above barriers to enrollment and student persistence are impacting student outcomes.

Contributions by Entities *

All NCAEC members actively participated in planning meetings, conducted a self-evaluation, and provided information regarding strengths, areas of growth and need as both an individual program and consortium. All consortium members also participated in meetings with service providers and other partners, who also provided feedback on programs and service levels.

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
*Colusa Co. Office of Education	Member Representative	42	53	61	0	0	0	83	43	0
*Konociti Unified	Member Representative	0	6	0	0	0	0	0	0	0
*Lake Co. Office of Education	Member Representative	0	0	0	0	0	0	0	0	0
*Sutter Co. Office of Education	Member Representative	108	315	327	327	14	0	162	20	2
*Woodland Community College	Member Representative	47	0	71	0	0	0	0	0	0
*Woodland Joint Unified	Member Representative	65	71	188	188	0	0	0	0	0
*Yolo Co. Office of Education	Member Representative	0	0	0	0	0	0	30	0	0
*Yuba CCD	Member Representative	0	0	0	0	0	0	0	0	0
*Yuba Co. Office of Education	Member Representative	246	0	0	0	0	0	84	0	0
*Yuba College	Member Representative	0	0	72	0	0	0	118	0	0
Total Participants		508	445	719	515	14	0	477	63	2

* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Sutter County One Stop	Community Organization	✓	✓	✓	×	✓	✓	✓	✓	✓
Yuba County One Stop	Community Organization	✓	✓	✓	×	✓	✓	✓	✓	✓
Colusa County One Stop	Community Organization	✓	✓	✓	×	✓	✓	✓	✓	✓
Sutter County Library	Community Organization	✓	×	✓	✓	✓	✓	×	×	×
Department of Rehabilitation	Other	×	×	×	×	✓	×	×	×	×
Sutter Yuba Behavioral Health	Community Organization	✓	✓	×	×	×	×	✓	×	×
Family Soup	Community Organization	×	×	×	×	✓	×	×	×	×
FREED	Community Organization	×	×	×	×	✓	×	×	×	×
Alta California Regional Center	Community Organization	×	×	×	×	✓	×	×	×	×
Sutter County Employment Services	Other	✓	✓	✓	×	✓	×	✓	✓	×
Sutter County Department of Human Services	Other	✓	✓	✓	×	✓	×	✓	✓	×
Marysville Joint Unified School District	Business	✓	✓	✓	×	✓	✓	✓	×	×

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Regional Housing Authority	Community Organization	✓	×	×	×	×	×	×	×	×
E-Center	Community Organization	×	×	✓	×	×	×	×	×	×
California Human Development	Community Organization	×	×	✓	×	×	×	✓	×	×
Woodland Public Library	Community Organization	✓	×	✓	×	✓	×	✓	×	×
yolo county one stop	Community Organization	✓	✓	✓	×	✓	×	✓	×	×
Lake County Behavioral Helath	Business	×	×	×	×	✓	×	×	×	×
Career Point Lake County	Business	✓	✓	✓	×	✓	×	×	×	×
Lake county social services	Business	✓	✓	✓	×	✓	×	×	×	×
Lake County Library	Community Organization	✓	✓	✓	×	✓	×	×	×	×
Lake County Tribal Helath	Community Organization	×	×	×	×	✓	×	✓	×	×
Lake County Housing Authority	Community Organization	✓	×	×	×	×	×	×	×	×

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

As previously discussed and listed in the above table, NCAEC has extensive partnerships with One-Stops, employers, community-organizations, LEA's, and local workforce development boards. One-Stops work with mandated partners and employers to provide employment services to NCAEC students. One-Stops assist students with career exploration, resume building, job readiness workshops, counseling, job search. One-Stops also have co-located partners on-site to support students: EDD; DOR. One-Stops also strive to provide students with co-enrolled services; social services; CALWorks; Workability; Housing; Childcare; On the Job Training; Internships. However, some of these services are only available to students with US Citizenship which creates a challenge to serve at-risk student populations.

Employers have stressed the need for more robust soft-skill training throughout the consortium. Additionally, employers have discussed the need for students to have more exposure to careers through job-shadowing and unpaid/paid internships. Most HSD programs require careers but give students limited exposure to careers first-hand. Limited data exists in LaunchBoard that accurately reflects CTE completion rates; Services to students; Employment and follow-up earnings after students exit programs. Overall data collection, input and analysis needs to be improved and will be addressed in the three-year plan.

Metrics: CAEP Barriers & Metrics

✓ **Student Barriers**

Adult Ed Metrics

- English Language Learner (AE 305 - Overall)
- Low Income (AE 310 - Overall)
- Low Literacy (AE 311 - Overall)

✓ **Progress:** Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

Adult Ed Metrics

- Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

✓ **Transition:** Learn about student transition into postsecondary education and college credit pathways.

Adult Ed Metrics

- Participants with Transition to ASE (AE 500 - Overall)
- Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

✓ **Success:** Information on completion of diplomas, certificates, and college credit awards.

Adult Ed Metrics

- Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

✓ **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Adult Ed Metrics

- Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	3,528	2,200		3,200	3,500	3,800
Student Barriers	English Language Learner (AE 305 - Overall)	1,782	763		900	1,100	1,300
Student Barriers	Low Literacy (AE 311 - Overall)	2,923	1,607		1,500	1,300	1,100
Student Barriers	Low Income (AE 310 - Overall)	1,514	1,064		900	800	900

Member Level Metric Targets

* Mandatory for all members

Colusa Co. Office of Education (Reported by Colusa County Office Of Education)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	114	138		150	160	170
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	26			20	25	30
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)		21		25	30	35
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				10	15	20
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)		13		15	20	25
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	17	40		45	44	48

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	11			10	15	20
Transition	Participants with Transition to ASE (AE 500 - Overall)	17			15	18	25

Konocti Unified (Reported by Konocti Unified School District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Lake Co. Office of Education (Reported by Lake County Office of Education)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	80			50	60	95
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				10	15	15
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	10			0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Sutter Co. Office of Education (Reported by Sutter County Adult Education)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	844	584		730	880	950
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	138			150	160	150
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	185	148		160	190	190
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	90	43		75	90	100
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	99	76		80	90	100
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	120	115		130	135	145

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	28			40	50	60
Transition	Participants with Transition to ASE (AE 500 - Overall)	242			250	275	300

Woodland Community College (Reported by Woodland Community College)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	303	109		150	165	180
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	99			50	65	80
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	76	20		45	50	65
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	25	25

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	28			32	36	35
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Woodland Joint Unified (Reported by Woodland Joint Unified School District (WJUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	550	325		350	375	400
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	43			35	40	45
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	93	57		65	75	85
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	82	53		45	55	65
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	41	26		35	45	40
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	16			20	24	28
Transition	Participants with Transition to ASE (AE 500 - Overall)	81			90	100	100

Yolo Co. Office of Education (Reported by Yolo County Office Of Education)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				40	50	60
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				5	10	12
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				5	8	10

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Yuba CCD (Reported by Yuba District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	612	297		0	0	0
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	204			0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	138	37		0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	30	54		0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	58			0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Yuba Co. Office of Education (Reported by Yuba County Office Of Education)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)		43		125	150	175
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				10	15	20
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				10	15	20
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				10	15	20
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				5	10	15
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Yuba College (Reported by Yuba College)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	258	186		190	200	210
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	95			50	60	60
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	58	17		35	45	55
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	28	50		35	45	55

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	27			20	30	40
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Colusa Co. Office of Education	100%	100%	9%	80%	85%	90%
Lake Co. Office of Education	100%	62%	0%	80%	85%	90%
Sutter Co. Office of Education	100%	100%	79%	100%	100%	100%
Woodland Community College	100%	100%	44%	80%	85%	90%
Woodland Joint Unified	100%	100%	12%	80%	85%	90%
Yolo Co. Office of Education	100%	51%	0%	80%	85%	90%
Yuba Co. Office of Education	100%	100%	60%	80%	85%	90%
Yuba College	100%	100%	53%	80%	85%	90%

Objectives

Address Educational Needs

Description of Objective *

Based on student need, data, and stakeholder input: Expand, develop and implement accessible educational programs and related services for all student populations that lead to improved enrollment, persistence, completion rates, and transition rates.

Gaps in Services/Need:

As previously discussed in the section two assessment, no online/hybrid courses exist that are accessible to students throughout the consortium. Some regions have few or no existent programs that are needed. Very few dual enrollment courses exist, and limited opportunities exist for co-enrollment in educational programs. In demand CTE/VESL/IET programs that support all student populations including adults with disabilities are limited throughout the consortium. Per employers, industry-based assessments and certificates need to be embedded in programs to help improve transitions to employment and align outcomes with industry. Per employer's careers courses need more soft skills training and on-the-job exploration/training to prepare students for transition to careers. Designing orientations to address student needs prior to, and during enrollment is needed to reduce persistence rates.

Barriers:

Transportation; Childcare, Housing, Financial, Literacy, Access to programs

Strategies:

- 1, Set goals and benchmarks that strive to: reduce barriers, increase completion rates; improve persistence rates; address gaps in services, and address regional needs
2. Increase course offerings; Prioritize course development and implementation based on need, as determined by regularly updated data.
3. Consistently evaluate programs and modify as necessary to meet the needs of students and the community
4. Strengthen partnerships and communication through the development of strategic ad-hoc committees that support programs and adult learners.
5. Continue to educate the public about adult education programs and services.

Improve Integration of Services & Transitions

Description of Objective *

Description of Objective

Identify and create Intra/Inter-program/consortium professional learning communities (PLC) for all staff and critical partners that will lead to improved staff knowledge, and better alignment/coordination of programs and services, resulting in improved outcomes/transitions.

Gaps In Services/Need:

As previously discussed, partnerships are plentiful, but there is a gap in alignment/coordination of programs and services. High turnover in NCAEC's leadership has caused a knowledge gap in available and necessary partnerships and services that support adult learners. Silos and partner duplication exists both internally (county) and externally (consortium) which causes unnecessary duplication of programs, services, and resources. Limited dual enrollment and CTE programs exist in certain

regions as well as co-enrollment in services with One-Stops which hinders student enrollment and transitions to post-secondary programs and employment. Limited data has been reported in regards to student services and transitions which will be improved and used to identify performance measures and member effectiveness.

Barriers:

Program and student knowledge of Programs/Services; Lack of available and coordinated transitional programs/co-enrolled services

Strategies:

- Strategies:
 - Set benchmarks and goals
 - Develop a transitional PLC between the consortium and service partners
 - Identify and provide critical targeted PD opportunities to consortium members and critical partners
 - Coordinate and align programs and services between consortium members and service partners both locally and regionally
 - Leverage and share resources with the intent of improving transitions and outcomes consortium-wide
 - Thoroughly educate students on the job market outlook, available careers and transitional/student services
 - Strengthen soft-skill, work-based learning, and contextualized instruction and training throughout the consortium
 - Strengthen student orientations by identifying and addressing barriers prior to, and during enrollment
 - Strengthen transitional data collection, evaluation, and monitoring to ensure program effectiveness.
 - Develop consortium-wide transition plans that outline and support student transitions.

Improve Effectiveness of Services

Description of Objective *

Description of Objective

NCAEC consortium members will regularly review, monitor, share and evaluate student data: (formative, summative assessments); support services data; follow-up data, and feedback to continuously improve programs and services to adult learners that lead to improved student enrollment, persistence rates, outcomes (completion rates) and transitions (employment; post-secondary), and illustrate both consortium and member effectiveness.

Gaps in Services/Need

As previously discussed NCAEC staff and administrators are not regularly reviewing consortium-wide consistently, and using it for larger purposes. Data is not frequently shared and analyzed between members. Additionally, NCAEC is not effectively using follow-up and feedback data from students and stakeholders to continuously improve programs and services. NCAEC needs to schedule time for stakeholders to share relevant data during PLC and staff meetings. Due to the limited knowledge of some staff, NCAEC will need to schedule time for targeted staff training.

Barriers:

Knowledge of data definitions and uses; staff time to review data;

Strategies:

- Restructure consortium leadership to provide additional support, training, and oversight
- Set and recalibrate goals, benchmarks, and performance measures that illustrate member and consortium effectiveness
- Regularly share data with students with feedback and explanations; set goals and benchmarks for students using multiple data sources
- Consistently update and develop regional and consortium website; marketing materials; asset resource maps that are shared with all stakeholders.
- Develop member report cards and expanded fact sheets that can be shared with stakeholders for feedback
- Align curriculum with industry standards and assessments

Activities & Outcomes

Activity Name *

Review and establish program goals and need

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Using the data gathered from the three-year plan and targets, programs will summarize goals and develop a method for reviewing, sharing, and analyzing data. Timelines will be established for each goal. Consortium and programs will also develop a program needs matrix with estimated quantified expenditures.

Short-Term Outcomes (12 Months) *

By December 1st, 2022:

- Restructure consortium leadership
- All members will have developed a program needs matrix, goal matrix.
- The NCAEC Consortium will develop an asset/resource map that will be shared and distributed to stakeholders;
- Develop and complete evaluation metrics and tools
- PD will be identified and scheduled.
- Develop data committee and schedule of review dates

Intermediate Outcomes (1-3 Years) *

By June 30,2023:

- Complete all scheduled PD
- Annual review performance data, benchmarks, and evaluate member effectiveness for the year; develop member report cards; recalibrate goals as needed which will be reflected in the annual plan
- Align curriculum and assessment consortium-wide with educational and industry standards
- Meet targeted benchmarks defined in the metrics section

Long-Term Outcomes (3-5 Years) *

On or before June 30, 2025:

- Meet or exceed all benchmarks as defined in the metrics section
- Increase consortium membership and partnerships by 20%
- Increase leveraged resources by 20%

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)

Responsible person(s)

Name
Beth Hampson
Eric Pomeroy
Jeremy Brown
Karen Shores
Karin Liu
Ken Hamel
Lorilee Niesen

Activity Name *

Develop, and expand critical programs/services

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Expand, develop and implement accessible educational programs and related services for all student populations throughout the NCAEC Consortium.

Short-Term Outcomes (12 Months) *

By June 30, 2023 or before

- Develop and Implement at least 5 new courses available in regions with critical needs
- Expand critical partnerships that address student barriers by 10%
- Meet targeted metrics for the year as defined in the plan
- Complete PD for course standards and industry alignment
- Complete course and service alignment between consortium members

Intermediate Outcomes (1-3 Years) *

By June 30, 2024 or before:

- Meet or exceed targeted metrics for the time period
- Develop and implement at least 10 new courses available in regions with critical need
- Expand critical partnerships that address student barriers by 10%

Long-Term Outcomes (3-5 Years) *

On or before June 30, 2025:

- Meet or exceed all benchmarks as defined in the metrics section
- Ensure all student have equitable access to similar programs and services throughout the consortium
- Expand critical partnerships by 20%

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

Name
Beth Hampson
Eric Pomeroy
Jeremy Brown
Karin Liu
Ken Hamel
Lorilee Niesen

Activity Name *

Improve consortium program/service alignment

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Identify and create Intra/Inter-program/consortium professional learning communities (PLC) for all staff and critical partners that will lead to improved staff knowledge, and better alignment/coordination of programs and services, resulting in improved outcomes/transitions. Develop and increase dual enrollment, co-enrollments, CTE/IET/VESL programs and WBL that improves student transitions.

Short-Term Outcomes (12 Months) *

By June 30, 2023 or before

- Identify and complete targeted PD
- Develop transition/program/service PLC
- Identify and expand WBL opportunities for all student populations
- Meet targeted metrics for the year as defined in the plan
- Strengthen and develop consortium-wide orientations

- Expand soft-skills and careers class to include job preparation and outlook
- Develop consistent career transition plans
- Complete course and service alignment between consortium members

Intermediate Outcomes (1-3 Years) *

By June 30, 2024 or before:

- Meet or exceed targeted metrics for the time period
- Increase PLC membership and training opportunities for members
- Expand dual enrollments, co-enrollments, and CTE/VESL/IET enrollments by 10% in targeted regions

Long-Term Outcomes (3-5 Years) *

On or before June 30, 2025:

- Meet or exceed all benchmarks as defined in the metrics section
- Ensure all student have equitable access to similar programs and services throughout the consortium

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Beth Hampson
Eric Pomeroy
Jeremy Brown
Karen Shores
Karin Liu
Ken Hamel
Lorilee Niesen

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Colusa Co. Office of Education	\$291,960	Certified
Konocti Unified	\$45,598	Certified
Lake Co. Office of Education	\$746,341	Certified
Sutter Co. Office of Education	\$2,857,396	Certified
Woodland Community College	\$138,791	Certified
Woodland Joint Unified	\$1,392,447	Certified
Yolo Co. Office of Education	\$0	Certified
Yuba CCD	\$0	Certified
Yuba Co. Office of Education	\$137,751	Certified
Yuba College	\$0	Certified
Totals	\$5,610,284	10/10 Certified

Funds Evaluation *

NCAEC funds will be allocated to members based on the consortium’s CFAD, member need, and member effectiveness. NCAEC has set aside funds to address member needs and members will continue to share allocations with members as discussed. NCAEC leadership will ensure unspent funds and excess carryover will be reallocated as needed per the executive committee and the consortium bylaws. NCAEC leadership will continue to leverage funds from other programs, partners, and grants to supplement funding to members in need. Through expanded leadership, and improved partnerships, NCAEC will regularly evaluate member effectiveness, and the alignment of expenditures with the three-year plan to ensure consortium efficiency.

Certification

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06/20/2022 10:13 AM PDT

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06/20/2022 11:02 AM PDT

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06/20/2022 08:18 AM PDT



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