

California Adult Education Program : Annual Plan : 2022-23 Produced: Sep 15, 2022, 05:35 PM UTC Becky Salato

# 70 North Central Adult Education Consortium (Yuba)

## Plans & Goals

### Executive Summary

NCAEC's 2022-2023 Annual Plan was developed from its recent three-year plan and its accomplishments from the previous year. NCAEC planned strategies for the upcoming year are aligned with the consortium's three-year plan through the use of short-term SMART goals identified in the three-year plan. Overall, NCAEC will continue to focus on the consortium's overarching goal used to drive both the three-year plan and annual plan: *To efficiently and effectively expand/develop/coordinate accessible, need based adult education programs and services throughout the NCAEC region.* NCAEC's current three-year plan goals include: *Develop and expand critical programs and services; Improve the integration and alignment of services; Improve the effectiveness of services and transitions; Expand marketing efforts to improve enrollment, recruitment, and retention; Update consortium policies to improve program and consortium accountability.* NCAEC developed consortium-wide PLC's to include program and service partners that will help implement the short-term planned strategies for the upcoming year.

2022-2023 NCAEC member allocations were developed in accordance with consortium by-laws and through collegial collaboration. NCAEC worked together to expand the one-time funding pot to ensure access and equity to supplemental and emergency funding. NCAEC has made both one-time and ongoing funding changes to better serve adult learners throughout the region; this decision also aligned with the consortium's 3-year plan. Planned expenditures for the upcoming year align with the consortium's proposed annual plan and 3-year plan. Member budgets are discussed and developed based on the annual plan strategies within the seven program areas. Budget changes are made throughout the year to ensure expenditures are aligned with both annual program goals and need.

NCAEC continued to face challenges from the COVID Pandemic in 20-21. The COVID pandemic has continued to perpetuate existing economic issues (food, housing, childcare, unemployment, fiscal (budget, and social issues (equity) which has continued to effect the delivery of programs and services. However, many consortium members started to see a rebound in student attendance, services and outcomes in the Spring of 2022. Overall, NCAEC members still achieved noteworthy accomplishments which included: 1. Creation and expansion of short term CTE classes with industry based certifications 2. Expanded distance learning delivery system (teachers used CANVAS; Edmentum; ZOOM, Edgenuity, Burlington English, AZTEC, Reading Plus and other programs to provide instruction, assessments, and outreach. 3. Teachers participated in extensive PD in regard to online learning, (Burlington English, Edgenuity, CASAS, OTAN, CALPRO); outreach and service strategies. 4. Expansion of CTE programs that served both general education and special populations including: Home Health; Culinary Arts; CNA; Welding; Stenography; MA; Fire Science; Auto Body; Auto Technology; Welding /Manufacturing; Dental Assisting; Entrepreneurship 5. Expansion of VESL Culinary Program, and Adult Transition Population Culinary Program. 6. New partnerships with Marysville Joint Unified School District to expand program offering and support HSD and ESL programs. 7. Three WASC Accreditations 8. Increased graduation rates and payment points from the prior year. 9. Additional Navigator added to Colusa County. 10. Expansion of service partners throughout the region

During the 2022-2023 school-year, NCAEC will continue to increase access to online and in person programs, learning platforms and support services for all adult student populations. Marketing efforts targeted to improve community awareness of adult programs, ultimately leading to increased enrollment and services will continue. Short-term CTE programs for all student populations that align with industry, lead to high wage/high demand jobs, and improve technical, academic, and career readiness outcomes will continue to be expanded/developed. Targeted PD opportunities for teachers, administrators, and staff that improve member efficiency and effectiveness will be identified and offered. NCAEC will continue to improve equity, collaboration and sharing of resources in the consortium during the upcoming school-year. Report cards for each member will be developed and shared to identify challenges, share best practices, and maximize member efficiency and effectiveness.

### Regional Planning Overview

NCAEC's three year plan is currently being implemented through short term goals that were established during the three-year planning process. Similar to last year, this years annual plan will establish and refine goals that are supported by the long term goals of the three year plan. NCAEC also reviewed prior year goals and established new and updated goals for the 2022-2023 school-year. Work related to the three year plan, annual plan and local plans is carried out by both the consortium and members. All consortium members collaborate with stakeholder and other partners to support the work and goals of the three year plan. Consortium members meet monthly in both PLC's and collectively to discuss the immediate needs of members and students. During this time strategies are developed/evaluated/updated to support the work of the three year plan

## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

Continue to expand on-going outreach and collaboration that will inform, market and expand access to community partnerships, programs, and services for all adult learners.

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

Local and regional partners continue to meet with NCAEC members and have reiterated the need for collaboration on grants, projects, programs and services that currently exist or are in the ideation process. As communities and the corresponding needs grow, both new partners and existing partners continue to be unaware of new and existing programs/services that NCAEC provides. This knowledge gap ultimately leads to underserved adult learners in the region which supports the need for additional marketing.

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

Number of new programs and/or services available to adult education students; number of new partners; increased enrollment; increased completion rates; improved transitions

### Regional Need #2

#### Gaps in Service / Regional Needs

Continue to expand short-term CTE programs for all student populations that align with industry, lead to high wage/high demand jobs, and improve technical, academic, and career readiness outcomes

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

NCAEC members continue to meet with partners (employers; educational; WIOA) and consortium members to determine local and regional needs. Adult Education students (ESL; ABE; ASE; SPED) have expressed interest in short term CTE classes that improve their skills and employment outlook. Employers are in desperate need of skilled, career ready workers.

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

Program completion rate; internship or job placement rate; wages; improved transition rates; increased enrollment; increased CASAS scores; number of certificates awarded; advisory meeting with industry partners

## Address Educational Needs

### 2022-23 Strategies

#### Strategy Name

Expand access to adult education programs that address consortium needs

#### Activity that Applies to this Strategy

Develop, and expand critical programs/services

### Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)

### Strategy Description

Based on student need, data, and stakeholder input NCAEC will strive to continue to: 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. NCAEC will continue to expand and align local and regional programs (based on identified need) between K-12/College/WIOA partners: Programs include online, hybrid and in-person education and training courses that lead to certificates, secondary completion, and/or employment. Expand opportunities for students to participate in Work Based Learning including career exploration, career readiness, career planning, job shadowing, internships, and work experience

Per NCAEC's three-year plan, 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. Develop an Adult Program/Workforce Development PLC. This will assist in identifying critical needs which will lead to course development/enhancement
2. Increase course offerings; Prioritize course development and implementation based PLC discussions - This will expand opportunities to students
3. Consistently evaluate programs and modify as necessary to meet the needs of students and the community - This will help determine the effectiveness of programs

## Improve Integration of Services & Transitions

### 2022-23 Strategies

#### Strategy Name

Expand/Enhance/Align Integration and Coordination of Services

#### Activity that Applies to this Strategy

Improve consortium program/service alignment

### Metrics that Apply to this Activity/Strategy

- Transition: Participants with Transition to ASE (AE 500 - Overall)

### Strategy Description

Per NCAEC's three-year plan, 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.

To address the above issues, NCAEC will continue to enhance, expand, integrate, and align local and regional services (based on identified need) between K-12/College/WIOA partners: Services include both online and in-person systems of support that provide training and employment opportunities, reinforce our commitment to educational equity to ensure each student has what they need to be successful, and reduce or eliminate barriers to education.

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

Strategies to address barriers include:

- Develop a transitional PLC between the consortium and service partners - This strategy will help identify partners and subsequent gaps in services
- Identify and provide critical targeted PD opportunities to consortium members and critical partners - Training partners on services will help program partners seamlessly transition students between services
- Coordinate and align programs and services between consortium members and service partners both locally and regionally - This strategy will help reduce duplication, expand/enhance services, and help partners leverage resources.
- Strengthen transitional data collection, evaluation, and monitoring to ensure program effectiveness - This strategy will evaluate service effectiveness
- Expand the roles of regional navigators and collaborate with WIOA programs and other community based organizations to leverage support services for students - This strategy will lead to the improvement of integrated services
- Develop an updated a resource map to ensure community partners and students are aware and have the services and support they need to complete their programs - Strategy will assist with creating additional awareness of community services

## Improve Effectiveness of Services

### 2022-23 Strategies

#### Strategy Name

Using data to evaluate program effectiveness and needs

#### Activity that Applies to this Strategy

Review and establish program goals and need

### Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)

### Strategy Description

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.

Per NCAEC's 3 year plan, 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.

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

Strategies:

- Develop a data PLC - This will assist in evaluating current level of knowledge and reporting
- Setup training for program partners - This will assist with accurately reporting and evaluating data which will assist in assessing needs and performance
- Set and recalibrate goals, benchmarks, and performance measures that illustrate member and consortium effectiveness - This will ensure data drives program goals, related expenditures, and member effectiveness
- Regularly share data with students with feedback and explanations; set goals and benchmarks for students using multiple data sources - This will drive program improvement, and input from stakeholders
- Develop member report cards and expanded fact sheets that can be shared with stakeholders for feedback - This will lead to open, honest discussions that lead to decisions that support the overall needs and future direction of the consortium

## 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.**

As previously discussed, three year plan long term goals were used to develop annual plan goals and strategies. All members participated in both the three-year plan and annual plan development which aligns expenditures with three-year goals and consortium planned activities for the year. Each member will work with their staff and consortium lead to develop their member budget by aligning planned allocations and expenditures with desired local outcomes.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2022-23.**

All NCAEC carryover funds are rolled into new member budgets that are aligned to annual plan strategies for the new year.

Ongoing projects from previous years are aligned with new year strategies and expenditures reflected in member budgets.

NCAEC consortium leads and members monitor carryover funds to ensure all unspent funds are spent accordingly, within the required timelines. Plans for carryover funds for all members are discussed at monthly meetings both individually (with consortium leads) and as a consortium. Carryover is reviewed again individually upon fourth quarter fiscal reporting.

Consortium one-time funding expires at the end of each year so no carryover funds are allowed. This ensures one-time funds align with yearly annual plan strategies. One-time funds are distributed each year based on need, past performance, and alignment with the seven program areas, three-year plan goals, and annual plan goals.

## Certification

**Colusa Co. Office of Education - Member Representative**

**Michael West**

[mwest@ccoe.net](mailto:mwest@ccoe.net)

(530) 458-0350

**John Ithurburn**

jithurburn@cco.e.net  
(530) 473-1350 ext: 10834

Approved by John Ithurburn

09/14/2022 01:10 PM PDT

**Konocti Unified - Member Representative**

**Becky Salato**

Superintendent  
becky.salato@konoctiusd.org  
(952) 453-9563

**Dan Janakes**

Chief Business Officer  
dan.janakes@konoctiusd.org  
(707) 994-6475

Approved by Becky Salato EdD

09/15/2022 10:35 AM PDT

**Lake Co. Office of Education - Member Representative**

**Brock Falkenberg**

bfalkenberg@lakecoe.org

**Denise Shannon**

Assistant Director of Fiscal Services  
dshannon@lakecoe.org  
(707) 262-4110

**Beth Hampson**

Education Specialist  
bhampson@lakecoe.org  
(707) 263-8918 ext: 261

**Nicole Wells**

Senior Director of Student Services  
nwells@lakecoe.org

Approved by Beth Hampson

09/14/2022 06:43 PM PDT

**Marysville Joint Unified - Member Representative**

**Bob Eckardt**

Director of Adult Programs and Community Partnerships  
beckardt@mjusd.com

(530) 740-6424

**Fal Asrani**

Superintendent  
fasrani@mjusd.com

(530) 749-6100

Approved by Bob Eckardt

09/14/2022 04:55 PM PDT

**Sutter Co. Office of Education - Member Representative**

**Eric Pomeroy**

Director  
ericp@sutter.k12.ca.us

(530) 822-2965

**Jay VanDuzer**

Accountant II  
jayv@sutter.k12.ca.us

(530) 822-3007

**Tom Reusser**

tomr@sutter.k12.ca.us

**Lorilee Niesen**

Director of Adult & CTE  
lorileen@sutter.k12.ca.us

(530) 822-5810 ext: 4841

**Susan Odegard**

Adult Ed Navigator  
sodegard@sutter.k12.ca.us

(530) 822-5810 ext: 3013

Approved by Lorilee Niesen

09/14/2022 01:13 PM PDT

**Woodland Community College - Member Representative**

**Artemio Pimentel**

President  
apimente@yccd.edu

(530) 661-5711

**Patricia Barba**

Director of Special Programs

[pbarba@yccd.edu](mailto:pbarba@yccd.edu)

(530) 668-2505

**Kasey Gardner**

Vice President of Instruction

[kgardner@yccd.edu](mailto:kgardner@yccd.edu)

(530) 661-4222 ext: 4222

**Annette Lee**

Executive Dean

[alee@yccd.edu](mailto:alee@yccd.edu)

(707) 995-7904

**Mary Wilson**

Student Engagement and Outreach

[mwilson@yccd.edu](mailto:mwilson@yccd.edu)

(707) 995-7913

Approved by Patricia Barba

09/14/2022 01:09 PM PDT

**Woodland Joint Unified - Member Representative**

**Karin Liu**

Principal

[karin.liu@wjusd.org](mailto:karin.liu@wjusd.org)

(530) 406-5902

**Elodia Ortega-Lampkin**

Superintendent

[elodia.lampkin@wjusd.org](mailto:elodia.lampkin@wjusd.org)

(530) 405-6868

Approved by Karin Liu

09/15/2022 09:31 AM PDT

**Yolo Co. Office of Education - Member Representative**

**Karen Shores**

Coordinator of College and Career Readiness

[karen.shores@ycoe.org](mailto:karen.shores@ycoe.org)

(530) 668-3733



**garth lewis**  
Superintendent  
garth.lewis@ycoe.org  
(530) 681-2144

**Deborah Bruns**  
deborah.bruns@ycoe.org

**Eric Banuelos**  
Adult Education Workforce Specialist  
eric.banuelos@ycoe.org  
(530) 406-5942

Approved by Karen Shores

09/14/2022 01:18 PM PDT

**Yuba CCD - Member Representative**

**Katy Miller**  
kmiller@yccd.edu  
(530) 749-3868

**Artemio Pimentel**  
President  
apimente@yccd.edu  
(530) 661-5711

**Tawny Dotson**  
President  
tdotson@yccd.edu  
(530) 434-8266

**Divinder Bains**  
dbains@yccd.edu

Approved by Artemio Pimentel

09/14/2022 01:10 PM PDT

**Yuba Co. Office of Education - Member Representative**

**Francisco Reveles**  
francisco.reveles@yubaco.e.k12.ca.us  
(530) 749-4900

**Ken Hamel**  
CTE Coordinator  
ken.hamel@yubacharterschool.org  
(530) 682-0377

Approved by Ken Hamel 6820377

09/14/2022 01:35 PM PDT

**Yuba College - Member Representative**

**Tawny Dotson**

President

tdotson@yccd.edu

(530) 434-8266

**Jeremy Brown**

Vice President of Instruction

jbrown2@yccd.edu

(530) 741-6766

**Irma Guzman**

Student Success Specialist

iguzman@yccd.edu

(530) 741-6814

Approved by Jeremy Brown

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