

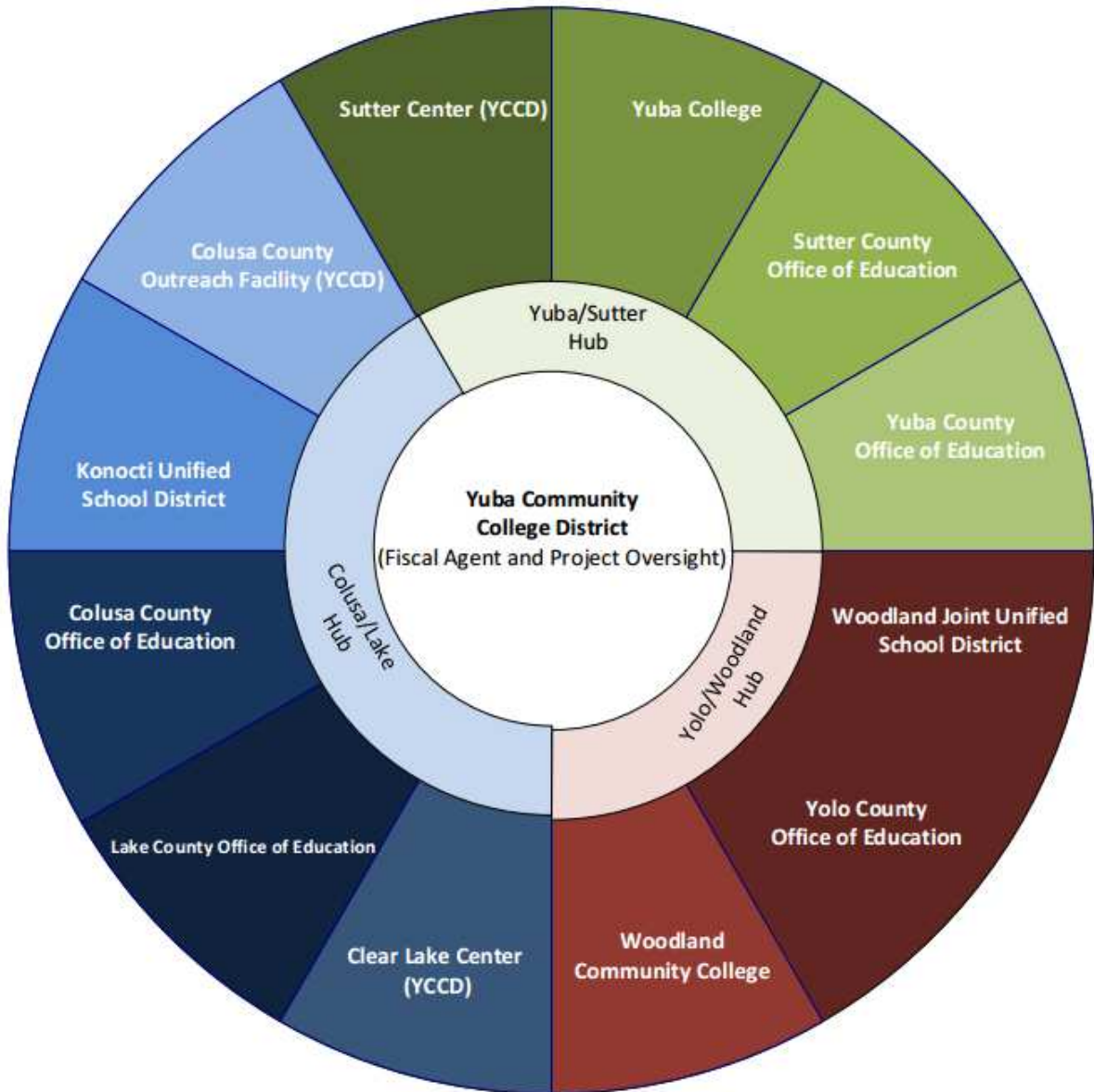
# **Regional Comprehensive Plan**

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**AB86** North Central Adult Education  
Consortium

**March 1, 2015**

# North Central Adult Education Consortium (NCAEC) Organizational Chart



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## INTRODUCTION

This report represents the North Central Adult Education Consortium (NCAEC) Regional Comprehensive Plan as of March 1, 2015 and is the initial product of collaboration among the entities that provide adult education opportunities within the Yuba Community College District service area. Representatives (members and primary partners) of NCAEC include the Yuba Community College District, Woodland Joint Unified School District, Konocti Unified School District and the Yuba, Sutter, Yolo, Lake and Colusa County Offices of Education. Participating stakeholders have included faculty, teachers, staff, students, board of trustee members, district leadership, and business/industry and community partners. 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



## Strategic Planning

NCEAC's regional comprehensive plan was developed based on input collected from a number of stakeholder groups, key administrators and partners, and Adult Education faculty, staff and students. The planning process involved responding by five programs areas, to each of the seven objectives, as prescribed in the AB 86 Certification of Eligibility.

To put the plan into action, it was determined that realignment of those responses into strategic planning priorities at organizational, institutional and programmatic levels was an important next step in the planning process. The Leadership Team, in consultation with program area subcommittees, has been leading the collaborative effort of regional prioritization. A review of the data collected during the planning as well as the high leverage activities and strategies identified to reach the plan's objectives provided the framework for developing priorities.

Summary tables of the high-leverage activities and strategies identified for Objective 3 through 6 were developed to enable the review. The Summary Tables are found in Appendix B.

### Foundational Issues and Structures

Across the major themes and needs revealed by the review, three Foundational Issues and Structures emerged that impact our planning. These Foundational Issues and Structures are critically important to the implementation and sustainability of the region's comprehensive plan:

1. **Dedicated leadership for coordination of the plan, communication among stakeholders and program development.** The actions contained in this strategic plan, and the success of those actions, are predicated on the establishment of a structure of leadership that has time dedicated to leading and managing all phases of plan implementation: planning, research, communication, articulation, coordination and progress monitoring. Cooperation and coordination across the region is essential for strong collaboration and implementation of the strategic plan. This will not happen without deliberative, consistent and sustainable leadership. The plan is structured with the understanding that leadership is essential to support the consortium as a coordinating body and to build institutional capacity.
2. **Maintenance of capacity of current programs and services.** To ease the transition of NCAEC to a regional approach, of greatest importance is the availability of dedicated and continuous funding to enable K12 school districts and the County Offices of Education to preserve essential existing adult education programs and services. While maintaining current capacity is far from closing major gaps in needs in the region, it is a key foundational element for successful transition to improve and expand a regional system of adult education. The level of funding allocated for maintenance of capacity for NCAEC will significantly impact the implementation of regional priorities. To advance the NCAEC plan, increased and dedicated funding is required to maintain existing

capacity as well as to implement enhancements and new strategies identified in the plan.

**3. On-going opportunities for student voice in program review and planning.**

While students were members of our initial planning phase and gave important and valuable information on program needs, we recognize the importance of keeping their insights and ideas at the heart of our implementation. To effectively redesign and restructure adult education in our region requires intentionality to stay focused on the student experience. We envision conducting student focus groups periodically throughout the next planning and implementation phase to gain their unique perspective on program issues, successes and concerns.

**Key Focus Areas**

In addition to the three Foundational Issues and Structures, a review of the data and the high leverage activities and strategies suggests a regional focus on three key areas for implementation of the regional plan: Access to Programs and Services; Alignment, Articulation and Acceleration; and Student Support Structures.

Prioritized actions for each of the three key regional focus areas have been developed. The task of regionalizing these actions remains in progress with the goal of future planning to eliminate overlap and to improve integration of the actions.

***Access to Programs and Services***

Throughout the planning process, stakeholders have overwhelmingly noted the importance of creating the conditions, services, outreach and support necessary for students to access, transition and successfully complete their educational program. This will include using technology to broaden access to courses and curriculum. Additionally, wrap-around services will be made available to all students (including transportation child care, financial aid and job search assistance) in order to increase student access, persistence and success.

Prioritized actions for the regional key focus area of expanded access to programs and services are found in the following chart. The program area(s) for which each action is deemed most impactful for students is noted.

**Chart 1: Access to Programs and Services**

<p><b>Years 1-2</b></p>	<p><b>Years 3-4</b></p>	<p><b>Long Term</b></p>
<p><b><u>PRIORITY 1</u></b></p> <ul style="list-style-type: none"> <li>• Create a process for identifying potential students (e.g. using STAR and CALPADS data) ESL</li> <li>• Develop/Provide professional development to train staff to utilize standards-based instruction, strategies for diverse learners, and low functioning adults Basic Skills, ESL, AWD</li> <li>• Integrate more technology into curriculum, expand distance learning opportunities, and increase student access to computers Basic Skills, ESL, CTE, AWD</li> </ul>	<p><b><u>PRIORITY 1</u></b></p> <ul style="list-style-type: none"> <li>• Provide a college/career counselor, advisor/support tech at each site, to assist with student career plans Basic Skills, ESL, CTE</li> <li>• Develop/Provide summer Bridge classes for college/career readiness and soft skills Basic Skills, ESL</li> <li>• Develop/Provide early outreach to K-12 students about transition to college/career options ESL, AWD</li> <li>• Maintain current capacity and expand courses, classes, locations, testing sites, access to technology Basic Skills, ESL, CTE, AWD</li> </ul>	<p><b><u>PRIORITY 1</u></b></p> <ul style="list-style-type: none"> <li>• Modernize Facilities to support current and expanding pathways CTE</li> <li>• Establish a referral/transition process for apprentice programs CTE</li> </ul>
<p><b><u>PRIORITY 2</u></b></p> <ul style="list-style-type: none"> <li>• Create a common data system, a website for communication, and a process for evaluating student progress Basic Skills, ESL, CTE, AWD</li> <li>• Develop common materials and a catalog of program/pathways to foster awareness and partnerships Basic Skills, ESL, CTE</li> <li>• Provide wrap-around services (transportation, child care, financial aid, job search) Basic Skills, ESL, CTE, AWD</li> <li>• Develop/Provide professional development for utilizing social media, native language newspapers/radio/TV, as a method of outreach and marketing Basic Skills, ESL</li> <li>• Conduct a transportation study to improve student access to transit routes ESL, AWD</li> </ul>	<p><b><u>PRIORITY 2</u></b></p> <ul style="list-style-type: none"> <li>• Establish pathways advisors to enhance self-advocacy for educational opportunity, help students navigate adult education system, determine individual education plans Basic Skills, ESL, CTE, AWD</li> <li>• Expand dual/concurrent enrollment Basic Skills, AWD</li> <li>• Develop CC certificate and curriculum for preparation in basic skills (Get Focused Stay Focused), computer literacy Basic Skills</li> <li>• Develop strategies for embedding soft skills instruction Basic Skills, AWD</li> </ul>	<p><b><u>PRIORITY 2</u></b></p> <ul style="list-style-type: none"> <li>• Develop/Provide training, conferences/courses and create more courses targeted for ESL &amp; CTE ESL, CTE</li> </ul>
<p><b><u>PRIORITY 3</u></b></p> <ul style="list-style-type: none"> <li>• Establish transitional tutoring, boot camps, information days</li> </ul>	<p><b><u>PRIORITY 3</u></b></p> <ul style="list-style-type: none"> <li>• Establish opportunities to share region-wide programs and</li> </ul>	<p><b><u>PRIORITY 3</u></b></p> <ul style="list-style-type: none"> <li>• Create a centralized online system of information for staff</li> </ul>

<p><i>Basic Skills</i></p>	<p><i>services including annual cross-sectional in-services addressing common needs/issues</i>  <i>Basic Skills, ESL, CTE, AWD</i></p>	<p><i>resources, program info, student info/tracking etc., regular collaboration region-wide (portals for staff, students, stakeholders) including inventory of job availability/skills required</i>  <i>Basic Skills, ESL, CTE</i></p> <ul style="list-style-type: none"> <li>• <i>Offer more language-based, contextualized instruction, blended learning</i>  <i>ESL</i></li> <li>• <i>Offer variable unit options, self-paced, performance/competency based approach vs. seat time, credit recovery options</i>  <i>Basic Skills</i></li> <li>• <i>Leverage regional CTE and Apprenticeship Initiatives</i>  <i>CTE</i></li> <li>• <i>Collaborate/coordinate with correctional agencies</i>  <i>Basic Skills</i></li> </ul>
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***Alignment, Articulation and Acceleration***

In order to ensure integrated, seamless transitions between provider’s institutions, NCEAC will align and articulate courses, programs, and services to provide pathways to academic and career endeavors. Alignment activities will identify areas of possible duplication of efforts and highlight gaps within program area curricula; articulation agreements will solidify the infrastructure required to buttress and accelerate student planning and progress toward educational goals. In addition, the consortium will seek to leverage common assessments, and design curricula to ensure course outcomes map consistently across program area course offerings and with community college placement measures.

Prioritized actions for the key regional focus area of alignment, articulation and acceleration are found in the following chart. The program area(s) for which each action is deemed most impactful for students is noted.

**Chart 2: Alignment, Articulation, Acceleration**

Year 1-2	Year 3-4	Long Term
<p><b><u>PRIORITY 1</u></b></p> <ul style="list-style-type: none"> <li>Establish common assessments for high school exit and college entrance and course placement; create common assessments across the region for adults with disabilities as well as ESL course placement. <i>Basic Skills, ESL, AWD</i></li> <li>Create more courses with variable-unit options; implement more self-paced performance or competency-based instructional approaches and individualized learning plans; provide more credit-recovery options and small-group learning support opportunities for basic skills and ESL students. <i>Basic Skills, ESL</i></li> <li>Develop enhanced transition plans, articulation agreements, and MOUs with Department of Rehabilitation. <i>AWD</i></li> <li>Create more dual high school/college enrollment options; redesign the college basic skills curriculum to reduce number of course levels, implement a compressed calendar. <i>Basic Skills, CTE</i></li> <li>Align curriculum, assessment, articulation agreements, and instructional pathways region-wide. <i>Basic Skills, ESL, AWD</i></li> <li>Increase the alignment and articulation of regional CTE courses to avoid duplication of programs; increase opportunities for apprenticeships by establishing a more efficient referral and transition process; provide more</li> </ul>	<p><b><u>PRIORITY 1</u></b></p> <ul style="list-style-type: none"> <li>Create more opportunities for Vocational ESL instruction (VESL) by aligning/embedding vocational needs into the ESL curriculum; develop more language-based contextualized and blended learning opportunities for ESL students. <i>ESL</i></li> <li>Incorporate more cohort- and problem-based learning into CTE instruction; create more language-based contextualized instruction and blended learning opportunities. <i>CTE</i></li> <li>Enhance instruction for adults with disabilities and basic skills students by embedding soft skills instruction into the curriculum. <i>Basic Skills, AWD</i></li> </ul>	<p><b><u>PRIORITY 1</u></b></p> <ul style="list-style-type: none"> <li>Construct an online database or common website to meet student and staff needs for monitoring students across educational segments to track educational progress, career plans, program services, and other vital information. <i>CTE</i></li> </ul>

<p>industry skill-based training for ESL students. <i>Basic Skills, CTE</i></p> <ul style="list-style-type: none"> <li>• Provide more “wrap-around” services such as transportation, child care, financial aid, job search information to ESL students and AWDs; provide more targeted support services and training at the colleges to teach social, academic, career and life skills to AWDs; provide more flexibility of instruction by creating individualized education plans and career paths for both ESL students and AWDs. <i>ESL, AWD</i></li> <li>• Expand tutoring services, both in person and online, for ESL students, and ensure that a “Pathways Advisor” provides academic and career counseling and puts basic skills and DSPS students in touch with appropriate resources and support to enhance student progress. <i>Basic Skills, ESL, AWD</i></li> </ul>		
<p><b><u>PRIORITY 2</u></b></p> <ul style="list-style-type: none"> <li>• Develop Fast Track and condensed non-credit courses that align with industry standards to accelerate student progress in basic skills and CTE programs. <i>Basic Skills, CTE</i></li> <li>• Develop more alternative instructional models such as Vocational ESL (VESL), citizenship programs, and year-round instruction.</li> </ul>	<p><b><u>PRIORITY 2</u></b></p> <ul style="list-style-type: none"> <li>• Provide more opportunities for individualized instruction and career plan development for CTE students and provide more “wrap-around” services, such as transportation, child care, financial aid, and job search assistance. <i>CTE</i></li> <li>• Develop enhanced transition plans, articulation agreements, and MOUs with the Department of Rehabilitation, and increase</li> </ul>	

<p style="text-align: right;"><i>ESL, AWD</i></p> <ul style="list-style-type: none"> <li>Implement “universal design” instructional strategies to address the full spectrum of disabilities.</li> </ul> <p style="text-align: right;"><i>AWD</i></p> <ul style="list-style-type: none"> <li>Develop more “career ready” certificates and enhance plans to assess college and career readiness.</li> </ul> <p style="text-align: right;"><i>Basic Skills, CTE</i></p> <ul style="list-style-type: none"> <li>Develop a data system for tracking and monitoring progress of AWDs and CTE and basic skills students (TutorTrac, Accutrack, SAGE) within and across educational segments; establish a common website for intersegmental communication and sharing of student evaluation processes and monitoring tools; appoint a regional lead person to be responsible for developing and maintaining the operation of the website.</li> </ul> <p style="text-align: right;"><i>Basic Skills, CTE, AWD</i></p> <ul style="list-style-type: none"> <li>Develop a community college curriculum and certificate for preparation in basic skills (“Get Focused, Stay Focused”) and computer literacy to enhance student success.</li> </ul> <p style="text-align: right;"><i>CTE</i></p>	<p>the use of common assessments and embedding of college/career readiness and soft skills into the AWD curriculum.</p> <p style="text-align: right;"><i>AWD</i></p>	
<p><b><u>PRIORITY 3</u></b></p> <ul style="list-style-type: none"> <li>Provide differentiated professional development based on</li> </ul>	<p><b><u>PRIORITY 3</u></b></p> <ul style="list-style-type: none"> <li>Establish a centralized data system and/or dedicated website for sharing of staff</li> </ul>	

<p>expertise and need, and convene annual region-wide, intersegmental in-service workshops focused on common needs and concerns; provide ESL and basic skills professional development around embedding soft skills instruction into the curriculum; offer workshops on aligning the region-wide ESL, CTE, and basic skills curricula, respectively, and setting common benchmarks of student progress; leverage the benefits of regional work such as CRANE.</p> <p><i>Basic Skills, ESL CTE</i></p>	<p>resources, program information, student tracking data; use the website to foster regular collaboration region-wide and coordination with correctional agencies.</p> <p><i>Basic Skills, ESL</i></p> <ul style="list-style-type: none"> <li>• Provide more opportunities for professional development to design math and English courses related to CTE; provide more career readiness training, short-term CTE programs, and enhanced instructional strategies for special education students.</li> </ul> <p><i>CTE</i></p>	
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### **Student Support Structures**

The importance of counseling and student support services as they relate to student success cannot be overstated. The objective is to ensure all students have the opportunity to pursue educational and career pathways and to ensure their goals are documented and supported throughout their educational career. To this end, NCEAC will develop, enhance, and refine comprehensive counseling and support services to ensure student success in attaining their goals. This will include the development of individual education plans, targeted academic and personal support, as well as early outreach to K-12 students regarding transition to college/career options.

Prioritized actions for the regional key focus area of student support structures are found in the following chart. The program area(s) for which each action is deemed most impactful for students is noted.

**Chart 3: Student Support Structures**

<b>Year 1-2</b>	<b>Year 3-4</b>	<b>Long Term</b>
<p><b><u>PRIORITY 1</u></b></p> <ul style="list-style-type: none"> <li>• Establish pathways advisors at each site to enhance self-advocacy for educational opportunity, help students navigate adult educational system and determine individual education plans</li> </ul> <p><i>Basic Skills, ESL, CTE, AWD</i></p>	<p><b><u>PRIORITY 1</u></b></p> <ul style="list-style-type: none"> <li>• Align transition and DSPS students with appropriate resources and support</li> </ul> <p><i>Basic Skills, AWD</i></p>	<p><b><u>PRIORITY 1</u></b></p> <ul style="list-style-type: none"> <li>• Provide assistive technology in AE K-12 and COE classrooms</li> </ul> <p><i>AWD</i></p> <ul style="list-style-type: none"> <li>• Create common centralized data system, website for communication, process for evaluation student progress</li> </ul>



<ul style="list-style-type: none"> <li>Establish pathways support technology at each site for matriculation/transition research, student tracking for progress and outcomes <i>Basic Skills, ESL</i></li> <li>Provide on-going access to college/career counseling service and student support <i>Basic Skills, CTE</i></li> <li>Provide wrap-around services (transportation, child care, financial aid, job search) <i>Basic Skills, ESL, CTE, AWD</i></li> </ul>		<i>Basic Skills, ESL, AWD</i>
<p style="text-align: center;"><b><u>PRIORITY 2</u></b></p> <ul style="list-style-type: none"> <li>Develop common website for student ID tracking, progress, career plans; share information about programs and services <i>ESL, CTE</i></li> <li>Provide tutoring (in person and online) and supplemental instruction <i>Basic Skills</i></li> <li>Implement tracking tools such as TutorTrac, AccuTrak, SAGE <i>Basic Skills</i></li> </ul>	<p style="text-align: center;"><b><u>PRIORITY 2</u></b></p> <ul style="list-style-type: none"> <li>Develop online support <i>ESL</i></li> </ul> <p>Provide targeted support services, courses, training at the colleges to teach social, academic, career and life skills <i>AWD</i></p> <ul style="list-style-type: none"> <li>Provide summer bridge classes for college/career readiness and soft skills <i>Basic Skills, AWD</i></li> <li>Create process for identifying potential students (e.g. using STAR and CALPADS data) <i>ESL</i></li> <li>Provide professional development for utilizing social media <i>ESL</i></li> <li>Provide collaborative time to develop marketing Outreach materials and events, share/identify promising practices, distance learning <i>CTE</i></li> </ul>	<p style="text-align: center;"><b><u>PRIORITY 2</u></b></p> <ul style="list-style-type: none"> <li>Create online aligned database to meet student, staff needs for progress monitoring, tracking and inventory of services <i>Basic Skills, CTE, AWD</i></li> <li>Create centralized online system of information (portals for staff, students, stakeholders) including inventory of job availability/skills required <i>CTE</i></li> </ul>
<p style="text-align: center;"><b><u>PRIORITY 3</u></b></p> <ul style="list-style-type: none"> <li>Develop/Provide transitional tutoring, boot camps, information days <i>Basic Skills</i></li> <li>Develop/Provide small group learning support opportunities</li> </ul>	<p style="text-align: center;"><b><u>PRIORITY 3</u></b></p> <ul style="list-style-type: none"> <li>Integrate technology into curriculum, distance learning opportunity <i>Basic Skills, ESL, CTE, AWD</i></li> </ul> <p>Rename program to address enrollment/stigma issues, create materials depicting services region-wide</p>	<p style="text-align: center;"><b><u>PRIORITY 3</u></b></p> <ul style="list-style-type: none"> <li>Develop/Provide professional development for staff to identify disabilities, development assessments for intake, monitoring, accommodations,</li> </ul>

<i>Basic Skills</i>	<i>AWD</i>	determine innovative evidence-based practices to implement <i>AWD</i>
<p><b><u>PRIORITY 4</u></b></p> <ul style="list-style-type: none"> <li>• Coordinate HSI Funding and Services; CAMP and TRIO <i>ESL</i></li> <li>• Develop/Provide training, conferences/courses targeted for basic skills and ESL strategies for embedding soft skills instruction <i>Basic Skills, ESL, CTE</i></li> <li>• Develop/Provide early Outreach to K-12 students about transition to college/career options <i>AWD</i></li> </ul>	<p><b><u>PRIORITY 4</u></b></p> <ul style="list-style-type: none"> <li>• Develop committee and marketing materials and catalog of program/pathways to foster awareness and partnerships <i>CTE</i></li> <li>• Utilize social media as a method of Outreach and marketing <i>Basic Skills, ESL, CTE</i></li> <li>• Utilize native language newspaper / radio/ TV <i>ESL</i></li> </ul>	<p><b><u>PRIORITY 4</u></b></p> <ul style="list-style-type: none"> <li>• Establish Outreach Specialist for College Ambassador <i>Basic Skills</i></li> <li>• Provide home visits, flyers, etc. <i>Basic Skills</i></li> <li>• Develop/Provide intra-cultural and student diversity training <i>Basic Skills, ESL, CTE, AWD</i></li> <li>• Provide on-going training for counselors and support providers <i>AWD</i></li> </ul>

## Progress and Outcome Measures

In order to realize the goals outlined in the strategic plan, the NCAEC has identified shared outcome and progress measures to monitor and track progress. The measures will be assessed and evaluated periodically to determine how well the goals were met. The shared measures are found in the following table:

<b>Community College</b>	
<b>Outcome Measure</b>	<b>Progress Measure</b>
<ul style="list-style-type: none"> <li>• Graduation Rate</li> <li>• Number of Degrees</li> <li>• Certificates Awarded</li> <li>• Transfer Rates</li> <li>• Time and Credits to Degree</li> <li>• Jobs Attained</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment Rates</li> <li>• Persistence and Transfer Rates</li> <li>• 30 Units Completed</li> <li>• Aligned Curriculum and Assessment Measures</li> <li>• Retention Rates</li> <li>• Course/Certificate Completion</li> <li>• Low Income Student Progress</li> <li>• Unprepared Student Progress</li> <li>• Adults with Disabilities Progress</li> <li>• Correctional Student Progress</li> <li>• Student Survey Data</li> </ul>
<b>K-12 and COE</b>	
<b>Outcome Measure</b>	<b>Progress Measure</b>
<ul style="list-style-type: none"> <li>• High School Graduation Rate</li> <li>• High School Equivalency Exam Rate</li> <li>• CTE Certificates Awarded</li> <li>• Diplomas Awarded</li> <li>• Transfer to CC Rate or Higher Education Level of Education</li> <li>• Apprenticeship or Employment</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment in Post-Secondary Education</li> <li>• Enrollment in Community Colleges</li> <li>• Persistence and Transfer Rates</li> <li>• Aligned Curriculum and Assessment Measures</li> <li>• Retention Rates</li> <li>• Course/Certificate Completion</li> <li>• Program Completion/ Transfer</li> <li>• Low Income student Progress</li> <li>• Adults with Disabilities Progress</li> <li>• Correctional Student Progress</li> <li>• Student survey data</li> </ul>

### Next Steps

Through summer 2015 NCAEC will continue strategic planning by further refining the alignment and prioritization of the key focus areas in order to unify goals and initiatives across the region and to expedite the implementation of the key actions more consistently.

In tandem with regional strategic planning (the “what” of the actions), tactical planning (the “how” of the actions) will be conducted by individual work groups. Together the strategic and tactical plans will inform and drive activities to be undertaken once funding becomes available for FY 2015-16.

The regional strategic plan will be a “living” document so that the planning process can continue to integrate feedback from all stakeholders through internal work groups, HUB and region-wide Summits and other forums.

## **OVERVIEW OF THE CONSORTIUM**

### **Organizational Structure**

Early in the process of establishing the consortium in January 2014 the participants concluded that the organizational definitions of "membership" (community college and K12 school district) and "partnership" (all other key providers of adult education) stipulated in AB 86 implied differences in status and was not in keeping with the spirit of shared leadership promoted by AB 86. By group consensus it was agreed that the consortium considered itself to be comprised of key collaborative participants with equal representation from the community college district, the school districts and the county offices of education. The distinction of "partner" for the county offices of education has only been made for AB 86 reporting purposes.

The intent of NCAEC is to initiate or further develop collaborative efforts. As we moved forward numerous other entities at the local, regional and state levels have partnered with NCAEC to develop the Regional plan including: the Department of Rehabilitation and the Department of Social Services; local Workforce Investment Boards/One Stop Centers and regional consortia; County Library Literacy Programs; County Sheriff's Departments; CA State University Sacramento; community based organizations; and unions and apprenticeship programs.

Efforts to encourage the participation of school districts that do not offer adult education in NCAEC have not been successful. Representatives from the community college district and from the county offices of education contacted the school districts in early March and in early April. Two of the districts, Orland and Stoney Creek Joint Union, joined other consortia. Four districts (East Nicolaus, Live Oak, Sutter Union and Yuba City) have utilized Sutter County Office of Education as their LEA consortium lead for adult education since 1999 and expressed satisfaction with Sutter COE as their official liaison to the consortium. Marysville JUSD and Wheatland Unified have been served by Sutter COE since 2012. Esparto USD (served by NCAEC member Woodland AE); Middleton USD (served by Konocti USD); and the school districts of Maxwell, Williams, Colusa and Pierce Joint Union (served by Colusa County Office of Education) either declined or did not respond. Recent changes in community college and school district personnel have occurred, and renewed outreach for participation by the school district will be made as appropriate.

### **Governance**

Multiple meetings were held prior to the grant application in which representatives from the participating entities agreed on organizational structure, shared leadership, and a communication plan for NCAEC. The representatives established guiding principles of inclusion, transparency, regional perspective that is student centered, and shared decision making. A consensus decision-making strategy was adopted and a core Leadership Team established consisting of a member (and an alternate) from each of the above named key participants. We agreed that all such participants are equal and have equal representation in decision-making. Yuba Community College District was established as the fiscal agent and the Primary Contact for the CCCCCO.

Stakeholders such as teachers, faculty, staff, students and organizational members will continue to have an important role in the planning process. To that end, the Leadership Team created three geographical Hubs to gather information and data, seek input and to disseminate AB 86 updates to interested parties. Each Hub is led by co-chairs drawn from the Leadership Team. The Hubs are organized around the region's five counties, and named the Lake/Colusa Hub, the Yolo/Woodland Hub and the Yuba/Sutter Hub.

## **Communication**

Communication between the key consortium participants has been by face-to-face team meetings, and regular e-mail and phone communications. To reach a broader audience, the consortium is developing a centralized website to make informational documents and outreach available and plans to use other means including social media search tools, newsletters, and radio and newspapers to make informational documents and outreach available.

As part of the communications plan, a region-wide Summit was held in March 2014 at the start of the planning process to inform the region at large of the mission and scope of the project, to gather ideas and input and to solicit priorities. Hub meetings were conducted in April and May to create engagement in the planning process across segments, to identify current offerings in adult education programs and services and to assess local community needs and gaps. Hub meetings were attended by teachers, faculty, support and administrative staff, students, secondary partners and stakeholders. Leadership Team meetings continued over the summer and in-depth interviews were conducted with now participating K12 school districts, key stakeholders and community agencies to develop better understanding and gain further insights into essential components of the plan. In October a second Summit was convened and in attendance were subject matter experts including faculty, teachers, support and administrative staff, union representatives and business and community sector representatives. Work was begun on developing program area specific responses to Objectives 3 through 7. This developmental process by program area experts continued into December with individual workgroup meetings and email communications.

## Overview of Regional Delivery System

The North Central Adult Education Consortium (NCAEC) encompasses the service area of 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 Clearlake (Clear Lake Center) and Sutter County (Sutter County Center), and outreach operations at Beale Air Force Base (Beale AFB Outreach Services), and in Williams (Colusa County Outreach Facility), as well as 15 high school districts.

Initial membership in the consortium was formed between Yuba CCD and its colleges and centers, and the other major providers of adult education across the region:

- Woodland Joint Unified School District/Woodland Adult Education
- Konocti Unified School District/Lower Lake High School
- Colusa, Sutter, Yolo and Yuba County Offices of Education

It is anticipated that participation in NCAEC will continue to change throughout the planning process, including the most recent addition of Lake County Office of Education.

The adult education delivery system in our region is not the traditional dual system of high school districts and community colleges found throughout California. Only two of the fifteen high school districts in the region currently operate adult education programs: Konocti USD/Lower Lake HS and Woodland, Woodland JUSD/ Woodland Adult Education. The absence of adult education programs in the remaining districts is attributable largely to their small size and capacity (these are small districts with fewer adult students requiring services) and/or the direct consequence of the K -12 categorical funding flexibility. Although the need for services by the local adult population has not diminished, it is neither cost efficient or nor effective for the school districts to operate adult education programs.

Konocti USD offers coursework to adult learners for the attainment of a high school diploma; however, these resources have been greatly reduced and refocused towards other objectives Konocti refers many of these students to Clear Lake Center for basic skills education and/or preparation for a High School Equivalency (HSE) certificate. By contrast, Woodland JUSD has maintained a robust Woodland Adult Education Program (WAE) that provides comprehensive programs and services to the three district high schools, the alternative high school and the community at large. The WJUSD general fund has continued to support all of the programs and services at WAE.

Largely unique to California, county offices of education in this region have assumed non-traditional roles in the coordination and provision of adult education services and programs for many of the small high school districts. The prime example of this delivery system is Sutter County Office of Education (Sutter COE), the largest and the most deeply involved provider in adult education. Sutter COE is one of only three county offices of education in the state that has County Administration Adult Education

Programs (CAAEP) certification provided by the California Department of Education (CDE). This status provides the program similar authority to that of a K-12 high school district yet, by virtue of being under the auspices of a county office of education for its governance, it can be more cost effective, responsive and flexible in delivering programs and services across a larger area. Through a MOU agreement established in 1999 Sutter COE is the LEA consortium lead for East Nicolaus JUSD, Sutter Union HSD, Yuba City USD, and Live Oak USD to provide adult education. Additionally, two years ago Sutter COE became the adult education provider in Yuba County and serves Marysville, Lindhurst and Wheatland High Schools. Sutter COE serves approximately 600 students per day.

Due to insufficient funding and enrollment to make classes feasible, the four high school districts in Colusa County (Colusa, Maxwell, Pierce and Williams) do not offer adult education. As a result, the Colusa County Office of Education (CCOE) has offered adult education classes for the community at large in the four high school districts at various times in the past; and currently offers classes only at the Colusa County Education Village in Williams. Lake, Yolo and Yuba County Offices of Education each offer limited adult education services focusing on GED services. Moreover, each of the five county offices of education has provided CTE courses and programs for many years through adult ROP programs, several of which are articulated with the colleges.

The colleges, centers and the Colusa County Outreach Facility (CCOF) of Yuba CCD, located in the counties of Colusa, Lake, Sutter, Yolo, and Yuba provide adult education classes. The course offerings vary by location and by term; are largely dependent upon student enrollment; and are primarily secondary basic skills and ESL. Although Glenn County and Butte County are partially located within the boundaries of the NCAEC, Yuba CCD does not have a presence there and, due to closer proximity, the adult education providers and Orland USD have aligned with the AB 86 consortium of Butte CCD. The potential for a larger regional collaboration with other Northern California consortia as well as the Greater Sacramento region will be an area of focus for NCAEC in the future.

There are a number of secondary adult education partners and providers across the Yuba CCD region as well, providing instruction and aligned services. For example, the Sacramento Job Corps, a federally funded program, provides low income adults in Yolo County with technical training in three vocational trades; and the nonprofit California Human Development offers farm workers and dependents federally funded training and support services to earn certificates in CNA, Truck Driver class A, and Welding. Also of note are the county and city Library Literacy programs that often go beyond traditional literacy tutorial instruction to bridge the Basic Skills, ESL and High School Equivalency needs of their local communities and correctional facilities.

Given that the boundaries of NCAEC encompass a territory equal to that of the state of Connecticut, the complexities presented by the geographical expanse and diversity of the region create a unique challenge to the regional comprehensive planning process. As such NCAEC organized around geographical clusters (Hubs) to gather information for the evaluation of the level and types of adult education programs and services in each geographic cluster and to conduct a needs and gaps analysis. Hanover Research

provided a broader framework of information and data utilizing public data, as well as in depth interviews, to support and supplement the local area findings of the Hubs. These are presented in the next section of the report.



# Demographic Profile

## Demographic Trends

CDE calculated general demographics for Yuba CCD as part of the AB 86 planning process. This information, presented below in Figure 1.1, provides a baseline for further demographic assessments; however, the data for specific segments is limited. In particular, the segments for ESL, Adults with Disabilities, Non-Naturalized U.S. Citizens and Adults with Low Literacy are not district-specific but rather estimates based on a statewide percentage for each variable using population data. These categories are extrapolated from the data provided by the Hanover Research data and information from the area Hubs listed below. As will be noted throughout, none of the data sources for demographics were an exact match for our region and inferences were drawn from comparable data sets.

**Figure 1.1: AB 86 Demographic Breakdown for Yuba Community College District**

Demographic Segment	Population	Percentage
Below the Poverty Line	87,051	28.3%
Over 25 Years Old, without a Diploma	65,519	21.3%
Unemployed	37,220	12.1%
ESL	127,950	41.6%
Adults with Disabilities	31,136	10.1%
Non-Naturalized U.S. Citizens	43,945	14.3%
Adults with Low Literacy	48,809	15.9%
<b>Total Population</b>	<b>307,602</b>	<b>--</b>

Source: AB 86

Hanover Research provided more detailed demographic data by using the U.S. Census Bureau’s American Community Survey Public Use Microdata Sample (PUMS) from 2012. While the PUMS data provides a strong outline of the population in and around the Yuba CCD region, it has limitations because the geographical regions of the PUMS do not conform to district boundaries. For example, data for Yolo County is heavily skewed because it includes the relatively poor Hispanic population of Woodland which is served by Yuba CCD; and the relatively wealthy, highly educated white population of Davis which is not served by Yuba CCD. Moreover, the PUMS data clusters counties served by the Yuba CCD service area together with those that are not part of the Yuba CCD service area or are partially served by neighboring community college districts. Nonetheless, it appears the PUMS data provides the best publicly available tool to approximate regional population characteristics for educational planning. Qualitative and quantitative information gathered at the local area Hubs further contextualizes these data, and future planning reports will use in-depth interview data and other sources of information to further complete the description of the region.

According to the PUMS data, the population of students aged 18-49 that lack a high school diploma is 46,011 (16%); however, this illustrates the caveat that PUMS analysis may be skewed towards the more highly educated population in eastern Yolo County which is not served by Yuba CCD.

**Figure 1.2: Population of Students Aged 18-49 with High School Diploma or Less by PUMA**

PUMA Hubs	Less than high School Diploma		High school diploma or equivalent	
	Population	%*	Population	%*
Sutter & Yuba	13,221	18%	19,476	27%
Colusa, Glenn, Tehama, & Trinity	9,981	21%	14,750	31%
Yolo	13,418	13%	20,488	19%
Lake & Mendocino	9,391	17%	15,546	29%
<b>YCCD (All PUMAs)</b>	<b>46,011</b>	<b>16%</b>	<b>70,260</b>	<b>25%</b>

Source: PUMS

\*Percentage of population within PUMA

An additional factor that may contribute to adult student demand for education is income level, with individuals in low-paid positions seeking additional education to improve their wage or employment status. Figure 1.3 provides information about individuals ages 18 to 49 who earn less than \$25,000 per year by PUMA. Within the Yuba CCD region 68% of individuals ages 18 to 49 earn less than \$25,000 annually. Recent campus based research by WCC indicates that 60% of WCC students are living in poverty compared to 15-18% of the community it serves. This is consistent with the qualitative information gathered by the regional Hubs that the adult learners they serve are typically economically disadvantaged or living in poverty.

**Figure 1.3: Population by PUMA of Individuals Ages 18-49 Who Earn Less Than \$25,000 Per Year by PUMA**

PUMA Hubs	Income level less than \$25,000 per year	
	Population	%*
Sutter & Yuba	46,666	65%
Colusa, Glenn, Tehama, & Trinity	33,130	70%
Yolo	69,230	66%
Lake & Mendocino	41,419	77%
<b>YCCD (All PUMAs)</b>	<b>190,445</b>	<b>68%</b>

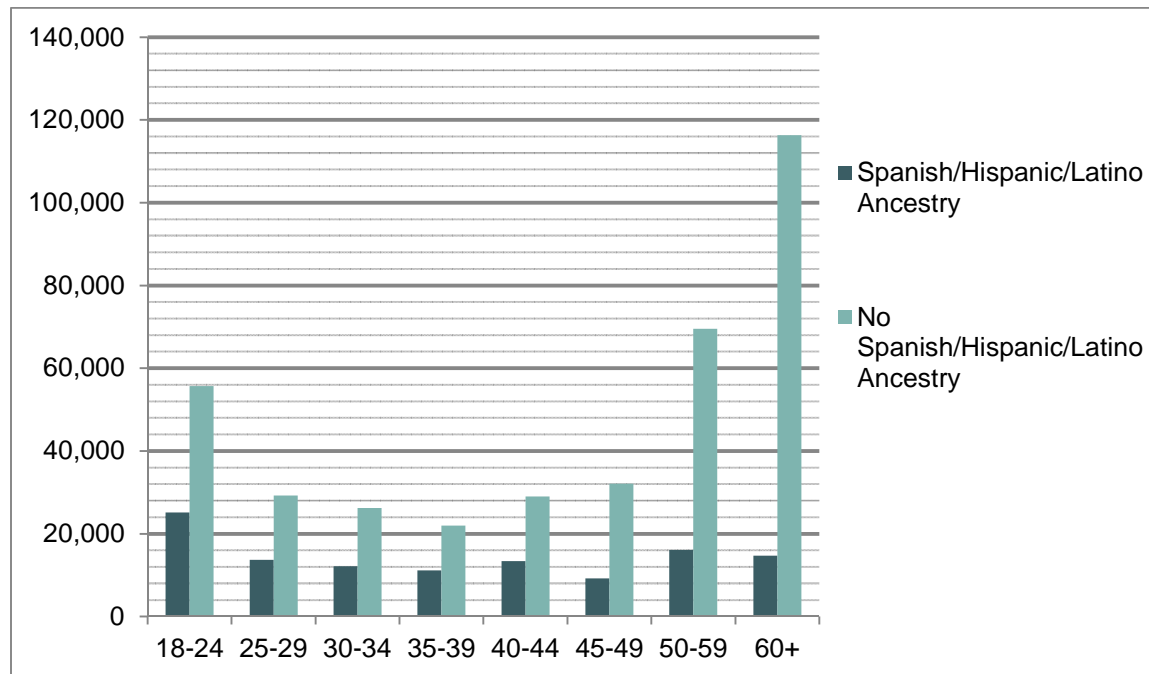
Source: PUMS

\*Percentage of population within PUMA

### ***Race, Ancestry, Citizenship and Languages***

Figure 1.4 indicates that for the target adult population in the Yuba CCD service area (that is, those between the ages of 18-49) people claiming Spanish, Hispanic, or Latino ancestry account for between 45 and 50 percent of the population. The data also reveal that the vast majority of the residents are born or naturalized U.S. citizens, with non-citizens over the age of 18 accounting for about 54,500 of nearly 500,000 adults (11%).

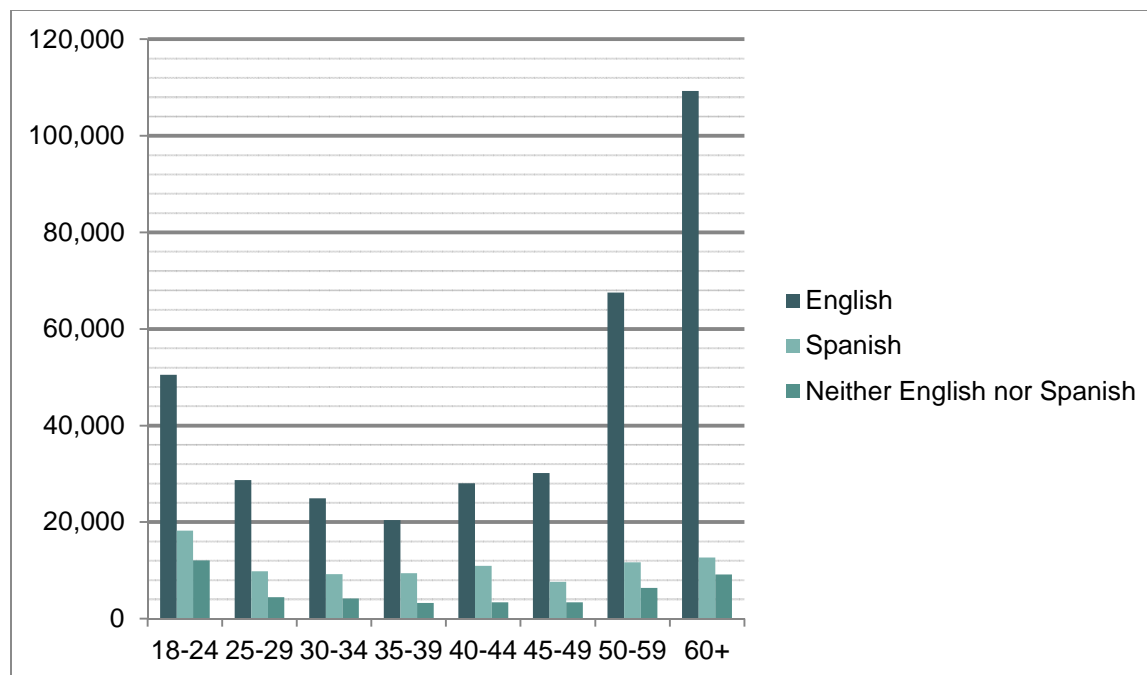
**Figure 1.4: Population by Spanish/Hispanic/Latino Ancestry of Individuals in Yuba CCD Service Area, 2012**



Source: PUMS

While citizenship status is one potential indicator of the need for educational programs for immigrants, comfort with the English language may be a stronger indicator. PUMS data indicates that nearly 35,000 people in the region report speaking English either “not well” or “not at all”. In Figure 1.5 Spanish is shown to be the language spoken at home for generally one-third of the population between the ages of 18 and 44. Other languages are most prominent in the youngest age groups which may indicate growing diversity within the region’s immigrant population.

**Figure 1.5: Language Spoken at Home of Individuals in Yuba CCD Service Area, 2012**



Source: PUMS

County-specific data from the Census Bureau can provide more detailed information about the diversity of the Yuba CCD region yet, like the PUMS data, can mask important nuances. For example, census data shows Yolo County as approximately 30% Latino; however recent findings indicate Hispanics consist of >44% of the WCC student population. Data specific to local high schools is also revelatory as exemplified by those within Colusa County with Williams reporting 88%; Arbuckle, 68%; and Colusa High School, 61% of their student population are Hispanic and Spanish. Moreover, the schools experience a constant influx of new non-English speaking students. Similarly, Sutter County is 29.3% Latino overall; yet a substantial Hispanic population is concentrated in the town of Live Oak, which feeds the education programs of Sutter COE and the Sutter Center of Yuba College.

Qualitative profiles provided by each of the Hubs to characterize the adult learners they serve further substantiates the variation of ethnicity and language within and among the areas being served. For example, program providers in Yolo and Colusa counties report a large population of recent immigrants in need of ESL, citizenship and work force preparation as well as GED preparation who are low income. Lower Lake County and parts of Yuba County report a population that is predominantly white and low income. Moreover, a large Hmong population in need of basic adult education services also resides in Yuba County. Parts of Sutter and Yolo Counties have a substantial East Indian population that is relatively highly educated yet require cultural and English language skills.

### ***Adults with Low Literacy***

Addressing the literacy needs of the population in the Yuba CCD service area is relevant to the goals of AB 86 as literacy proficiency is part of the continuum of services for adult learners. Data from the National Assessment of Adult Literacy, although 2003 information, are the most recent state and county- specific information available that indicates need for adult literacy. The data indicate that the average percentage of those lacking basic prose literacy skills in the Yuba CCD region is 20% compared to the CDE projection of 15.9%; notably Colusa County has a rate of 34%, second only in the state to Imperial County with a rate of 41%.

### ***Veteran Population, Adults with Disabilities and Correctional Population***

The career technical education benefits of the GI Bill make the veteran population a potentially important element for education programs devoted to fulfilling the goals of AB 86 and Beale Air Force Base is within the Yuba CCD. PUMS data indicate that as of 2012 nearly 15,000 veterans in the 18-49 age range live in the Yuba CCD region, with a majority living in Sutter and Yuba counties.

PUMS data indicate that for individuals ages 18 to 49, approximately 20,800 (7% of the population) report a disability. Within the WCC student population, approximately 12% report at least one primary disability, compared to 11% of the community who report having a primary disability.

Specific information regarding incarceration rates among the population in the NCAEC region is generally unavailable. State-level data do not track the origins of the incarcerated population, and there are no state prisons within the region. Within the county jail system, additional focus is required for the population that is currently on probation or parole and in need of transitional programs and services.

### ***Prospective Adult Student Population for the NCAEC***

Within the context of the trends data on the broad population in the region provided above, a more focused analysis of individuals ages 18 to 49 with less than an associate's degree indicates that about 75% of this target group has incomes below \$25,000 and, most notably, 75 percent of these individuals are currently not attending school. This further indicates a strong potential need for increased adult education to improve wage or employment status for the region's population.

## Population Projections, High School Enrollment and Graduation Trends

Assessing regional population projections can help ensure that adult education programs will be relevant to future needs. Population projections provided by the California Department of Finance (DOF) indicate that, through 2030 the population in the Yuba CCD service area as a whole is expected to grow and more quickly than the state overall. Considerable growth is projected for all racial and ethnic groups, though the groups “Hispanic or Latino” and “Multi Race” have the highest percentage growth. In terms of absolute growth, the “Hispanic or Latino” and the “White, not Hispanic or Latino” groups will account for the large majority of growth. Interestingly, the Yuba CCD region is expected to account for over half of the entire state’s growth in the “White, not Hispanic or Latino” population.

According to the DOF projections, the K-12 enrollment and graduation levels in the Yuba CCD region will see a slight growth overall, with a drop expected for Glenn County and a relatively higher rate of growth predicted for Sutter and Lake Counties.

Historical data provided by the CDE indicates that even as high school enrollment levels have grown, the number of graduates has lagged. The CDE’s DataQuest data for 2012 – 2013 indicates that students of Hispanic or Latino ancestry generally account for a large percentage of total dropouts. Figure 1.6 provides data specific to the counties in the Yuba CCD region. It is notable that Colusa and Yolo counties have the highest dropout rates for Hispanics and Latinos.

**Figure 1.6: Cohort Outcome Data, 2012-2013**

Area	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Hispanic or Latino Dropouts	
						NUMBER	PERCENT OF TOTAL
<b>California</b>	<b>496,045</b>	<b>397,871</b>	<b>80.2%</b>	<b>57,491</b>	<b>11.6%</b>	<b>34,442</b>	<b>59.9%</b>
Colusa	333	273	82.0%	41	12.3%	31	75.6%
Glenn	449	370	82.4%	60	13.4%	24	40.0%
Lake	717	610	85.1%	76	10.6%	17	22.4%
Sutter	1,574	1,289	81.9%	153	9.7%	49	32.0%
Yolo	2,439	2,124	87.1%	219	9.0%	142	64.8%
Yuba	1,014	759	74.9%	171	16.9%	63	36.8%

Source: California Department of Education<sup>1</sup>

## **Institutional Processes, Assessments, Evaluation and Accountability**

Adult education providers in the region are not governed by a unifying authority and, as such, vary in institutional processes, assessments, evaluations and accountability.

As a California Community College District, YCCD is required to comply with state and federal regulations pertaining to student admission and enrollment, which do not apply to the other providers of adult education. Student enrollment processes at the various campuses of Yuba CCD are uniform and require each individual to:

- file an application for admission (on-line or by completing a form)
- complete the College Placement Exam (CPT) which assesses skills in math, reading and English, and determines approximate beginning courses in each discipline
- participate in an orientation (online or in person)
- meet with a counselor to develop an education plan (SEP)
- register for classes

Assessment in reading, English, Math, and English proficiency (if appropriate) helps to determine the student's academic skill levels and needs. Students receive their placement exam results immediately upon completing the computerized test. The placement exam is not used for admission purposes; rather, placement levels on the CPTS are cross walked to levels of coursework to determine the appropriate beginning courses. All basic skills and ESL courses are evaluated and coded by level below transfer. Students meet with a counselor to discuss scheduling options and formulate an educational plan to achieve the student's individual academic goals.

YCCD operates within the authority and requirements of California Education Code, Title 5, and the Accrediting Commission of Colleges and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). Within this framework, program evaluation and accountability requirements are mandated. Together with requirements mandated by the Chancellor's Office of the California Community Colleges, this oversight further provides a rigorous framework for documentation of the content and objectives of programs and courses and the assessment of student learning, progress and success.

All faculty and counselors are required to meet minimum degree qualifications in the discipline of their assignment as defined by a California Community Colleges Chancellor's Office (CCCCO) statewide disciplines list.

As a consequence of being under the authority of the CDE, Konocti USD, WAE and Sutter COE (the latter by virtue of the CAAEP status) each follow the same procedures and reporting requirements. However, Sutter COE is not held to the accreditation requirements of the WASC. All teachers are fully credentialed by the California Commission on Teacher Credentialing to teach in the subject matter and area they are assigned. Enrollment processes and assessments are similar. To enroll, students attend an orientation where they take the Comprehensive Adult Student Assessment (CASAS) placement test and students meet with an advisor to determine the correct program placement. As an example, WAE student orientation involves meeting individually with a student advisor at which time assessment results and transcripts are reviewed and educational goals and career pathway options are discussed. For those enrolling in ROP/short-term CTE classes at Sutter COE, the Test of Adult Basic Education (TABE) is given.

Ongoing CASAS assessments are given on a regular basis to measure students' progress. All ABE, HSD and High School Equivalency (HSE) instruction is individualized, self-paced, and performance-based. WAE additionally requires graduating students to meet with an advisor to discuss transition goals and to develop an Individual Vision Plan (IVP). Assistance is given in researching career pathways and any necessary educational requirements; exploring community options for pursuing the pathways of choice; interview skills; resume development and job search. Completion of a work ready certificate, offered in conjunction with Yolo COE is also available.

Colusa COE also follows procedures and reporting requirements stipulated by CDE and their teachers are similarly credentialed for their ABE and ESL classes. Enrollment procedures at Colusa COE are informal; all students are registered who are interested in taking ABE and ESL classes. Progress is measured regularly by CASAS testing. Many of the students in ROP/CTE courses are referred by the Colusa One Stop, with fees paid by that agency. ROP has program based tests that are given when the unit is completed. Lake COE, Yolo COE and Yuba COE employ teachers for their CTE courses with similar credentialing requirements in their designated areas of instruction. Enrollment in Yolo COE CTE programs is conducted by telephone and an individual orientation with the student and teacher when students are administered the TABE test. Program evaluation and accountability are required by their granting agencies regarding completion rates and follow up for employment in area of study or transition to additional education.



## REGIONAL COMPREHENSIVE PLAN OBJECTIVE #1:

*An evaluation of current levels and types of adult education programs within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act (soon to become the Workforce Investment and Opportunities Act, WIOA) known as the Adult Education and Family Literacy Act.*

### **Program Area 1: Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate**

As shown in Tables 1.1A and 1.2, there was a total of 8,480 students enrolled in NCAEC basic skills courses during the 2012-2013 school year which generated 1,143.46 ADA/FTE units. The total operational cost for this program was \$3,698,458. During the 2013-2014 school year 7,759 students were enrolled.

- **YCCD:** Approximately 60% of incoming students at Yuba CCD are found to require remediation. Courses are offered primarily in secondary basic skills (remediation at the 8<sup>th</sup> through 12<sup>th</sup> grade level) and, to a lesser degree, primary basic skills (remediation at or below the 8<sup>th</sup> grade level). The colleges implement strategies and interventions utilizing Basic Skills Initiative and Student Success funds to address the needs of those at risk and to promote persistence to a college level.

Basic skills coursework is sequenced from college level to a number of levels below. The levels differ by discipline: Math courses include four, English three and Reading two levels below college. These sequences are intended to support student skill attainment and provide a mechanism for tracking the effectiveness and quality of the courses.

Basic skills courses currently account for nearly 11% of all sections of classes offered across YCCD. Student progression through the sequence of below-college level work is tracked through Student Success Scorecard outcomes and utilization of CCCCO tools such as the Basic Skills Cohort Progress Tracker. Students are tracked through a series of markers that are associated with student success, student goal attainment and program completion (i.e., successful completion of 12-15 units, 30 units, 45 units, 60 units, and certificate or degree completion).

Recent campus based research reveal students entering basic skills lower levels below college are far less likely to persist to college level coursework than those entering at higher levels of coursework. In response to this fact and to data provided by the California Acceleration Project, the Yuba College English department has accelerated courses. Large research studies inside and outside California have established that the more levels of developmental courses a student must take, the less likely the student is to ever complete college courses in Math and English. The Yuba College Math department has begun offering a “math boot camp” to entering students. Early data reveal that students who enroll in “boot camp” score up to 4 times higher in the assessment test afterwards, allowing them to place into higher level math courses.

Table 1.1A indicates that enrollment in elementary and basic skills courses increased slightly from FY 2012-13 to FY 2013-14.

Clear Lake Campus (CLC) is currently the only college campus to offer HSE preparation and testing having recently received approval to become a HiSet testing center. This service enables students a means to earn a HSE certificate and thereby become eligible to apply for financial aid. CLC provides basic skills and HSE preparation for adult students referred by Konocti USD for adult education services. CLC is also the only adult education provider currently offering transitional counseling targeted to the paroled population. Through a partnership with the Lake County Sheriff's Department, a monthly workshop is conducted by a counselor to inform parolees of these programs and services offered by the Lake County region. Attendance is required as part of the participant's parole obligation.

- **WAE:** provides basic skills (Adult Basic Education), classes for accredited high school diploma as well as HSE preparation serving primarily the greater Woodland community. WAE is a Pearson-VUE GED test center and also administers HiSet testing for inmates at the Yolo County Monroe Detention Center and the Day Reporting Center. HSD and HSE preparation students are required to have an individual study plan and work individually on each subject area and earn high school credit based on competency. The class is open 35 hours per week, mornings and evenings on a year-around calendar. Wait lists are rare and programs have access to computers and the Internet. The facility is located on a public bus route and easily accessible to the local community. WAE and WCC hold collaborative monthly meetings to discuss issues regarding transitioning students to post-secondary education. WAE has been able to maintain a thriving ABE program due to continuous general fund support by WJUSD. WAE had 253 graduates in 2013-2014. Table 1.1A indicates that enrollment decreased slightly from FY 2012-2013 to FY 2013-2014.

- **Konocti USD:** follows a different approach, allowing high school students who are off track for graduation to "co-enroll" in the adult education program. The program has the dual focus of providing credit recovery to high school students and providing coursework for an Adult Education Diploma for those adults who have been out of school for a period of time. Instruction is individualized and is offered two days a week. The primary goal of the program at Konocti is to increase the high school diploma completion rate rather than preparation for HSE. For the adult learners not on the high school track, transcript evaluation is provided, areas of need are determined and the students are referred to Clear Lake Center for further instruction. The program is supported by general funds and there is no waiting list for the program. Enrollment in the Konocti program decreased slightly between FY 2012-13 and FY 2013-14.

- **Sutter COE:** offers a similar program to that of WAE, including basic skills, classes for accredited high school diploma and GED preparation. The classes are open entry/open exit as each student has their own individual plan. There are wait lists for the program. Sutter COE serves both Yuba and Sutter counties for this purpose; the COE facility is located next to two local bus routes and is easily accessible to the greater community. Sutter also provides daily on site instruction at Live Oak USD. Sutter COE had 59 graduates in 2012-13 and 65 graduates in 2013-14. Sutter COE also provides a full

curriculum of instruction in basic skills, HSE preparation, and in-depth study for accredited high school diploma to Sutter County Jail inmates and those on probation through the Probation Department. Table 1.1A indicates that enrollment decreased slightly between FY 2012-2013 and FY 2013-2014.

•**Colusa COE:** provides instruction in basic skills and ESL at the County's Education Village in Williams three one-half days per week; and basic skills and GED preparation in the Colusa County Jail in partnership with the Probation Department. While a formal GED preparation class is not provided, Yuba COE provides the Yuba County Jail a part time instructor who incorporates GED materials into baseline skills instruction of inmates and probationers as a means to support the goal of attainment of a HSE. The instruction is provided 14 hours per week. Table 1.2 indicates that enrollments remained unchanged for Colusa COE (16 students) and for Yuba COE (75 students)

•**Lake COE:** provides only fee-based GED preparation and testing and is currently the only Pearson-VUEGED Test Center within county. Lake COE fees may be subsidized for CalWORKs eligible students who are attending Clear Lake Center.

•**Yuba COE:** is in the process of becoming a GED test center for the county. Although the adult education services are not specifically targeted to GED preparation, Yuba COE provides instruction for the Yuba County Jail and the Day Reporting Center utilizing GED instructional materials.

•**Yolo COE:** in partnership with Yolo County Probation, Yolo County Sheriff's Department, and the Yolo County Day Reporting Center have established a site-based GED prep program for AB 109 clients and others on probation.

•**High School Equivalency Program (HEP):** helps migratory and seasonal farm workers who lack residency status to obtain a GED and to subsequently gain or improve employment, or begin postsecondary education or training. The program is particularly noteworthy because it aligns with the goals of AB 86; and it serves as a template for the types and levels of programs and services needed by a subset of the region's immigrant population. In addition to GED instruction in both English and Spanish, the program provides an intensive computer literacy component to prepare students for the computer-based GED instruction. In addition to the 12 week course, HEP provides comprehensive support services including counseling, job placement services, and stipends for transportation and child care.

In 2012-2013, 75% of the participants attained a GED. Of those who attained a GED, 90% upgraded employment or entered postsecondary education or training. The average cost per student who participated in the program and attained a GED was \$6,052 in 2014 when 137 students were enrolled. Since its inception in 1994, the HEP program in Woodland has been provided a dedicated classroom by WCC through a collaborative agreement with CSUS, the grantee. Unfortunately, this transformative program was one of three in California to lose funding effective June 30, 2014. A HEP program was also provided in Lake County in prior years but was defunded. CSUS is in the process of reapplying for the federal grant.

•**City and County Library Literacy Programs:** The major counties within the service area of NCAEC (with the exception of Yuba County) each have a county Library Literacy program. Each program provides one on one tutoring in reading, writing and math from basic understanding through critical thinking. Some provide preparation for HSE exams; many have computer access, although limited; and all materials are provided free to the students. Students who are English Learners are learning basic literacy skills in English and must be able to hold a basic conversation in English to join a program. Many are illiterate in their native language making traditional classroom setting ESL instruction difficult. A lesser number of students are learning citizenship and receiving HSE preparation. Teachers are volunteers and receive training prior to teaching. Students are required to take a Roles and Goals assessment biannually. Most programs maintain a waiting list. The Lake County Library Literacy program provides tutorial services on site at the Clear Lake Center.

The city of Woodland's Library Literacy Program located in Yolo County provides one-on-one tutoring instruction in basic literacy for non-ESL adults as well as GED preparation for inmates at the Monroe Detention Center; and basic literacy for probationers at the Yolo Day Reporting Center. The program served 144 students in 2013-2014. Individuals will transition from the Literacy program based upon proficiency determined by the TABE test to the Yolo COE GED program (described above) for further preparation. Students from the Day Reporting Center may also attend WAE for HSE preparation or basic skills and high school diploma instruction.

## **Program area 2: Classes and courses for immigrants eligible for educational services in citizenship, ESL and workforce preparation in basic skills**

As shown in Tables 1.1A and 1.2, there was a total of 1,944 students enrolled in NCEAC classes and courses for immigrants during the 2012-2013 school year, which generated 227.41 ADA/FTE units. The total operational cost for this program was \$2,150,414. During the 2013-2014 school year 2,024 students were enrolled.

- **YCCD:** Approximately 30% of first-time students enrolling at Yuba College and Woodland Community College are non-native English speakers. Both colleges offer their own ESL programs, which cater to students of varying skill levels. Prior to funding cuts, students had more than 20 courses to choose from to meet their specific learning needs; as well as options that tailored instruction to more specific life goals such as courses structured around the work, office or academic environments. Moreover, ESL instruction was offered at the district colleges and centers, and the outreach facility in Colusa. Loss of funding necessitated a reduction in the types of courses offered as well as in the number of sections of classes offered; elimination of Saturday classes; and postponement in filling ESL faculty and outreach specialist positions. As funding levels begin to be restored the district is in the process of rebuilding the program. However, ESL offerings across college and campus sites as well as by level below college are uneven. Currently, the Clearlake campus is without ESL classes and CCOF is slowly adding ESL sections.

ESL coursework across the district is sequenced from college level to six levels below. During their original placement process, non-native English speakers complete the Levels of English Proficiency (LOEP) component of the CPT to determine their level of placement into the appropriate level. Similar to the Basic Skills coursework mentioned above, student progression through the sequence of below-college level work is tracked through Student Success Scorecard outcomes and CCCCCO query tools such as the Basic Skills Cohort Progress Tracker. Students are tracked through a series of momentum points, those markers that are associated with student completion as described above. Recent campus based research reveal ESL students entering at lower levels below college are far less likely to transition to college-level coursework than those entering at higher levels. Accelerated courses are being explored as a means to address this lack of progression and persistence. Table 1.1A indicates that enrollment decreased slightly between FY 2012-2013 and FY 2013-2014.

- **WAE:** provides classes in four levels of ESL (beginning through advanced) Monday through Thursday 9 am to 1 pm and from 6 pm to 8:30 pm Monday through Thursday. Students are assessed throughout their enrollment in the ESL program using CASAS testing. Student data is analyzed and reported using the TopsPRO data system. ESL students also have English Learner (EL) Civics Objectives which provide measured task mastery for civic preparation. A multilevel class is provided off-site through a partnership with Yolo County Housing which is supported through a state grant. Enrollment slightly increased between FY 2012-2013 and FY 2013-2014.

• **Sutter COE:** offers ESL instruction in three levels (beginning, intermediate and advanced) and a multilevel class. There is a significant waiting list for these classes as enrollment increased significantly from FY 2012-2013 to FY 2013-2014. Student assessment is conducted similar to that of WAE as described above.

• **Sutter County Library Literacy Program:** provides instruction specific to becoming a citizen through one-on-one tutoring and subsequently refers the student to Sutter COE for further assistance with preparation for the citizenship test.

• **The Yolo Interfaith Immigration Network (YIIN):** a nonprofit consortium of faith organizations in Yolo County, operates an ESL program for adult residents of the Madison Migrant Center and for farmworkers from the outlying agricultural communities of the Capay Valley. The program, in its fifth year of operation, receives support from Yolo County Housing and most recently the Yoche Dehe Winton Nation, the latter to provide computers for the classroom in spring, 2015. Two evening classes, Beginning and Beginning High Level, are offered seasonally and child care is provided by the Migrant Center Child Development Center staff. Instructors also teach at area colleges and follow similar procedures for testing and assessment of students. Curriculum includes units on job seeking and workforce preparation skills. YIIN also provides an ESL program at the Monroe Detention Center.

• **Colusa COE:** offers classes in ESL and Citizenship in Williams at the County Office Education Village. Two afternoon and two evening ESL classes, and two evening Citizenship classes are offered weekly. Enrollment slightly increased from FY 2012-2013 (62) to FY 20113-2014 (76).

• **California Human Development Corporation:** a nonprofit community based organization located in various parts of the state, focuses on the educational needs of farmworkers and seasonal workers who are residents and who are living at or below the poverty level. Through WIA 167 funds and a partnership with the County Housing Authorities, they provide ESL and citizenship instruction in parts of Lake and Sutter counties.

### **Program Area 3: Education programs for adults with disabilities**

As shown in Tables 1.1A and 1.2, there was a total of 237 students enrolled in NCAEC courses for Adults with Disabilities during the 2012-2013 school year, which generated 24.34 ADA/FTE units. The total operational cost for this program was \$138,578. During the 2013-2014 school year 173 students were enrolled.

Education courses and programs for adults with disabilities are largely absent from the major adult education providers within the consortium.

•**YCCD:** Yuba College offers a limited number of classes including workplace skills such as computer applications; Learning Assistance courses, such as Students with Disabilities Field Experience, Study Techniques, Basic Math Facts and Operations, and Reading and Writing Development; and adaptive P E classes for students with a significant physical disability. Eligibility for support services, academic accommodations and/or special class instruction is authorized under Title 5 and a student must have official verification of a disability. At the colleges, the target populations of adults with disabilities and veterans overlap. A Veterans Center at Yuba College has recently been established and offers advising and support services, computer access and a social gathering point. The advisor splits between serving veterans and other counseling for both Yuba and Woodland colleges. The presence of the Center is intended to increase the participation of veterans including those in need of adult education services.

•**Sutter COE:** provides supplemental educational support for adults with psychiatric disabilities through a contract with Sutter Mental Health.

•**WAE:** offered a significant program for adults with disabilities, garnering 81 ADA in 2008-2009; however, the program was eliminated with advent of categorical flexibility funding. The special education department of WJUSD operates the Adult Living Skills program for adults with disabilities age 18 to 22 years. The program is located on the WAE campus and serves Yolo County students.

•**SELPA:** Each county in the NCAEC region operates a state mandated association or SELPA (Special Education Local Plan Area) which is responsible for the implementation, oversight and facilitation of educational services for students with disabilities. Services are provided to students up to 22 years of age. The Special Education divisions of Yuba and Colusa COE each operate an Adult Transition Program for adults with disabilities ages 18 to 22; the programs are located on the campus of Yuba College. SELPA associations vary in services offered; the Sutter COE SELPA offers the greatest array including pre-employment training through Workability to provide transitional services from high school to college.

•**Nonprofit organizations:** throughout the NCAEC region provide courses in adult living skills. Employment skills are also addressed such as Woodland Community Options and Yolo Employment Services which provide job coaches with local employers for adults with significant disabilities. There is a significant drop in educational program opportunities once individuals age out of eligibility for Department of Rehabilitation's adult living skills program when they reach 22 years of age. The Sacramento Job

Corps provides free career technical training to eligible adults in the greater Sacramento area including Woodland, and waves the maximum age limit of 24 years old if the applicant is a person with a documented disability.

The YCCD area is also served by INALLIANCE, a nonprofit organization that seeks to help physically and mentally disabled adults through vocational programs to become functioning members of the community. Through one-on-one support their Community Training Program offers paid work, classes and other activities to enable individuals to become independent. They currently serve 24 students and have resources to serve more.



#### **Program Area 4: Short-term career technical education (CTE) programs in areas with high employment potential**

As shown in Table 1.2, County Offices of Education provide short-term CTE courses that are supported by braided funding. There were a total of 347 students enrolled in the CTE courses during the 2012-2013 school year, which generated 42.4 ADA units. The total operational cost for this program was \$375,156. During the 2013-2014 school year 339 students were enrolled.

•**YCCD**: currently does not offer non-credit CTE programs. It is noteworthy however that the district offers a substantial number of short-term credit CTE courses and programs that are appropriate for the adult education learner who seeks to attain a vocational certificate in order to gain a skill set for increased wage and employment opportunities. These certificates offer a wide range of vocational pathways for industries and are distinct from those certificates that are focused on traditional academic (scholastic) outcomes. These include programs such as: agriculture/environmental horticulture/landscape design; business and information technology; digital media; early childhood education; human and health care services, and public safety. Many of these vocational programs are articulated with the county offices of education offering adult CTE coursework through concurrent enrollment and Tech Prep/2+2 agreements. Adult learners are typically income-eligible for the BOGG fee waiver so that the fees for credit coursework are not a barrier to enrollment.

•**Sutter COE**: which is an umbrella organization with both an Adult Education program and a WIB One Stop under its auspices, offers short term CTE courses that are articulated with courses at Yuba College and the adult students receive college units. The articulated courses are in computer and medical applications. Sutter COE, as a hybrid system, offers these courses through the One Stop arm of SCOE rather than directly through the Adult Education program. The program has historically been supported by braided public funding for the Tri-Counties adult Regional Occupational Program; however, since categorical funding was eliminated with the advent of flexible funding, the program is gradually shifting by necessity to become entirely fee-based. In addition, the One-Stop provides training skills to prison parolees including workshops on job readiness and also works with employers and the business community to create job opportunities.

•**Colusa, Yolo, Lake and Yuba County Offices of Education**: have historically offered essential adult CTE programs through ROP categorical funding. The size and specific offerings of each ROP vary based on student demand and local resources. The CTE certificate programs are either in the process or have already been fully converted to fee-based programs. Because the time period for reporting data begins in school year 2008-2009, the data do not reflect the large degree to which the programs have been drastically diminished over a longer period of time. These short term CTE programs have been an invaluable source for those students who seek to enhance skills in a specific technical field rather than pursue a longer term certificate or degree. The typical Yolo COE CTE program is 150 to 180 hours of instruction delivered in a compressed five week module and are selected for their high employment potential. Multiple year data maintained by the Yolo COE indicates that students who successfully

complete the short-term CTE programs have a higher transition rate to a 2-year or 4-year college which is attributed to exposure to college faculty and programs, and also have high success in obtaining employment.

•**Community based organizations:** receiving public funds also provide CTE training including:

- ◆ **Sacramento Job Corps**, a federally funded program through the Department of Labor, provides two year CTE programs that are free to income-eligible adults up to the age of 24 years old in the trades of construction, health occupations and building and coding.
- ◆ **California Human Development**, with WIA funding and Housing Authority funds, provides eligible farm workers and their dependents with CTE training and employment Yolo services as well as financial assistance with gas and other expenses. CNA classes are provided in Woodland; and certification instruction in Truck Driver (class A) and Welding are provided at their Olivehurst Training Center. For those requiring ESL or GED instruction, students are referred to WAE.

•**One-Stop Career Centers:** recently renamed America’s Job Center of California (AJCC). AJCC is a collaboration of local, state, private and public services that provide employment services. These vary across centers and may include soft skills boot camps; resume and job search services; and financial assistance and incentives for job seekers and employers to engage in job training activities. The Sutter COE One Stop is the most comprehensive center in the NCAEC region: organized under one “roof” it offers a complete array of training programs, support services and adult education to meet the needs of the local community. Regardless of point of entry for an individual or employer, the center literally provides one stop access to multiple effective services that are co-located, and affords seamless communication and referral across the ecosystem of providers.

•**CalWORKs and WIA:** Additional employment-related services that enable students to enroll in CTE coursework are provided by the CalWORKs program of each county’s Department of Social Services (DESS), and through the WIA federal program.

•**Yuba and Yolo Chambers of Commerce:** in collaboration with local high schools, county offices of education and post-secondary education providers conduct periodic “boot camp” workshops. The purpose is to bring high school and adult students together with local business representatives to inform students of the soft skills and basic foundational levels required by industry for employment.

## Program Area 5: Programs for Apprentices

Currently there are no existing state-funded Apprenticeship program providers within the Yuba Community College District service area. The California Department of Industrial Relations (CDIR) lists over 100 apprenticeship programs for a variety of occupations that are available in the greater region surrounding the boundaries of YCCD.

However, relationships are in place for pre-apprenticeships:

- ◆ **Yolo COE** currently partners with Northern CA Construction and Training (NCCT) to refer adult students to their pre-apprenticeship program in Woodland (as well as those in adjoining community college district areas). Yolo COE provides information and resources to the students. The NCCT program assists the referred students to learn the skills necessary to become successful laborers; and partners with the local 185 laborers union, as well as pipefitters and carpenters unions, to place graduates into entry level positions throughout the greater region. NCCT training is free, and often the union enrollment fee is waived for the graduates.
- ◆ The nonprofit **California Human Development** provides resume and job application assistance and referrals for the students who earn a Truck Driver or Welder certificate. Referral relationships with numerous employers in Colusa, Sutter, and Yolo counties enable students to be placed directly into pre-apprenticeships and employment.

**REGIONAL COMPREHENSIVE PLAN OBJECTIVE #2:**

***An evaluation of current needs for adult education programs within the consortium's region.***

In terms of area (approximately 4200 square miles), Yuba Community College District is the third largest district in the California Community College system. By virtue of being a vast, sparsely populated rural region, disparities exist in resources and opportunities associated with geography, socioeconomic status, race, ethnicity, immigration status and other factors. The needs of the region vary based on the location and community served, thus a “one-size-fits- all” does not work. We need a flexible, adaptable model that can be modified based on the unique needs of the areas we are supporting.

Given the lack of regional organizing precedents, NCAEC conducted a comprehensive needs assessment using several strategies. Sub-regional clusters (Hubs) of at-large meetings provided local information and data as well as compelling anecdotal information. Simultaneously, Hanover Research conducted an environmental scan of publicly available data, including a demographic analysis. Individual in depth interviews were conducted by Hanover and by the project director to add more granular information and to solicit student and stakeholder perspectives. Program-area collaborative groups composed of faculty, staff and administrators were convened to identify and discuss needs and gaps in the region. Using this approach, we were able to cross sectors and systems at both a local and regional scale and to build toward a regional assessment of overarching themes of current gaps and need in our region.

Overarching findings are presented below, which highlight common themes across sub-regions and across the five program areas. The next table is a summary of the gaps identified by the program area groups. The third section provides information gleaned from stakeholder interviews and is intended to provide context for the overarching themes. The final section provides demographic analysis and overview of the challenges of the region.

The overarching themes include the need for:

- Dedicated and coordinated funding for K-12 and County Offices of Education, Adult Education Programs.
- Increased ongoing coordination and collaboration between K-12 adult education, community colleges, and community partners across the consortium;
- Increased awareness (marketing), effective outreach and targeted recruitment for adult education;
- Creation of strategic portals (“on ramps”) for adult learners to access information, assessment and cross-referral for adult education and career training opportunities;
- Expansion of availability of course offerings and program services;

- Increased student access to regional resources and allied support services including transportation, child care, mental health services, translation services, and housing options;
- Alignment of curriculum, establishment of seamless transitions and standardized articulation between education providers and stakeholders
- Common assessments, data systems, outcomes and metrics to track student progress across and within program areas, systems and sectors in the consortium;
- Integrated curriculum across program areas, specifically VESL and apprenticeships;
- Increased student support services for guidance and counseling, and career development;
- Access to and use of technology in both instruction and communication;
- Professional development across the consortium that is coordinated and supported;
- Effective communication across the consortium employing a variety of tools (websites, social media, email listserv, on-line interactive forums and a dynamic Asset Map).

### Summary of Regional Gaps Identified by Program Area Groups

<p><b>Program Area 1:</b> <b>Basic Skills</b></p>	<ul style="list-style-type: none"> <li>• dedicated funding for continued capacity and collaboration</li> <li>• academic and student support services</li> <li>• clear and multiple pathways</li> <li>• common assessments</li> <li>• access to courses, classes and location</li> <li>• curriculum alignment</li> <li>• data accountability</li> <li>• Shared Professional Development</li> </ul>
<p><b>Program Area 2:</b> <b>ESL</b></p>	<ul style="list-style-type: none"> <li>• dedicated funding adult education</li> <li>• academic and student support services</li> <li>• access to courses, classes and location</li> <li>• curriculum alignment between segments</li> <li>• clear, multiple pathways</li> <li>• common assessments</li> <li>• technology</li> <li>• shared data and accountability</li> <li>• innovative integrated curriculum</li> </ul>
<p><b>Program Area 3:</b> <b>Adults with Disabilities</b></p>	<ul style="list-style-type: none"> <li>• awareness/outreach and marketing</li> <li>• identification of underserved population</li> <li>• updated, innovative curriculum</li> <li>• streamlined academic assessment and IEP transition</li> <li>• support services/transportation paramount</li> </ul>

**Program Area 4/5:**

**CTE/Apprenticeship**

- dedicated and secure funding for CTE
- coherent and aligned systems for CTE
- equity and access to CTE/Apprenticeship programs
- communication and marketing
- curricular integrity
- region-wide data collection systems
- industry-specific and General Professional Development

## **Stakeholder Interviews**

The service area of NCAEC includes a diverse population that varies by geographic area within the region. Information gathered through stakeholder interviews provided granular information about the needs of these specific geographical areas and gives context to the overarching themes of gaps and need discussed above.

Hanover Research conducted 15 interviews including representatives from school districts not participating in NCAEC; WIBs/One Stops; Department of Health and Human Services and of Social Services; County Office of Education; City Officials; Community based organizations; and correctional personnel.

Key findings and County summaries may be found in the Appendix (Key Highlights of Interviews).

The following findings represent common themes identified across the various counties within the region and are organized generally by objective:

1. **Geographical and Access Gaps:** The level of programming is inadequate to meet the regional demand so that additional courses, classes and locations are needed. Improved outreach and greater accessibility would allow providers to reach additional audiences who would benefit from adult education. (Objective 1)
2. Basic elementary and secondary skills and ESL were emphasized as particularly important for the region as well adult high school diploma and HSE programs. Basic computer literacy training is perceived as essential. (Objective 2)
3. Vocational training is also regarded as vital and the importance of working with local employers to develop skills, including soft skills, was regarded as essential to the regional economy. Integrating practical learning opportunities into existing and future programming is believed to be important for students to succeed. (Objective 2)
4. The importance of articulation agreements and program alignment between community colleges and other adult education providers was emphasized. Suggestion was made to combine high school diploma programs with vocational pathways to help students to gain training more efficiently. Similarly, aligning vocational programming region-wide would enable more efficient advancement of the students. (Objective 3)

5. Access to counseling to ensure adult learners are aware of existing programming and how to access relevant programs was important. This is to address the concern that students are often unaware of what programs are available and unsure of which educational and career pathways are suited to their personal goals. Guidance at multiple locations is critical. Expanded flexible and accessible programming will help to bridge the gap in adult education in the region. Collaboration among the providers of adult education will ensure that students are able to enroll in relevant programs at times that are feasible. Offering programs at multiple central locations is important for providing access to potential students who do not have ready access to public transportation. (Objective 3)
6. Additional counseling and support services are a needed service for adult learners in particular to educational planning. It was asserted that many students are wary of educational programs and can be intimidated by the enrollment process at community colleges in particular. Additional mentors and advocates would assist adults in efficiently and successfully completing their education. (Objective 5)
7. Combining vocational and basic skills programs would help students accelerate through educational programs. Working with students to ascertain they are on the best pathway and to reinforce the value of a particular career path is a strategy to enable efficient program completion. (Objective 5)
8. Adult learners are a unique population to teach and professional development is needed so that instructors can effectively teach and motivate students. (Objective 6)
9. Developmental opportunities for adult education providers should be collaborative and incorporate employees of support organizations that work closely with adult students. (Objective 6)
10. To make use of existing resources, further coordination and collaboration is recommended between YCCD, public school districts, regional employers, and support service organizations. (Objective 7)

## Demographic Analysis of Regional Needs

Our Regional economic and social demographic profile described previously in the Regional overview points to the urgent and critical need for investment in adult education and job skills training. Region-wide U.S Census data indicate that:

- More than 100,000 people between the ages of 18 and 49 have no college education.
- More than 75% of the 18 to 49-year-old population with less than an associate's degree is not currently enrolled in school.

Figure 1.2 indicates that approximately 46,000 individuals in this age group **lack a high school diploma** or its equivalent. Four of the six counties in the NCAEC region have a higher dropout rate than the state average of 11.6%. Rates soar when the subgroup of Hispanics or Latinos is considered for each county: Yolo County has a 68% **dropout rate** and Colusa County a 75.6% dropout rate for this group. In addition, the rate of **low literacy** in the adult populations is 20% overall, with Colusa County having the second highest rate in California, at 34%. Approximately 68% of the population lives in **poverty** with income less than \$25,000 per year and approximately 65% of the K-12 student population are eligible for free/reduced school meals.

Due to the sheer expanse of our region however, census data and county data masks significant geographical disparities. Metadata from the Vulnerability Index for sub-county analysis developed by the Center for Regional Change, University of California, Davis together with qualitative data collected by the Hubs, highlight a significant patchwork of disparities. The more rural and remote communities and towns have higher rates of conditions such as poverty and high school dropout; often associated with inadequate support for transition to higher education or employment.

Interrelated with social and economic challenges, the largest gap in our region is not quality or adequacy of existing programs but rather **inadequate geographical access** to adult education programs and services. As shown by the NCAEC Locations Map (found in Appendix C) there are significant geographical gaps in service located primarily in remote and rural areas. As stated by Arne Duncan, U.S. Secretary of Education, "geographical location should not dictate results. In America, poverty is not destiny – and neither is geography." (Rural Education National Forum, October 13, 2013 speech)

Of greatest importance to closing the access gap to adult education experienced in rural areas, NCAEC has identified three major barriers to be addressed:

- lack of transportation services that are accessible, affordable and efficient
- lack of broadband services and internet connectivity for on-line learning and professional development
- lack of sites providing adult education programs and services



NCAEC intends to organize initiatives to improve access for rural adult students. To this end, Hanover Research is currently conducting a transportation study to inventory and analyze existing resources and gaps and to identify promising practices for transportation services that may be regionally replicated.

Moreover, the supply of existing adult education programs and services is woefully inadequate to meet regional demand. As noted above, there is a large population of individuals in the region who are in **need of elementary and secondary basic skills**. As indicated in Table 2, enrollment in Basic Skills education in 2008-2009 was 6,880 students or 14.9% of the total population in need of services (46,011). This gap diminished only slightly in 2013-2014 when 7,759 students were enrolled (16.9% of the need). It is noteworthy that YCCD, as a consequence of diminished funding, cut course offerings in 2013-2014 and as a consequence, fewer students were served. Undersubscribed courses are a normal occurrence in large but sparsely populated counties. The colleges and centers, particularly in Colusa and Lake Counties were forced to cancel courses with lower enrollments. With the large population of individuals in the Yuba Community College District's service area that could benefit from these courses and services, this gap is clearly large. A **lack of targeted marketing and focused outreach, recruitment and retention services**, particularly crucial for this population of students, was also a consequence of budget cuts.

Over time regional community colleges are increasingly reliant on adjunct instructors to deliver instruction, including elementary and secondary basic skills courses. Instructing such courses requires a set of specific andragogical skills beyond content knowledge. Professional development aimed at the acquisition of this skill set is not currently in place for these development educators. Moreover, as the demand for highly qualified adjunct faculty increases across the North State, the number of qualified adjunct faculty available to YCCD to teach in the more remote geographical areas has decreased.

The NCEAC region is home to more than 100,000 adults between the ages of 18 and 44 years who **do not speak English at home**. More than 35,000 adults **speak English either not well or not at all**. Moreover, this population is likely to expand in the coming years, as the area's Hispanic population is expected to grow by approximately 50 percent between 2010 and 2030. Students of Hispanic/Latino ancestry in the region accounted for just over 45 percent of high school dropouts in 2012-13, suggesting that this population would benefit particularly from expanding the ESL programs in the region. According to a 2014 study conducted by the Immigration Policy Institute, integrating immigrant young adults into postsecondary education and the labor force is essential for California's economic competitiveness. Yet at present, our English language learners and immigrant population have lower high school completion and college degree attainment rates than any other group.

Similar to the decreases noted in Basic Skills above, there was a reduction in ESL enrollments whereby enrollment dropped commensurate with a drop in the number of courses and sections, which was preceded by a drop in funding. Nonetheless, between 2008 and 2014, the overall regional enrollment of students in the program area of Classes and Courses for Immigrants remained unchanged. As indicated in Table 2, a

total of 2,052 students were enrolled in 2008-2009, and 2,024 were enrolled in 2013-2014. The **gap in meeting the need for ESL** in this population is immense with only a fraction (slightly more than 0.05%) of the need being met. This reflects a tremendously underserved population in the NCAEC service area, particularly when considered in the context of the greater surrounding region. Regional fact sheets for school funding year 2013-2014 provided by the CCCCO AB 86 Workgroup indicate that the Greater Sacramento Region met 6.7% of the overall need; and the Far North Region met 3.9% of the need for ESL instruction.

Relative to other populations included in NCAEC, there is a small adult population (approximately 20,800 or 7% of the population) between the ages of 18 and 49 who report having a **disability**. Of this group, many do not report significant disabilities. Moreover, some of the providers of programs for adults with disabilities report unmet capacity available for expansion. In 2008, 448 adults with significant disabilities were enrolled compared to 173 in 2013-2014. Of note is that a large program at WAE was eliminated with the advent of flexibility in 2008 which accounts in part for the significant drop in enrollment. In addition, WCC reports that within its student population, approximately 12% report at least one primary disability, which may indicate comfort with utilizing the community college for educational services.

Whereas YCCD does not offer noncredit CTE courses, only partners providing short term CTE courses supported with braided funding are reported in Table 2. As was noted, the **number of CTE courses offered by the county offices of education has dramatically dwindled** due to the placement of ROP in Tier 3 flexibility. The steady decline is reflected in the total student enrollment by year: 708 (2008-2009), 347 (2012-2013) and 331 (2013-2014). To provide context, as of July, 2014 the California Unemployment Development Department (EDD) reported that the average **unemployment rate** for the five major counties within the region exceeded 11%, and compares with a statewide unemployment rate of 7.8%. Of the 58 counties in the state, Colusa is second only to Imperial Valley for the highest rate of unemployment, followed closely by Yuba (55), Sutter (53) and Lake (45). Multiple business and industry representatives interviewed stress the importance of vocational training to develop skills, including soft skills and basic technical literacy, which are necessary to the regional economy. Integrating practical learning opportunities into existing and future programming is also highlighted as a crucial element to help students succeed.

**No apprenticeship programs** are offered within the boundaries of the NCAEC. Interviews with representatives from WIBs, local government and representatives of the Apprenticeship community in the greater Sacramento region indicate that implementing apprenticeships in a rural area has proven difficult in the past yet they are keenly interested in collaborative outreach to develop programs for the region.

### **Labor Market Trends**

The Workforce Investment Boards (WIBs) have recently been required to complete an analysis to identify Labor Sheds/Skills Gaps for their regions; however, the reports will not be available until winter, 2015. Similarly, the California Employment Development

Department (EDD) is scheduled to provide updated regional information in January, 2015.

Analysis of economic and workforce information for this report is based primarily on aggregated information from EDD data based on the 2010 Census; and from North Central Counties Consortium (NCCC) data based on analyses conducted in 2010 and 2012. It is important to note that for certain kinds of economic and workforce data, only aggregate statistics are available creating an inexact match for describing the NCAEC service area. As was previously mentioned regarding the limitations of the PUMs data, analyses include counties not located within the boundaries of NCAEC, and in other instances omit counties within the consortium's service area.

Figure #1.7 Employment Levels for 20 Largest Occupations in Region, May 2012) identifies the 20 largest occupations in the region as of May, 2012. In terms of required education, most of the current occupations require a high school diploma or equivalent or less; and a clear difference in salary levels between those jobs associated with a high school diploma and those needing less than a diploma, is apparent. Slightly more than 50% of the demand comes from replacement needs as the baby boom generation retires. Fourteen of the occupations (about 76%) support a low level annual wage. Correspondingly, thirteen of the top occupations in demand (nearly 70%) require a low level of preparation (education and training) that is mostly short-term.

**Figure 1.7: Employment Levels for 20 Largest Occupations in Region\*, May 2012**

OCCUPATION TITLE	EMPLOYMENT ESTIMATE	ANNUAL SALARY^	EDUCATION NEEDED FOR ENTRY
Retail Salespersons	30,440	\$25,595	Less than HS
Office Clerks, General	26,450	\$30,579	HS Diploma or Equiv.
Cashiers	25,870	\$23,671	Less than HS
Combined Food Preparation and Serving Workers, Including Fast Food	21,190	\$19,879	Less than HS
Registered Nurses	17,160	\$80,406	Associate's
First-Line Supervisors/Managers of Office and Administrative Support Workers	14,960	\$52,113	HS Diploma or Equiv.
Business Operations Specialists, All Other	14,870	\$61,895	HS Diploma or Equiv.
Waiters and Waitresses	14,770	\$20,726	Less than HS
General and Operations Managers	14,670	\$98,539	Bachelor's
Laborers and Freight, Stock, and Material Movers, Hand	14,450	\$29,295	Less than HS
Stock Clerks and Order Fillers	14,200	\$26,893	Less than HS
Customer Service Representatives	13,780	\$35,469	HS Diploma or Equiv.
Secretaries, Except Legal, Medical, and Executive	13,500	\$34,164	HS Diploma or Equiv.
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	13,340	\$28,551	Less than HS
Bookkeeping, Accounting, and Auditing Clerks	12,050	\$37,166	HS Diploma or Equiv.
Elementary School Teachers, Except Special Education	11,410	\$64,107	Bachelor's
Teacher Assistants	11,400	\$28,044	Some College, No Degree
Cooks, Fast Food	11,220	\$18,918	Less than HS
First-Line Supervisors/Managers of Retail Sales Workers	9,180	\$40,334	HS Diploma or Equiv.
Computer Systems Analysts	8,880	\$74,953	Bachelor's

Source: California Employment Development Department, BLS<sup>4</sup>

Workforce development organizations have adopted cluster-based and sector-focused strategies to connect workers to relevant training and education and to connect employers to skilled workers. An analysis conducted by the Center for Strategic Economic Research (CSER) in 2012 focused on five-year job demand forecasts (2012–2017) to identify growing industry sectors. The analysis indicates that the healthcare, retail and hospitality sectors are projected to become top in-demand private sectors for employment. While agriculture and manufacturing sectors are projected to diminish, the sectors remain important to the region's future economic growth.

Further analysis indicates that the top core cluster of job demand occupations is anticipated for the Life Sciences and Health Services cluster (Registered Nurses; Personal Care Aides; Nursing Aides, Orderlies, and Attendants; Home Health Aides; and Medical Secretaries and Office Clerks). Occupations associated with the Manufacturing and the Agriculture and Food clusters are both projected to see negative growth tied to industry trends but are in the top 20 list of occupations due to relatively high replacement needs.

According to the 2012 CERS analysis associated with the top core business clusters, the five most important competencies (knowledge and skills) for worker success in the top 20 occupations are listed below in order of importance:

Knowledge	Skills
Customer and Personal Service	Active Listening
English Language	Speaking
Clerical	Social Perceptiveness
Mathematics	Service Orientation
Administration and Management	Critical Thinking

It is noteworthy that a 2010 survey conducted by NCCC of regional employers indicated that while employees with strong math and computer skills were hard to find, those with strong work ethics and an ability to adapt to change, along with problem solving, critical thinking and communications skills were the most difficult to find. The most common job skill deficiency was computer training.

The labor market trends in the NCAEC region drawn from these various sources reflect a critical need for adult education in the Short Term CTE program area as well as Programs for Apprenticeships. The demographic profile of the region indicates a growing younger population will require significant net new job creation. The Hispanic population will be one of the main drivers behind the region’s growth, accounting for over 50% of the region’s total population growth. English language skills are highly valued in the workplace and will require ESL vocational training. Moreover, according to the CCCCO, labor market experts predict that 75% of new jobs will require a high level of technical literacy, a basic skill largely lacking in the region’s overall population.

Although many of the projected job openings require a high school-level education at most, many of the positions are likely to be in low-paid industries. In the NCAEC service area, 76% of the adult population with less than an associate’s degree makes \$25,000 per year or less. Residents will need to seek additional vocational education and develop the skill set to successfully compete for higher wage employment opportunities as well as to compete for replacement jobs.

### **REGIONAL COMPREHENSIVE PLAN OBJECTIVE #3:**

***Strategies to Create Pathways, Systems Alignment and Articulation: Plans for consortium members and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce.***

The specific approaches and strategies the consortium will employ to create pathways, alignment and seamless transition are described for each program area. The organization of the information by program area narrative reflects the process by which the approaches and strategies were developed. Representative faculty, teachers, staff and administrators from across the region were selected for their program area expertise to participate in summit meetings to develop, by consensus, their specific response to the objective. It was important to many of the participants to ensure the accuracy of what was negotiated during these discussions; to that end, each program area response is provided verbatim. The program area experts used varying vocabulary and methods for indicating their plans. As a consequence of preserving the integrity of each program area response, there is overlap between the responses. Collectively, the activities and strategies address the following common needs and themes: the need for dedicated organizational, institutional and programmatic leadership essential for implementation of the strategies and high level activities; expanded access to programs and services; system-wide formal agreements, curriculum, common assessments and student monitoring; academic and counseling support; formalized tools for student information and data to track enrollment, student progress, demographics and a professional development portal; marketing for awareness, recruitment and outreach for targeted and integrated services; and collaboration and professional development for program and instructional improvement.

Specific strategies and approaches by program area for the objective, seamless transition, are presented in the table on the following pages.

#### **Basic Skills**

For the Basic Skills program area, the consortium will respond to Objective #3 by examining multiple pathways students can access programs and services as well as facilitating transitions from adult education to college. Critical to this objective will be the need to align placement tools, curriculum, and student performance outcomes to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all educational segments. Existing student support services will also need to be redesigned to ensure that students are able to make a smoother transition between K-12, COE Adult Education and community college segments.

The transitions for Basic Skills can be grouped into three broad areas:

1. Expanding the number of pathways to acquire an Adult Education High School Diploma or HSE

2. Improving the alignment of curricula and testing offered by K-12, COE Adult Education and community colleges
3. Increasing academic support for intersegmental transfer via new transitional tutoring and information programs

Historically, there have been a number of ways that students can access adult education programs and services. For students who have little to no high school credits completed, the most direct pathway to high school equivalency (HSE) has been the GED test. Because of the abysmal passing rate, schools have been looking into other options as a means of granting a HSE Certificate. Collaborations between K-12 Adult Education programs, County Offices of Education, and community colleges will be essential to creating more options for students to obtain an Adult Education High School Diploma or HSE Certificate. Increasing the number of sites for appropriate educational preparation, as well as the number of testing sites, is critical for opening up more pathways for students seeking high school equivalency. Improving the alignment of curricula and testing offered by K-12 and COE Adult Education programs and community colleges will also be necessary to facilitate transition between the segments.

Collaboration between all stakeholders to create new bridge and pathway programs and strengthening articulation agreements between segments should improve alignment. Currently, there is a statewide interest in creating common entrance assessments and cut scores for all California Community Colleges. Standardizing the assessments and placement criteria should increase the alignment between colleges and ensure that students entering from K-12, COE AE programs are well prepared to succeed in the community college of their choice. In addition to the creation of common assessments, it will also be necessary to increase academic support for intersegmental transfer by creating transitional tutoring and informational programs. Math and English “bootcamps” to help boost the placement scores of adult learners are already offered by many California Community Colleges. Creating innovative outreach programs, such as the College Ambassador Program, will also assist students to make a smoother transition into the community college, as will offering revamped college “information days” to make incoming students better prepared for the demands of college-level work.

## **ESL**

In the area of ESL we addressed 5 transitions:

1. ELs who attended and received a High School diploma who want to transition to college
2. ELs who have low native language skills and desire to learn English and perhaps transition to a CTE, ABE, ASE or High School Diploma course of study.
3. ELs who are educated in their native language who desire to go to college.
4. ELs who want to obtain skills to obtain or keep a job.
5. ELs who want to acquire citizenship.

Create five “Pathway/Outreach/Marketing Coordinator” positions, one to cover each county office of education region. This would be a paid position in addition to student volunteers who could help students make choices as to what environment might be best for the goals they have set for themselves. Student support networks could be established for ongoing conversations as students progress from one system to the

next. It would be important for all staff to be trained in how to assess and be knowledgeable of the programs offered throughout the consortium. Training should be included for instructors and staff involved with these students and programs (i.e. counselors, ESL instructors, TRIO) to make them aware of the different programs available in the region.

Orientations would be held on an ongoing basis and advisors would help each student develop an individual educational plan. A tutoring center could be set up to help struggling students. A centralized website would be available to students to be able to see when, what and where particular programs are offered throughout the consortium.

To help students find the correct pathway for them we proposed a common assessment/placement test and orientation in specific areas that would include oral interviews, written and oral testing with multiple levels and multiple measures. This would be facilitated by the “Pathway/Outreach/Marketing Coordinator” at designated Adult Ed Student Information Centers. We would include both pre and post assessments of the students. Until a common assessment is available, a “crosswalk” of current assessments can be developed to more accurately place students in the most appropriate program for their individual needs.

### **CTE/Apprenticeships**

There are numerous career technical education (CTE) providers in the NCAEC region. Most of the providers work independently, but collectively provide CTE courses, programs, and pathways, and services in the agriculture, arts media, business, energy and utilities, early childhood education, engineering, health, hospitality, public services, information technology, manufacturing, and transportation industry sectors. The CTE partners have a longstanding relationship of working together and in the past have worked alongside the apprenticeship providers. During our partners meeting we decided to combine Program Areas 4 and 5 as the partners who attended represented CTE and Apprenticeship organizations.

The NCAEC consortium has identified critical transition services that will:

- Improve communication between CTE providers, adult education programs, the Yuba Community College District, students and stakeholders
- Leverage and establish funding for short-term CTE courses and programs
- Create a referral/transition service for students who are interested in apprenticeship programs.
- Regionalize, strengthen and develop seamless transitions between courses, programs, and pathways
- Increase student access to programs and support services
- Improve student outcomes

For each of these transitions there are system-wide strategies that the consortium will use including: identifying of adult education students and their needs; creating student, staff and employer awareness of existing regional pathways and programs; developing alignment and articulation of regional education programs with CTE programs; developing alignment of regional education and CTE programs with regional job training and employment programed to address industry needs; providing facility modernization



to support current and emerging pathways; and developing recruitment and retention strategies for qualifying CTE instructors.

### **Adults with Disabilities**

Ideally, NCAEC's system to assist adult learners with disabilities in their transition to postsecondary education, career training, and employment would be well-articulated, building upon a continuum beginning from pre-K and based upon an IEP. However, many adult students may have disconnected or aged out from the system, or have not previously been identified as needing accommodations. The lack of integration across institutions and programs is confusing for the adult learner and providers alike, resulting in decreased opportunities and disjointed services for adults with disabilities.

Coordination and collaboration among providers and stakeholders is needed to integrate programs, create pathways and provide for transitions to meet the unique needs of adults with disabilities. A highlight is to develop a collaborative dynamic relationship with the Department of Rehabilitation through a formal MOU to provide essential vocational rehabilitation services, and to link regional DOR satellite offices to the adult education programs in the remote locations of our region. Key strategies to integrate existing programs and to create seamless transitions into post-secondary education or employment include:

- Coordination of detailed transition planning with all stakeholders (students, adult education providers and community and governmental agencies): plan for clear alignment of transition goals and objectives with focus on self-advocacy and self-determination. Plans to include consideration for transfer of student information and assessments; support services required; and a defined entry. As appropriate, the process would include campus visits, completion of application and meeting with DSPS staff for college enrollment.
- Development of college readiness skills: develop Summer Bridge class designed to support community college DSPS and Veterans outreach programs. Focus will include college and career readiness and targeted "soft skills".
- Assessment alignment: use standardized assessments (plus additional testing information) to determine adequacy of preparation for future pathways and college placement as well as to track student progress.

Objective	Program Area	Transition to be addressed	Strategy/Approach	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
3. Seamless Transition	Basic Skills	Expand the number of pathways to acquire an Adult Education High School Diploma or HSE	<ol style="list-style-type: none"> <li>1. Collaboration between K-12, COE AE and colleges to evaluate options for AE High School Diploma or HSE</li> <li>2. Increase the number of sites for educational preparation for students</li> <li>3. Increase the number of testing sites for HSE</li> </ol>	Release time for faculty/teachers More facilities More site locations Computers/technology Materials: instructional (to include software as appropriate) and testing	\$100,000	COE and Adult Education and Community Colleges	Enrollment in post-secondary education, apprenticeship, or gainful employment	One year after fully funded

Objective	Program Area	Transition to be addressed	Strategy/Approach	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
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3. Seamless Transition	Basic Skills	Improve the alignment of curricula and testing offered by K-12 AE and Community Colleges.	<p>Collaboration between all stakeholders (K-12, COE AE and Community Colleges) focusing on</p> <ol style="list-style-type: none"> <li>1. Course alignment between K-12, COE AE and Community Colleges through Bridge and Pathway programs</li> <li>2. Articulation agreements between K-12, COE AE and Community Colleges</li> <li>3. Use of common assessments and similar cutoff scores across Community College</li> </ol>	<p>Faculty and counseling resources to facilitate course alignment and creation of articulation agreements</p> <p>Communication between K-12, COE AE personnel and Articulation Officers at Community Colleges</p> <p>Cross-district communication between Testing and Assessment Specialists at Community Colleges</p>	\$100,000	K-12, COE AE and Community College personnel	Increased enrollment at Community Colleges of students from K-12, COE AE programs	One year after fully funded
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Objective	Program Area	Transition to be addressed	Strategy/Approach	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
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3. Seamless Transition	Basic Skills	Increase academic support for intersegmental transfer by creating transitional tutoring and informational programs.	<p>Collaboration between K-12, COE AE and Community Colleges to develop</p> <ol style="list-style-type: none"> <li>1. A "College Ambassador" program</li> <li>2. Basic skills Math and English "Bootcamps"</li> <li>3. Fieldtrips to Community College "informational days" for K-12, COE AE students</li> </ol>	<p>Outreach Specialist for "College Ambassador" program</p> <p>Communication between K-12, COE AE and basic skills Community College faculty</p> <p>Public transportation to Community Colleges to facilitate attendance at informational days</p>	\$75,000 BSI can fund Bootcamps	K-12, COE AE, Community Colleges	Increased K-12, COE AE enrollments into Community Colleges	One year after fully funded
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Objective	Program Area	Transition to be addressed	Strategy/Approach	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline	
3. Seamless Transition	ESL	EL who attended High School transitioning to college							
		EL adults with low native language skills with goal to learn English (includes parents, spouses, nannies etc.)	Establish five Pathway/Outreach/Marketing Coordinators with clerical support to work with Adult Ed centers and community partners to provide academic advising and help students navigate to programs, no matter what their goal, with thorough orientation and placement processes that includes oral interview and assessment.	Staff who know what is offered consortium wide to help direct students to the appropriate program by interviewing each student individually (Adult Ed Student Information Center) *home visits/community outreach *flyers and media info *Tutoring centers *Trained staff proctors/advisors/support *Website to share information and services	\$150,000 x 5 for staff to provide guidance to students and facilitate correct placement and transition. \$100,000 per year for the website and management of the content \$50,000 training for staff.	K-12 Adult Ed, County Office Adult Ed and Community College Adult Ed	Surveys to consortia members and students		
		EL adult educated in their native language with goal to attend college							
		EL with goal to gain skills to obtain a job, keep a job etc.							
		EL with goal to acquire citizenship							

Objective	Program Area	Transition to be addressed	Strategy/Approach	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
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3. Seamless Transition	ESL	Develop a "crosswalk" of current assessments	Gather all current assessments and outcome measures for alignment	Current assessments (i.e. CASAS, TABE, CC placement tests)	\$20,000 to outside assessment expert	K-12 Adult Ed, County Office Adult Ed and Community College Adult Ed	<p>Regional crosswalk that accurately predicts alignment of test outcomes</p> <ul style="list-style-type: none"> <li>*Placement tests in specific areas</li> <li>* Oral interviews with different levels of proficiency</li> <li>* Some type of CASAS only better.</li> <li>*Tests: written and oral, multiple levels and multiple measures.</li> <li>*Grades with benchmarks</li> </ul>	
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Objective	Program Area	Transition to be addressed	Strategy/Approach	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
3. Seamless Transition	ESL	Develop a common assessment with policies and procedures that could be used region wide.	<ol style="list-style-type: none"> <li>1. Establish an Assessment Working Group</li> <li>2. Have each District share its approach to assessment and assessment tools</li> <li>3. Understand the proposed changes from the Curriculum Alignment work to ensure the new assessment approach is complementary and an asset</li> <li>4. Determine if there is potential for legislating common assessment tools (Note: The State may be looking at a common assessment system for the Community Colleges)</li> <li>5. Develop assessment options</li> <li>6. Develop criteria for assessing the options, including curriculum alignment</li> <li>7. Assess each option</li> <li>8. Design a research-based effort to monitor and evaluate outcomes and take corrective courses of action as needed</li> </ol>	Establish an assessment work group	\$100,000 for stipends and coordination	K-12 Adult Ed, County Office Adult Ed and Community College Adult Ed		

Objective	Program Area	Transition to be addressed	Strategy/Approach	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
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3. Seamless Transition	ESL	Articulation Agreement between K-12, COE, and YCCD	Create pilot agreement	Staff time	\$30,000 for stipends and coordination	K-12 Adult Ed, County Office Adult Ed and Community College Adult Ed	Evaluation of effectiveness of pilot for possible expansion	
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Objective	Program Area	Transition to be addressed	Strategy/Approach	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
3. Seamless Transition	CTE	Student, staff, and employer awareness of existing regional pathways and programs	Develop a regional catalog of programs and services Develop regional program orientation and marketing materials; flyers, commercials, brochures, videos, virtual and physical tours, and informational meetings and webinars Professional development opportunities for instructors, counselors, administrators and support staff	Staff time to determine current pathways, identify gaps and duplication Staff time to develop media Marketing supplies and materials Staff to provide tours and facilitate orientation meetings Professional Development for staff on regional and state programs	Development and production of pathway manual Staff time \$15,000 Production Catalog Materials \$10,000 Media Development \$50,000 Staff Time \$25,000 Other Materials \$20,000 Staff (5) \$50,000 \$200,000  Professional Development for lead staff \$10,000	County Offices of Education	Regional career pathway manual, marketing materials, media visibility and availability. Functional website with high traffic Information and Orientation meeting attendance Student and stakeholder knowledge of programs Attendance at professional development offerings	June 2015

Objective	Program Area	Transition to be addressed	Strategy/Approach	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
3. Seamless Transition	CTE	Alignment of regional educational programs with CTE programs	Develop regional, non-duplicative, integrated career pathways and programs; academics, CTE, work-based learning, and career readiness.	Staff and stakeholder collaboration time	\$25,000	County Offices of Education will serve as the liaisons	Number of components and entire integrated career pathways in place Evidence of training plan and number of students having a plan in place. Evidence of courses and programs Enrollment Number and types of courses. Matriculation rate Graduation rate Program completion rate Articulation percentage and passage rate  Evidence of attendance and participation at meetings	June 2015
			Develop regional college, career, and training plans for all students	Creation of regional plan Template	\$25,000			
			Increase access to courses, programs and pathways in the region via blended and distance learning	Development of distance and blended learning curriculum Staff training Hosting	\$120,000 \$5,000 \$5,000			
			Strengthen the articulation process between all partners	Staff and stakeholder collaboration time	\$15,000			
			Create and implement a regional adult education steering committee.	Staff and stakeholder collaboration time	\$10,000			

Objective	Program Area	Transition to be addressed	Strategy/Approach	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
3. Seamless Transition	CTE	Facility modernization to support current and emerging pathways	Invest in facilities and industry standard equipment that support pathways Invest in instructors and professional development and industry training	Facilities Equipment Supplies  Staff Professional Development	\$2,500,000 \$1,000,000 250,000  \$350,000 \$10,000	Regional Leads	Purchase Orders Equipment and Facilities in use Staff certifications Curriculum updates New courses Updates to the certificates Improved outcome	TBD

Objective	Program Area	Transition to be addressed	Strategy/Approach	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
3. Seamless Transition	CTE	Identification of adult education students and their needs	<p>Develop a regionalized communication system through a shared website</p> <p>Develop and align common entrance, exit, and benchmark assessments between programs</p> <p>Develop a regional student information system that tracks student data; performance assessments, student support services, demographics, attendance, transcripts and career plans.</p> <p>Provide regional access to college and career counseling services</p> <p>Provide regional access to student support services</p>	<p>Website development and hosting. Staff to maintain site</p> <p>Identification and creation of common assessments – staff time, resources, and assessment programs</p> <p>Student Information system development and hosting, staff time and resources</p> <p>Website hosting space and staff time. Full time advisor and student support tech at each site</p>	<p>Site Development - \$10,000</p> <p>Site Hosting - \$1,000</p> <p>Staff- Part Time - \$25,000</p> <p>Assessments - \$60,000</p> <p>Staff(5) - \$200,000</p> <p>Professional Development \$10,000</p> <p>Implementation \$10/student (6000 students)</p> <p>Hosting \$10/student *6000 students \$60,000</p> <p>Professional Development \$10,000</p> <p>College and Career Advisors (5) \$200,000</p> <p>Professional</p>	Regional Leads	<p>Functional regional website with designated staff</p> <p>Common Assessments in place throughout consortium</p> <p>Functional regional student Information and data system with designated support staff</p> <p>Regional counseling and support services in place and being utilized at sites and online</p>	June 2015

Objective	Program Area	Transition to be addressed	Strategy/Approach	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
					Development \$10,000			

Objective	Program Area	Transition to be addressed	Strategy/Approach	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
3. Seamless Transition	CTE	Recruitment and retention strategies for qualified instructors	Develop of a training program for new CTE Teachers	Staff and stakeholder collaboration time	\$25,000	Regional Leads	Enrollment in programs Number of qualified and trained teachers Number of professional development offerings for veteran teachers Number of veteran teachers taking advantage of professional development	June 2015
			Provide professional development for veteran teachers	Instructors and mentors	\$100,000			
				Training and Curriculum	\$15,000			

Objective	Program Area	Transition to be addressed	Strategy/Approach	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
3. Seamless Transition	Disabilities	From community agencies or K-12, COE Adult Ed to College	Incorporate preparation for college into community agency or K-12, COE AE curriculum; to include focus pathways curriculum, career exploration/job skills, and specific transition planning	Curriculum development Creation of new courses for lower functioning adults to develop work skills and transition to employment Instructional staff release time Increase staffing levels at K-12, COE AE and college Hire career counseling technician/job developer for K-12/COE AE	\$10,000 3 to 4 courses    \$50,000	Community agencies, K-12, COE AE and outside stakeholders in collaboration with colleges/DSPS	Participation rate of adults with disabilities in K-12, COE AE programs; college enrollment; or job placement	Ongoing

Objective	Program Area	Transition to be addressed	Strategy/Approach	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
3. Seamless Transition	Disabilities	From community agencies or K-12, COE AE to College	Coordination/articulation of transition planning to college from K-12, COE AE/other agencies in collaboration with regional centers of Dept. of Rehab	Professional Development/Training in developing focused and effective transition plan to college or career  Faculty and staff time for quarterly meetings for individualized planning  Articulation Agreements between and among K-12,COE AE, stakeholder and community agencies, and colleges  MOU with Dept. of Rehab/ regional centers	\$6,000  \$2,500/3 hubs = \$7,500	Community Colleges in collaboration with community agencies, K-12,COE AE	Participation rate of adults with disabilities in college enrollment and persistence	Planning one year/ongoing



Objective	Program Area	Transition to be addressed	Strategy/Approach	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
3. Seamless Transition	Disabilities	Assessment Alignment	Develop common assessment tools and list of alignment considerations (Common Core; accessibility resources) for adequacy of preparation for future pathway; for college placement; to identify at-risk students; and to track student progress	Faculty and staff time	\$10,000	K-12, COE AE, community agencies, and colleges with participation of DOR	Rate of student progress; rate of college enrollment and persistence	Two years
				Resource experts in assessment of adults with disabilities				
				Professional Development	TBD		Decrease in DOR referral of underprepared students	
				A central student data base system				
				MOU with DOR regional centers for services and collaboration				

Objective	Program Area	Transition to be addressed	Strategy/Approach	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
3. Seamless Transition	Disabilities	Development of College Readiness Skills	Develop Summer Bridge classes to support college outreach programs (DSPS, Veterans); focus on college and career readiness and "soft skills"	Curriculum development and materials	\$1,500	Community Colleges, K-12, COE AE and community agencies, DOR	Rate of enrollment and persistence of K-12, COE AE students; and referrals from community agencies and DOR	Six months
			Faculty and Staff time	Early outreach and exposure to college options	\$5,000 P.D.		Increased student awareness of college academic and support offerings and enhanced access	
			Professional development for DOR staff on assessment for college readiness of new clients		\$20,000			

## **REGIONAL COMPREHENSIVE PLAN OBJECTIVE #4:**

***Plans to Address the Gaps: Plans for consortium members and partners to address the gaps identified in the region.***

The consortium identified programming and service gaps according to each program area. The common gaps and needs include: lack of access to resources, providers and program development; lack of articulation and alignment, requiring system-wide formal agreements, curriculum, common assessments and student monitoring; lack of student support structures for attainment and performance requiring academic and counseling support, and individualized educational plans; lack of dedicated leadership for program development, articulation, alignment, and outreach, requiring organizational, institutional and programmatic leadership; lack of data, accountability and a comprehensive student tracking system, requiring formalized tools for student information and data to track enrollment, student progress, demographics and a professional development portal; lack of marketing and outreach to provide access, awareness, recruitment and targeted services; lack of professional development to increase performance and for program and institutional improvement.

Strategies address the need for increased capacity in the gap areas. Resources needed for implementation are described, as well as methods and metrics necessary for implementation. As explained in Objective 3, narratives are provided verbatim by program area. Vocabulary and methods for indicating the plans vary by program area, and there is some overlap in gaps and strategies identified.

Specific strategies and approaches by program area for the objective, address gaps, are presented in the table on the following pages.

### **Basic Skills**

The overarching categories of gaps identified by the Basic Skills program area are:

- **Funding:** the need for continued funding is the first and foremost gap for adult education in our region. Funding is required to support the programs and services that are currently provided by the adult education programs of the K-12 and the County Offices of Education. Without funding to maintain capacity, these critical programs may likely cease to exist after June 30, 2015.
- **Lack of academic and student support services:** the need for transportation, child care and financial assistance is crucial for access and persistence of the adult education student in our vast and sparsely populated region. Several approaches are proposed to increase or expand critical academic and career support services, and to develop innovative strategies through collaboration by or co-location of agencies that offer supportive services designed to help students accomplish their goals. The establishment of full-time Pathways advisors, centrally located in each of the five counties, would be an essential starting point for any student seeking assistance in finding a program that is best suited to meet his/her needs be it in the K-12, COE or Community College system.
- **Clearly established pathways:** working closely with industry, counseling and teaching staffs can develop the appropriate curriculum; and pathways can be designed to offer students programs and services that take into account the skill sets they possess and allow for multiple entry and exit points.

- Common assessment: all consortium stakeholders noted difficulties students face when moving between programs or between segments. Often students need to take multiple, repetitious assessments and the results from one program/segment are not considered valid at another. To ameliorate this issue, it is proposed that assessment practices be standardized across schools, districts and ideally, across the state. In addition, cut-off levels required to access various programs should also be standardized.
- Collaboration across the consortium: all stakeholders appreciated the networking and collegial sharing that has resulted in the AB86 work and the hope is that this connection will continue and become even stronger in the years to come as we make decisions as a group.
- Need for additional courses, classes and locations: proposals to close the gap include new sites, distance learning, and online programs. The decrease in services provided due to budgetary issues, has led to the lack of access to adult education for thousands of students who can no longer find programs near them or that are offered at convenient schedules. The addition of programs and services should be done strategically to ensure the greatest efficiency. In order for students to access these expanded opportunities, ancillary services including feasible and affordable transportation and child care must be included.
- Need for a central data warehouse and a data accountability system to determine the success of any program and to better evaluate outcomes a single regional data system should be implemented. The region would like to research and develop an integrated data system to track its students.
- Curriculum alignment: there exists a need to establish regional collaboration between and among adult education programs provided by K-12, COE and community college instructional staffs to align curriculum and share expectations of student progress. Shared meetings and collaborative work groups are needed as a means for instructors and staff to be aware of what other programs are using in terms of curriculum. Time to collaborate is needed in several areas to address the gap.
- Shared professional development: as part of ongoing collaboration and networking there is a desire to plan and calendar joint opportunities for professional development between the adult education, K-12, COE and community college staff. Our plan is to develop professional development opportunities that will have clearly defined expected outcomes and accountabilities for addressing the needs of students in basic skills as well as other program areas and targeted populations. The use of varied strategies for the delivery of professional development will be utilized. All activities will be focused to ensure that improved classroom instruction and student achievement will be supported and guided by the professional development provided. The goal is to ensure that every learner including English Learners, Adults with Disabilities, and CTE has equal access to high quality instruction and access to the courses leading to being college prepared and career ready.

## **ESL**

Given the dramatic budget cuts during the economic downturn, reduced education services to adults is perhaps the most glaring of all gaps. Some districts in the region closed or reduced their adult education programs creating vast geographic gaps that need to be addressed. The sharp decrease in services provided due to budgetary issues has led to the lack of access to adult education for thousands of students who no longer can find programs near to them or that are offered at convenient schedules. Some ideas that have been suggested to close the gap are new sites, distance learning, online programs and classrooms on wheels. Dedicated and protected K-12, Community College and County Office adult education funding will result in the reinstatement of lost critical services. However,

the reinstatement of services should be done strategically to ensure the greatest efficiency.

### **CTE/Apprenticeships**

In order to address regional gaps and needs specific to the program areas of CTE and Apprenticeships, a broadly representative group met for discussions and included County Offices of Education instructor and administrative staff; community college CTE faculty and administrative staff; K-12 adult education transition liaisons; workforce investment board members; regional apprenticeship directors and coordinators; and business partners. Four overarching gaps were identified:

- a regionally coordinated, multiple-pathways, aligned system to focus on delivery of adult education in the areas of CTE and Apprenticeships
- dedicated and secure funding for short-term CTE courses and programs that are aligned with industry needs and job projection
- access to CTE and Apprenticeship programs and services
- industry-specific curriculum development, professional development, and standardized articulation across systems to address the validity and quality of short-term CTE programs

Several approaches and strategies were proposed to address the gaps including:

- Develop coherent and aligned systems for CTE
- Increase access to CTE programs
- Expand communication and marketing for CT programs
- Provide professional development opportunities that are both generalized and industry-specific
- Create a consortium-wide data collection system accessible across all segments and systems
- Implement curriculum integration of apprenticeship concepts with other program areas
- Standardize articulation between and among segments and systems
- Provide student support services to include career counselors and job developers
- Provide allied student services for transportation, child care and financial aid
- Increase awareness of apprenticeships

### **Adults with Disabilities**

Plans to address the gaps for Adults with Disabilities as a target population are significantly embedded in the collective strategies described in the other program areas. In addition to the more general categories that cut across program areas, however, strategies specific to adult learners with disabilities are needed in order to address gaps in:

- awareness and effective marketing and outreach
- identification of the underserved population
- updated and innovative curriculum
- transportation, made paramount by the low rate of disability in remote geographical areas
- self-advocacy skills to attain needed accommodations

Objective	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
4. Address Gaps	Basic Skills	Need for continued funding to support current services	Maintenance of capacity	State funding	\$10 million	K-12 Adult Ed, County Office Adult Ed and Community College Adult Ed	Outcome data for students completing the program	Ongoing
4. Address Gaps	Basic Skills	Lack of support services	Additional full time counselors/transition advisors to aide in educational planning and to coordinate the needs of each student with the programs available. Academic/instructional support.	State funding	\$5 million	K-12 Adult Ed, County Office Adult Ed and Community College Adult Ed	Outcome data for students successfully completing courses	Ongoing
4. Address Gaps	Basic Skills	Clearly established pathways do not exist	Identify and establish clear pathways for easy transitions.	Staff release time, professional development, collaboration time	\$500K	K-12 Adult Ed, County Office Adult Ed and Community College Adult Ed	Pathways flow chart	Ongoing
4. Address Gaps	Basic Skills	Common assessment across all programs	Develop common assessment tool (tools) across the consortium or crosswalk/correlate results	Shared data system, examples of model assessment tools	\$1 million	K-12 Adult Ed, County Office Adult Ed and Community College Adult Ed	Adopted Assessment tool	Ongoing

Objective	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
4. Address Gaps	Basic Skills	Collaboration across the consortium with partners as well as members	Establish inclusive, ongoing collaborative meetings. Establish online communication network i.e. website	Funding, location, release time, website manager	\$5 million	K-12 Adult Ed, County Office Adult Ed and Community College Adult Ed	Regular meetings scheduled, sign in sheets showing attendance, tracking of use of the website	Ongoing
4. Address Gaps	Basic Skills	Need for additional courses, classes and locations	Expand geographical areas served by establishing or reestablishing locations. Expand use of technology to serve additional students.	Additional classroom space, staff, locations, computers.	\$25K	K-12 Adult Ed, County Office Adult Ed and Community College Adult Ed	Increased number of students served and positive outcomes.	Beginning the first year upon funding, continued each year after
4. Address Gaps	Basic Skills	Data Accountability	Establish a uniform system for collecting and sharing data about students i.e. assessment scores, progress	Find a common computer based program that all entities could access for information	\$500K	K-12 Adult Ed, County Office Adult Ed and Community College Adult Ed	Use of uniform data by all entities	Ongoing

Objective	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
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4. Address Gaps	Basic Skills	Current curriculum lacks alignment between the K-12, County Office of Education and Community College	Align and/or develop transitional curriculum. Establish agreed upon benchmarks so students can easily transition from one program to another if needed	Curriculum recognized by all Staff time Facility to accommodate centralized collaboration	\$5 million	K-12 Adult Ed, County Office Adult Ed and Community College Adult Ed	Data showing transitions from one program to another	Ongoing
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Objective	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
4. Address Gaps	Basic Skills	Shared professional development between K-12, COE Adult Education instructional staff and Community College staff	Plan joint opportunities for collaborative professional development	Facility to accommodate centralized collaboration. Staff release time.	\$500K	K-12 Adult Ed, County Office Adult Ed and Community College Adult Ed	Sign in sheets, evaluations of the programs/topics discussed	Ongoing
4. Address Gaps	ESL	Need for continued funding to support current services	Maintenance of capacity	State funding	\$2 million	K-12 Adult Ed, County Office Adult Ed and Community College Adult Ed	Outcome data for students completing the program	Ongoing

Objective	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
4. Address Gaps	ESL	Central data warehouse for student information	<p>1. Develop a list of all data desired to be included within a centralized data warehouse by conducting a survey of instructional faculty, counseling faculty, and administrative staff</p> <p>2. Develop a list of action items necessary to gain access to all required data, including the development of MOUs, privacy concerns, and standardization of data categories</p> <p>3. Develop a plan to resolve issues related to gaining access to data and develop a conceptual architecture framework</p>	Consortia leadership team	\$300K	K-12 Adult Ed, County Office Adult Ed and Community College Adult Ed		Ongoing

Objective	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
4. Address Gaps	ESL	Alternative Methods for Instructional Delivery	<p>1. Develop an Alternative Instruction Working Group with representatives from faculty and technology staff</p> <p>2. Analyze alternative instructional models currently being implemented within Adult Education and Community Colleges. The analysis will include an evaluation of the success of these programs.</p> <p>3. Conduct a best practices analysis of what peer agencies are doing to offer alternative instructional delivery options</p> <p>4. Recommend technology-based instructional models to be piloted</p> <p>5. Develop and implement pilot programs to offer alternative instruction options for students</p> <p>6. Evaluate the pilots and refine the approach based on lessons learned</p> <p>7. Develop a plan to Implement the alternative instructional models more widely in the region</p>	Alternative Instruction Working Group	\$100K	K-12 Adult Ed, County Office Adult Ed and Community College Adult Ed	Evaluate student learning progress and outcomes	Ongoing

Objective	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
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8. Implement the plan  
9. Monitor the implementation process, making corrective courses of action as necessary  
10. Evaluate student learning progress and outcomes

Objective	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
4. Address Gaps	ESL	Student access to computers, technology, and the Internet	Mobile computer labs with instructional assistants	Computers Trained staff Tech support	\$100,000 per site	K-12 Adult Ed, County Office Adult Ed and Community College Adult Ed	Surveys	Ongoing
4. Address Gaps	ESL	Citizenship	Embed citizenship into ESL curriculum	Curriculum	\$20,000	K-12 Adult Ed, County Office Adult Ed and Community College Adult Ed	Surveys	Ongoing
4. Address Gaps	ESL	Citizenship	Embed citizenship into ESL curriculum	Curriculum	\$20,000	K-12 Adult Ed, County Office Adult Ed and Community College Adult Ed	# of new citizens	Ongoing

Objective	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
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4. Address Gaps	ESL	VESL	Establish VESL courses based on local needs	Curriculum Professional Development	\$5,000  (stipend)  \$5,000	K-12 Adult Ed, County Office Adult Ed and Community College Adult Ed	Outcome data for successfully employed students	Ongoing
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Objective	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
4. Address Gaps	CTE	Lack of regional electronic inventory of services	Online database shared among adult ed providers, review by regional consortia	Technology, database support, staff time	\$300,000	Consortia Leadership: Community College, K-12 Districts, County Office of Education	Create electronic inventory, utilization of inventory, outcomes for utilization with students	ongoing
4. Address Gaps	CTE	Lack of Access	Online/blended programs, develop child care programs, distance learning, transportation support programs, wraparound services, transition services/counseling	Technology support, staff time, facilities	\$500,000 (Ancillary costs TBD)	Consortia Leadership: Community College, K-12 Districts, County Office of Education	Outcomes for students, increased matriculation, increased completion rates	ongoing
4. Address Gaps	CTE	Lack of collaborative Curriculum Development	Development of contextualized Math and English courses related to CTE Career Readiness training with industry recognized certificates Short-term CTE programs that lead to employment	Collaborative staff release time, regional leads	\$250,000	Consortia Leadership: Community College, K-12 Districts, County Office of Education	Creation of new curriculum, updated/enhancement of curriculum, creation of certificate programs.	ongoing
4. Address Gaps	CTE	Professional Development	Training similar to BTSA for CTE faculty Special Populations Training Training for working with special education populations with focus on transition	Trainers, facilities, support materials, staff release time to attend	\$200,000	Consortia Leadership: Community College, K-12 Districts, County Office of Education	# of trainings held and participants Outcomes and effectiveness of trainings	ongoing

Objective	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
4. Address Gaps	CTE	Marketing & Awareness	Creation of marketing taskforce Development of marketing materials	Technology, supplies and materials, staff time	\$300,000	Consortia Leadership: Community College, K-12 Districts, County Office of Education	Awareness by community, increase in student enrollment, increase in community and business partnerships	ongoing
4. Address Gaps	CTE	Meaningful and Aligned Data Collection	Create and utilize a shared system across the consortia	Technology, staff time	\$500,000	Consortia Leadership: Community College, K-12 Districts, County Office of Education	Data submissions, evaluation of data, impact of data on programs	ongoing
4. Address Gaps	CTE	Lack of one coordinated regional system integrated with the development of multiple pathways	Development of regional consortia, align programs and systems, development of referral systems, development of regional leads for CTE	Staff Time, Establishment of Regional Needs, Collaborative Consortia Meetings	\$250,000	Consortia Leadership: Community College, K-12 Districts, County Office of Education	Outcomes for students, equity and effectiveness of multiple pathways, # of students transition into short-term CTE, CC, workforce, other programs	ongoing



Objective	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
4. Address Gaps	Disabilities	Lack of awareness of DSPS mission and services	<p>Re-name program to Department of Supportive Programs and Services to increase enrollment/decrease stigma</p> <p>Train staff and instructors in process and procedures to inform eligible students</p> <p>Create flow chart to document services available region-wide to foster further awareness</p>	Replacement of Signage and materials	\$5,000	Colleges in collaboration with community agencies, K-12, COE AE	Increase in student enrollment in DSPs	
4. Address Gaps	Disabilities	Unidentified adult learner with disabilities with no prior history of service or lacking documentation	<p>Training of instructors and staff to identify disabilities</p> <p>Intake oral assessment by Pathways Advisor to elicit self –identification of disability or need for accommodations</p> <p>Search and serve through effective marketing and outreach</p>	Professional Development Targeted outreach	\$5,000	K-12,COE AE, colleges, consortium at large	Increase in student enrollment and persistence	One year
4. Address Gaps	Disabilities	Lack of innovative curriculum	<p>Research promising practices/model programs</p> <p>Explore implementation of “universal design” across all segments and programs</p>	Staff and faculty time Professional Development	\$5,000	K-12,COE AE, colleges	Increase in student acceleration and successful completion of academic/ career path	

Objective	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
4. Address Gaps	Disabilities	Lack of student support Services	Facilitate coordination of transportation systems/negotiate new transit routes Conduct Transportation Feasibility Study	Collaboration with Met Transit Authorities and with outside agencies	N/A	K-12,COE AE, colleges	Increase in student enrollment and retention	
4. Address Gaps	Disabilities	Lack of self-advocacy for educational opportunities and accommodations	Pathways Advisor to assess and assist potential learners with navigation of adult education system	Professional Development Effective Outreach and Marketing	\$15,000	K-12,COE AE and colleges	Increase in student inquiries and accessing information re: educational opportunities and support	
4. Address Gaps	Disabilities	Lack of effective ed planning post-IEP to meet unique needs of adults with disabilities	Provide structure to develop comprehensive and focused individualized planning to include providers, stakeholders and students	Articulation agreements between providers  MOU with DOR regional centers	N/A	AE K-12, COE, colleges and aligned agencies	Increase student enrollment and persistence	

## **REGIONAL COMPREHENSIVE PLAN OBJECTIVE #5:**

***Plans for Accelerating Students' Progress: Plans to employ approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education.***

The specific approaches and strategies the consortium will employ to accelerate students' progress toward academic or career goals are described for each program area. As explained previously, the narratives are provided verbatim by program area.

Consequently responses vary in vocabulary and methods for indicating plans and some overlap occurs. Collectively, the narratives describe plans to implement and/or improve evidence-based strategies across the region, within and between systems. Joint programming strategies that can be implemented region-wide utilizing best practices are proposed. Plans address strategies and metrics required to assess students' progress and/or attainment.

Specific strategies and approaches by program area for the objective, acceleration, are presented in the table on the following pages.

### **Basic Skills**

Plans to facilitate accelerated pathways for students to achieve their academic/employment goals are critical. As such, consortium members are committed to ongoing collaborations that will allow for implementation of such strategies as identified by and employing the efforts of subject matter professionals. Consortium members addressed the need to accelerate the path for students transitioning from county literacy programs, K-12/adult education/COE adult education programs to community college in various academic disciplines through the use of alternative instructional strategies and in the area of academic and general student support services available to students outside of the instructional setting. The goal of our consortium is to appropriately refer students according to their educational need in order to best help them gain the foundational knowledge and skill to accelerate their academic progress using some of the strategies below:

1. Exploring alternate methods of Math/English college placement
2. Facilitating online credit recovery for obtaining the High School diploma
3. Increasing High School-Community College dual enrollment opportunities
4. Creating more opportunities for individualized, self-paced/competency-based educational approaches
5. Expanding student support services and career/academic counseling through a "Pathways Advisor" Program
6. Making more use of community literacy and internship programs
7. Creating/using common assessments between educational segments
8. Redesigning basic skills course sequences to facilitate acceleration of students

As instructional strategies are designed to be evolving to match student learning style and instructional style to optimize student success, these are only some of the ideas that will be implemented. It is important to note that we are building capacity to be able to serve a population of students whose needs will change as rapidly as the technological world in which they work. Therefore, as educational professionals, we must be flexible and diligent to keep up with the changing skill set requirements and overall demands our economy sets for our students.

## **ESL**

In order to accelerate ESL student progress, students must have increased access to ESL classes. We recommend the implementation of the following strategies:

- full-time ESL position
- year-round ESL classes
- additional ESL classes at locations throughout the community
- ESL classes offered on the weekends
- longer ESL classes
- smaller ESL classes
- workplace ESL classes
- increased access to blended learning options for ESL

Only through increased exposure to and engagement with English can students accelerate the process of language learning. For many students, ESL class is the only opportunity they have to hear and speak English. To accelerate the pace at which students learn English so that they can move more quickly toward their academic and career goals, providing more consistent access to ESL classes must become a central priority.

In addition to increased access to ESL classes, we must ensure that the quality of these classes remains high. In order to ensure ESL students are appropriately served and ESL programs are effectively developed, delivered and evaluated, consideration should be given to hiring full time instructors.

We identified 4 approaches to accelerate a student's progress toward his or her academic or career goals in the ESL area:

1. Classes offered year-round and on-going
2. Using technology as a "tool" to learning to reinforce learning
3. Individualized goals/progress
4. Increase access to ESL classes through blended or distance learning

To accelerate progress we would need to employ the following strategies: blended learning; contextualized instruction (incorporating more language in context); VESL program; distance learning; use of current technology such as Google apps and online support; and developing a course of study/learning plan with each student which includes a goal and an end result.

For our students to be successful we identified the resources needed, which are consistent with those identified across all program areas and segments. The supports needed are childcare; transportation; technology infrastructure such as Smartboards in the classrooms; and financial aid for students that would include an incentive for “buy in” and rewards for the students as a means for ensuring costs for the students are consistent and uniform. Collaborative consortium-wide discussion will be required to develop a plan for delivery of student support so that support would be equitable and give students the same opportunities throughout the region.

Ongoing collaboration of the K-12, County Office and Community College staff in the ESL course of study as well as the CTE and ABE, ASE, High School diploma areas would help assure students are able to successfully accomplish the goals they have set for themselves in a streamlined accelerated approach that meets each student’s individual needs and plan. It is clear that schools and districts have to work together to facilitate the transition of students from one district to another, especially the transition from K-12 adult education or County Office adult education to community college. Members have discussed various avenues that would permit students to navigate between programs to accelerate their completion.

Working with partners in the community has been in practice for many years. However, this work was often limited and isolated. The prospect of mutually beneficial partnerships on a long term basis is not only exciting but necessary to ensure the success of adult education students. Partners offer many services that complement those provided in adult education. Leveraging partners’ resources will help students overcome obstacles that have often been insurmountable. Business and industry partners should be engaged to support curriculum development, student access to employment, internship, shadowing and other opportunities.

### **CTE/Apprenticeships**

The NCAEC Region operates and has evidence based outcomes to support strong short-term CTE programs for students of various demographics. The uniqueness of the region is due to the size and regional economies. County Offices of Education have served as the vehicle for creating and implementing industry aligned CTE programs. The CTE working group representing areas of apprenticeship, workforce investment boards, K-12 faculty, Community College Faculty, and County Office of Education Faculty met to discuss gaps and develop strategies, transitions, and student support systems. In result, the team identified the need for regional leads to serve as liaisons between K-12, CC, COE, and the various areas of industry and community agencies. The team believed that COEs have the capacity to serve as regional leads for CTE and across program areas. COEs have and will continue to work regional and collaboratively as liaisons.

### **Adults with Disabilities**

In addition to integrating existing programs and services, improved and updated program design and pedagogy are required to accelerate the progress of adult students with disabilities. The approaches are intended to create clear connections between adult education courses and career and technical programs. Rather than a separate segregated program area of instruction, many of the approaches that would benefit adult

with disabilities are embedded in the approaches described in the ESL, Basic Skills and CTE program areas. The strategies described below are intended to target the unique needs of the adult learner with disabilities. These approaches include:

- Development of individualized, detailed education plans that address the specific needs in the context of the disabilities to be addressed and to focus on clear academic and career pathways
- Provision of targeted student support services to address the development of social, academic, career and life skills
- Provision of wrap around student services (as noted throughout all program areas) to include child care; financial aid; and paramount to the adult with disabilities, transportation
- Provision of assistive technology in classrooms for students in adult education at K-12 and County Offices of Education
- Implementation of innovative curriculum through investigation of best practices
- Embed pedagogical framework to be utilized by all instructors (across all segments and all program areas) to enable students to access educational content using “universal design”

Objective	Program Area	Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
5. Acceleration	Basic Skills	<p>Math/English college placement</p> <p>Establish a common assessment for high school exit and college entrance</p>	<p>Use high school college preparatory Math/English course grades and SAT/ACT scores to place students in appropriate college-level classes.</p> <p>Create common assessment to help define program criteria, or adopt one already in use that can be used across segments</p>	<p>Community college Math/English faculty discussions</p> <p>K-12, COE Adult and Community College Staff to review transcripts</p> <p>Materials</p>	\$150,000	K-12, COE Adult ED and CC	<p>Numbers of students successfully graduating high school/completing community college degree/or completing CTE certificate</p> <p>Review outcomes to evaluate accuracy and measure sustainability.</p> <p>Review accuracy of outcomes compared to placement exam outcomes to test taking practices and analyze equity practices.</p>	Begin reviewing one semester after implementation.

Objective	Program Area	Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
5. Acceleration	Basic Skills	Online high school curriculum and credit recovery using a blended format for K-12 Adult/COE high school diploma or HSE equivalency preparation.	Explore online curriculum models. Examples include Odysseyware, Cyber High, Advanced Academics and Plato.	Funding for licenses to meet the needs of regional consortium w/capacity to expand	\$1,250,000	K-12,COE AE	1. # of students who complete their high school diploma through adult education programs	Ongoing
5. Acceleration	Basic Skills	Portability - community college certificate	1. Development of a CC certificate that will prepare students in college and career readiness focusing on basic skills Math and English, Get Focused Stay Focused Career Choices Curriculum, basic computer literacy, soft skills 2. Cross-system faculty collaboration	1. Substitutes 2. Compensation for participating faculty 3. Materials	\$500,000	All	1. Track completion and enrollment at community college/employment post-certificate completion.	Begin tracking one year after one complete cycle of courses required for certificate.



Objective	Program Area	Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
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5. Acceleration	Basic Skills	Dual enrollment	1. Cross-system faculty collaboration 2. Ongoing faculty collaboration post-implementation	1. Substitutes for participating faculty. 2. Compensation for participating faculty. 3. Materials	\$500,000	All	1.Track success rates (grades)	Begin tracking one year after implementation.
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Objective	Program Area	Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
5. Acceleration	Basic Skills	Individual, self-paced performance/competency based approach (as opposed to semester class system)	<ol style="list-style-type: none"> <li>1. Equal participation for all students including disabled</li> <li>2. Fast Track</li> <li>3. Explore alternatives to traditional 18 week day/evening options</li> <li>4. Variable unit options with built-in modules (independent study model)</li> <li>5. Nontraditional delivery</li> <li>6. Credit recovery</li> </ol>	<ol style="list-style-type: none"> <li>1. Faculty and Staff to develop curriculum.</li> <li>2. Cross-discipline collaborations at the community colleges</li> <li>3. Outside of class student support (tutoring, both face-to-face and online)</li> <li>4. Ongoing, designated funding</li> </ol>	\$150,000	All	<ol style="list-style-type: none"> <li>1. Review enrollment trends before and after schedule change</li> <li>2. Track success rates</li> </ol>	Implement one year after funding is provided.

Objective	Program Area	Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
5. Acceleration	Basic Skills	Expand student support services and career /academic counseling through a "Pathways Advisor" Program	<ol style="list-style-type: none"> <li>1. Cross-system collaboration</li> <li>2. Staffing to support acceleration of matriculation/transition of students</li> <li>3. Staffing to conduct research and tracking</li> </ol>	1. Staffing	\$1,000,000	All	<ol style="list-style-type: none"> <li>1. Track student success rates (grades)</li> <li>2. Track number of students transitioning from K-12, COE AE programs to CC.</li> </ol>	Begin tracking one year after implementation.

Objective	Program Area	Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
5. Acceleration	Basic Skills	Transition student educational services and accommodations for students with disabilities beyond age 22 (Self-advocacy)	Align with proper resources  Additional resources for DSPS students to enhance educational experience and support.	Cross-system collaboration  Hire staff	\$400,000  \$1,000,000	All, including community at large	Track number of special needs students served at 22 years of age and beyond.	Begin tracking one year after implementation.
5. Acceleration	Basic Skills	Explore job shadowing Opportunities	Network with local businesses  Collaboration with WIBs, Career Experts	Ongoing collaboration and funding  Materials	\$100,000	All	Monitor student on-the-job progress through on-site supervisor and sponsoring agency evaluations	Implement upon funding.

Objective	Program Area	Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
5.Acceleration	Basic Skills	Explore options to accelerate students through basic Math and English community college courses	Redesign the basic skills curriculum to reduce the number of course levels	Faculty, curriculum committees, CC counselors, 3 CSNs California acceleration project	\$250,000	All	Increase in persistence rates in students enrolled in college level Math and English	Ongoing
5. Acceleration	ESL	Classes offered year-round and on-going	Classes available with flexible start time and hours Structured classes also available	Transportation Smartboards Childcare Financial aid incentive for “buy in” or reward system consistent and uniform cost for students	\$1,210,000 (Ancillary services cost TBD)	K-12 Adult Ed, County Office Adult Ed and Community College Adult Ed	Certificate of completion Exit assessment (Pre and post) with interview and interim assessments Grades/scores	

Objective	Program Area	Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
5. Acceleration	ESL	Technology as a "tool" to learning, to reinforce learning	Blended learning, contextualized, VESL programs, language in context, distance learning, google apps, online support	(as above)	\$1,250,000	K-12 Adult Ed, County Office Adult Ed and Community College Adult Ed	(as above)	
5. Acceleration	ESL	Individualized progress	Develop a course of study/learning plan with each student which includes a goal and an end result	(as above)	\$630,000	K-12 Adult Ed, County Office Adult Ed and Community College Adult Ed	(as above)	
5. Acceleration	ESL	Increase access to ESL classes	Distance/blended learning made available as well as face to face classes	(as above)	\$700,000	K-12 Adult Ed, County Office Adult Ed and Community College Adult Ed	(as above)	

Objective	Program Area	Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
5. Acceleration	CTE	Create Regional leads for CTE and apprenticeship program areas	Manage all CTE program areas for the region. Serve as leadership for program staff. Coordinate short-term CTE programs in partnership with industry.	Staff in three hub areas – Lake/Colusa, Yolo, and Sutter/Yuba	\$300,000	County offices of Educations in collaboration with school districts and community college	Establishment of regional leads and implementation of programs and services. Student recruitment, retention, and outcomes	July 2015 – October 2015 to establish. Work will be ongoing
5. Acceleration	CTE	Develop an inventory of information for students	What jobs are available in the region? What skills are required? *create online system for information	Data/Information Collection. Website development. Staff to maintain collect and maintain info	Staff - \$50,000 part time	County Office of Education will serve as a liaison for consortium and work with K-12 and colleges	Creation of inventory system and utilization by students, counselors, faculty, and agencies	July 2015 – October 2015 with bi-annual maintenance

Objective	Program Area	Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
5. Acceleration	CTE	Create and develop educational plans.	Streamline educational plans that are interchangeable between adult education and community college. Create ED plans that highly focus on career goals. Focus on short-term CTE and Apprenticeship	Staff Development and Collaborative Time for counseling/student support staff to meet and create tools and strategies	Staff – 1 per hub area \$175,000	K-12, COEs and Colleges	# of students completing educational plans. # of students creating career goals and enrolling CTE programs that assist with completing career goals	Ongoing
5. Acceleration	CTE	Create Career Ready Certificate and Plans	Develop and implement a Career Ready Certificate that focuses in the areas of soft skills, interviewing skills, technical skills and career exploration.	Staff to develop and deliver curriculum and work with industry to align certificate and create buy-in	Staff - \$250 per student	County Offices of Education will develop and deliver regional curriculum	Creation of Career Ready Certificate. # of trainings completed for staff. # of students receiving the certificate	Ongoing



Objective	Program Area	Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
5. Acceleration	CTE	Develop Fast-Track courses Develop condensed noncredit courses	Develop sequences of courses, develop and enhance short term CTE programs supported by business members/WIBs	Staff collaboration release time. Liaisons to work with industry and CTE faculty. Instructional Salaries Regional leads to manage programs.	\$10,000 staff release time \$150,000 – regional liaisons Regional leads salaries are in other area. Instructional Salaries - \$1,000 per student	Regional Leads, COEs and Community College	Creation of courses, # of students enrolled, # of students completing, # of students who obtain jobs due to short term CTE course.	Ongoing
5. Acceleration	CTE	Deliver a Centralized system and center (one-stop)	Create a regional system for students as an access/entry point. Host a site in Colusa, Yolo, and Sutter counties.	Infrastructure for host sites. Staff to manage host sites and deliver services	\$100,000 infrastructure \$150,000 for staff to develop and manage	TBD who will be the host site. Option is at College Campus. Regional consortium will oversee	Creation of center, # of students who receive services from center.	July 2015 – Nov 2015 establish ment. Work is ongoing

Objective	Program Area	Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
5. Acceleration	CTE	Develop/ Enhance existing advisory councils to include adult education	Work with WIBS on business outreach/recruitment for council, skills gap info, collaborate with existing meetings	Staff to serve as liaison between K-12, CC, COE, and businesses	\$150,000	County Offices of Education	# of businesses who become partners of adult education. Increase of business involvement at Adult Ed level	July 2015 – Dec 2015
5. Acceleration	Disabilities	Develop individualized education plan as starting point regardless of point of entry with focus on career path	staff to develop plans with the students training of staff and stakeholders in the planning process conduct meetings between faculty and staff of community agencies, K-12, COE and DOR to increase student preparedness for college	Additional staff to develop and manage individual Ed plans Translators for limited English proficient students Meeting location Additional faculty and staff time	\$90,000	K-12, COE, community colleges, community agencies and DOR	Number of education plans developed Increase in student persistence through enrollment in college courses	
5. Acceleration	Disabilities	Provide targeted support services, special classes and training at the colleges to teach social, academic, career and life skills	Develop and train disability Peer counselors, cohort support groups, coaches, counseling staff and teachers	Training and additional funding	\$100,000	Community colleges/DSPS		
5. Acceleration	Disabilities	Enhance or expand student support services	Assistance with transportation, child care, financial aid and job search	Additional student advisors and student services staff MOU with DOR	\$560,000	AE K-12/COE, and colleges	Increase in student access and retention	

Objective	Program Area	Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
				Negotiation with Met Transit				
5. Acceleration	Disabilities	Instructional resources for adults with disabilities	Provide assistive technology in AE K-12 and COE classrooms	Equipment to include computers, printers and classroom furnishings	\$50,000	AE K-12 and COE	Increase in number of adults with disabilities served	
5. Acceleration	Disabilities	Implement innovative curriculum	Explore best practices/consult model programs Encourage infusion of "universal design" (UDL) as instructional framework to address full spectrum of disabilities	Time for instructional staff for research Professional Development Resources and Materials	\$25,000	AE K-12/COE and community college instructional faculty and staff across program areas	Increase student retention and outcomes Increase access to educational content and rate of student progress from AE K-12 and COE to college Increase in course completion	

Objective	Program Area	Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Estimated Cost	Responsible Parties	Methods of Assessment	Timeline
5. Acceleration	Disabilities	Provide experiential opportunities related to career pathway	Develop job sampling, internships, volunteer opportunities and job exploration to gain employment experience	Career advisors/technicians Relationships with employers and outside agencies Coordination with DOR	\$200,000	AE K-12/COE and community colleges	Increase in relevant career path experiences offered across programs and agencies Increase in student participation in opportunities	
5. Acceleration	Disabilities	Create an aligned student tracking system	Develop and implement a common tracking system to reduce duplication of information and assessments	Funding Staff time to research, pilot and implement system Experienced staff to implement Professional development	\$250,000  \$10,000	AE K-12/COE and community colleges in collaboration with outside agencies	Benchmarked progress on development and implementation	

## **REGIONAL COMPREHENSIVE PLAN OBJECTIVE #6:**

***Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.***

The importance of professional development and collaboration as a necessary and integral part of the process of education adults in the county cannot be overstated. Such development must be on-going, regularly scheduled, compensated time for the teaching professionals to share resources, collaborate, and implement the plans set forth in the AB86 planning phase. Without this investment the important work that lies ahead cannot be carried out. Professional development is central to every objective.

The consortium recognizes that significant and effective professional development and collaborative learning opportunities will be needed to build capacity within existing systems to deliver high quality teaching practices and learning experiences, as well as to improve programs development, integration and student outcomes.

Collaborative professional development plans identify topic areas the consortium considers a priority. Plans are described according to each program area and include topics such as:

- Practices in basic and secondary skills that build the “college readiness” skills.
- College readiness, soft skills, and career assessment.
- Technology use and integration to enhance and expand technology in Instruction.
- New models and instructional strategies for contextualized and/or accelerated teaching and learning.
- Teaching and support practices to address the unique ***academic and social*** needs of Adults with Disabilities.
- Skills and knowledge to build intercultural competence among faculty, staff, administrators and students.
- Development, administration and analysis of common assessments.
- Curriculum and program development, alignment and articulation.

Specific strategies and approaches by program area for the objective, professional development (Current and Collaborative) are presented in the table on the following pages.

### **Professional Development (Current): Basic Skills**

A critical element to ensuring the effective implementation of the consortium’s plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

Currently, there are many professional development opportunities via OTAN and CalPRO that employ distance learning models using interactive webinars and networking discussion forums. The consortium members have agreed that it is not enough; however, to ask staff and faculty to participate in isolation in these forums and webinars, as the implementation of the techniques taught involves practice, brainstorming, and trial and error experimentation. On-line professional development is best blended with seat-time and face-to-face conversations between members of the Consortium.

### **Professional Development (Collaborative): Basic Skills**

Collaborative professional development should include best practices in basic and secondary skills. These include building professional learning communities for adult education and community college faculty within common content areas as well as discussing and reviewing new models and instructional strategies for contextualized and accelerated teaching and learning. The consortium discussed the need to create a regional network on issues concerning adult education and community colleges. It is clear through our discussion that regular, dynamic, consistent communication between consortium members is imperative if we are to progress together on a unified path. We are in agreement about the needs of the adult learner in our regions, about discussions pertaining to optimal use of available resources, and about working together to build a collaborative plan. Criteria for referral of students needs to be established and agreed upon to avoid duplication of services and optimally serve the students in our region. We are hoping that the funding provided through this planning process will have a built-in professional development component that will help us establish clear lines of communication in order to provide ever-evolving educational opportunities for our students.

### **Professional Development (Current): ESL**

Currently we identified professional development we have experienced in the area of ESL as OTAN, CalPRO distance learning online presentations, and presentations to staff on serving needs of students with disabilities.

### **Professional Development (Collaborative): ESL**

Collaborative professional development opportunities proposed include the area of linguistics (introduction, syntax and morphology) and TESOL (teaching English to speakers of other languages), both of which would be accomplished through attending workshops, conferences or watching webinars. We also see a great need for regular consortium meetings to collaborate and share curriculum, ideas and questions so that everyone has knowledge of the programs throughout the consortium.

Best evidence based practices in each program area should be addressed. This could be accomplished through leveraging existing professional development structures through a professional development plan. Members of the consortium could have access to different professional development resources such as those offered by CalPRO, CASAS and OTAN with funding provided by the consortium.

### **Professional Development (Current): CTE/Apprenticeships**

Most of the adult education, secondary, and post-secondary teachers in consortium have limited access to professional development opportunities due to the lack of funding. Secondary CTE teachers throughout the region have been trained on how to develop standardized curriculum that integrates academic and career readiness standards. Some of the secondary CTE and adult education teachers have also participated in teacher preparation programs. Post-secondary CTE teachers in the region have primarily participated in industry based professional development and training.

### **Professional Development (Collaborative): CTE/Apprenticeships**

The most important priority for the consortium in the area of professional development is staff collaboration time. The staff needs time to plan, attend trainings, and collaborate after the trainings in order to develop high quality programs. Other professional development priorities for the consortium include regional trainings that address the minimum qualifications of teachers, and soft skills and industry based trainings that addresses career readiness and the needs of the regional employers.

### **Professional Development (Current): Adults with Disabilities**

There is a lack of professional development opportunities specific to adults with disabilities within the framework of adult education. On an informal basis, the community college DSPS staff periodically provides presentations to K-12 adult education staff and instructors on topics such as awareness of, and laws pertaining to, the needs of adult learners with disabilities.

### **Professional Development Plan (Collaborative): Adults with Disabilities**

Collaborative professional development required to implement the strategies and approaches outlined above are embedded in the professional development plans for other program areas (ESL, Basic Skills and CTE). However, opportunities for collaborative professional development targeted to topics specific to adults with disabilities include:

- Training in development of effective individualized student education plan to include detailed career and academic considerations; and appropriate interpretation of assessments for placement and evaluation of student progress
- Training of instructors, student support staff and administrators across all segments and all programs to identify broad categories of disabilities for appropriate referral and/or accommodation
- Implementation of “universal design” (UDL) by all instructional staff and faculty to enable students to access educational content
- Increase awareness of issues, policies and procedures pertaining to adults with disabilities

Objective	Program Area	Topic	Professional Development Strategy	Estimated Cost to Implement Consortium-Wide
6.1. Current Professional Development	Basic Skills	Program Areas Addressed: Basic Literacy, HSE and post-secondary	On-line webinars and licenses	\$100,000
6.1. Current Professional Development	Basic Skills	Program Areas Addressed: All Basic Skills (High School and Community College), integrating technology into the curriculum/ on-line curriculum development, ESL, Vocational ESL	OTAN	Currently no cost to Consortium



Objective	Program Area	Topic	Professional Development Strategy	Estimated Cost to Implement Consortium-Wide
6.1. Current Professional Development	Basic Skills	Program Areas Addressed: All Basic Skills, technology integration, ESL, HSE, and on-line delivery curriculum development	CalPRO	Currently no cost to Consortium
6.1. Current Professional Development	ESL	Awareness and laws pertaining to addressing needs of students with disabilities	Experts in the field come and share with staff Program Areas: Students with Disabilities Online presentations Program Areas: All	\$10,000
6.1 Current Professional Development	ESL	OTAN and CalPRO distance learning	<ul style="list-style-type: none"> <li>•Train staff on standards based instruction</li> <li>•Train staff on how to integrate academic standards into CTE programs</li> </ul>	\$20,000
6.1 Current Professional Development	CTE	CTE Standards Based Training	Program Areas: Basic Skill, ESL, CTE, Apprenticeships, Disabilities <ul style="list-style-type: none"> <li>• Require minimum qualifications and teacher preparation program</li> </ul> Program Areas: Basic Skill, ESL, CTE, Apprenticeships, Disabilities	\$10,000
6.1. Current Professional Development	CTE	Teacher Preparation	Program Areas: Basic Skill, ESL, CTE, Apprenticeships, Disabilities	\$50,000

Objective	Program Area	Topic	Professional Development Strategy	Estimated Cost to Implement Consortium-Wide
6.1. Current Professional Development	CTE	Industry skill based training	<ul style="list-style-type: none"> <li>• Provide externships for teachers</li> <li>• Conferences and trainings</li> </ul> Program Areas: Basic Skill, ESL, CTE, Apprenticeships, Disabilities	\$50,000
6.2. Desired Professional Development	Basic Skills	Program Areas Addressed: ESL, basic skills, high school diploma/equivalency/community college, and vocational students	Regional website that includes a dedicated staff member to update information and make tools and resources provided within it user-friendly.	One dedicated staff member per consortium member - \$60,000/staff member

Objective	Program Area	Topic	Professional Development Strategy	Estimated Cost to Implement Consortium-Wide
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6.2. Desired Professional Development

Basic Skills

Program Areas Addressed: ESL, basic skills, high school programs, community colleges, and vocational students

Quarterly network/collaboration between adult education faculty, including K-12 districts and COE, Corrections, community colleges, and technical programs.  
 • Curriculum review to better align curriculum and instructional strategies

\$50,000/quarter

Objective	Program Area	Topic	Professional Development Strategy	Estimated Cost to Implement Consortium-Wide
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6.2. Desired Professional Development	Basic Skills	<p>Program Areas Addressed:            Students with disabilities, basic skills, high school diploma/equivalency and community college, including technical education</p>	<p>Semiannual collaboration between adult education teachers who serve special education students and community college DSPS staff.</p>	\$50,000/year
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Objective	Program Area	Topic	Professional Development Strategy	Estimated Cost to Implement Consortium-Wide
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6.2. Desired Professional Development

Basic Skills

Program Areas Addressed: Community college, adult education programs, COE

Streamlined two-way referral process between student advisors within each consortium member area. Collaboratively establish criteria upon which to base student referral decisions.

\$10,000 for initial set-up

Objective	Program Area	Topic	Professional Development Strategy	Estimated Cost to Implement Consortium-Wide
6.2. Desired Professional Development	Basic Skills	<p>Shared brochure that articulates streamlined transition process from ESL to college-level programs and/or CTE.</p> <p>Program Areas to be Addressed: All</p>		\$10,000
6.2. Desired Professional Development	Basic Skills	<p>Official statement recognizing that each member serves students with disabilities along with contact information for support staff.</p> <p>Program Areas to be Addressed: All</p>		\$5,000 for initial meeting
6.2. Desired Professional Development	ESL	Linguistics: Introduction, syntax and morphology	<p>Provided for all ESL teachers through workshops or webinars</p> <p>Program Areas: ESL</p>	\$10,000

Objective	Program Area	Topic	Professional Development Strategy	Estimated Cost to Implement Consortium-Wide
6.2. Desired Professional Development	ESL	TESOL: Teaching English to Speakers of Other Languages	Conferences/workshops and online Program Areas: ESL	\$15,000
6.2. Desired Professional Development	ESL	Knowledge of programs throughout the consortium	Regular consortium meetings to collaborate and share with each other Program Areas: All	\$10,000
6.2. Desired Professional Development	ESL	Citizenship embedded in ESL curriculum	Provided for all ESL teachers through workshops or webinars Program Areas: ESL	\$3,000
6.2. Desired Professional Development	ESL	Pre-apprenticeship	Training that explores various local vocational needs and a way to embed this into ESL curriculum as a pathway to employment Program Areas: ESL	\$15,000
6.2. Desired Professional Development	CTE	Teacher Preparation	<ul style="list-style-type: none"> <li>Require minimum qualifications and teacher preparation program</li> </ul> Program Areas: Basic Skill, ESL, CTE, Apprenticeships, Disabilities	\$50,000
6.2. Desired Professional Development	CTE	Staff Collaboration Time	<ul style="list-style-type: none"> <li>Planning time for staff and stakeholders to meet</li> <li>Sub time for teachers</li> </ul> Program Areas: Basic Skill, ESL, CTE, Apprenticeships, Disabilities	\$75,000

Objective	Program Area	Topic	Professional Development Strategy	Estimated Cost to Implement Consortium-Wide
6.2. Desired Professional Development	CTE	CTE Standards Based Training	<ul style="list-style-type: none"> <li>• Train staff on standards based instruction</li> <li>• Train staff on how to integrate academic standards into CTE programs</li> </ul> Program Areas: Basic Skill, ESL, CTE, Apprenticeships, Disabilities	\$10,000
6.2. Desired Professional Development	CTE	Industry skill based training	<ul style="list-style-type: none"> <li>• Provide externships for teachers</li> <li>• Conferences and trainings</li> </ul> Program Areas: Basic Skill, ESL, CTE, Apprenticeships, Disabilities	\$50,000
6.2. Desired Professional Development	CTE	Soft Skills Training	<ul style="list-style-type: none"> <li>• Train staff on how to integrate career readiness programs and assessments into their curriculum</li> </ul> Program Areas: Basic Skill, ESL, CTE, Apprenticeships, Disabilities	\$10,000



Objective	Program Area	Topic	Professional Development Strategy	Estimated Cost to Implement Consortium-Wide
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6.2. Desired Professional Development	Disabilities	Annual workshop offered in central locations for all instructors, support staff and administrators		\$10,000
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6.2. Desired Professional Development	Disabilities	Annual faculty in-service Cross-segmental annual workshop for all instructors, support staff and administrators		\$5,000
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6.2. Desired Professional Development	Disabilities	Ongoing training for college student support staff (career and academic advisors and counselors); adult education instructors and staff; and stakeholders (EDD, DOR, WIA, etc.)		\$5,000
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## **REGIONAL COMPREHENSIVE PLAN OBJECTIVE #7:**

***Plans to leverage existing regional structures; including, but not limited to, local workforce investment areas.***

NCAEC's overarching goal is to develop a comprehensive system of adult education involving new combinations of programs and services and new organizational arrangements. Creating new and more effective partnerships can have a catalytic impact on achieving our regional priorities such as increasing opportunities and economic growth and development.

Given the vast expanse of the region, individual members, partners and stakeholders in NCAEC currently have beneficial relationships with numerous entities that leverage existing structures and their resources. Among these entities are local Workforce Investment Boards and One-Stops, industry groups and economic development regions, County Offices of Education, local and county governmental agencies, city and county libraries, and nonprofit organizations. Collectively, their resources and assets provide referral services and student support services for learners; classroom facilities and instruction; marketing and outreach; and educational and employment development services.

However, in order to implement the strategies included in our comprehensive regional plan for adult education, particularly strategies in Objectives 3 and 5, the consortium will be required to further leverage structures by enhancing or expanding these existing relationships, as well as to create new opportunities to implement a regional approach.

Examples of this approach are:

- Improve communication and collaborative partnering by bringing together adult education providers with local WIBS, Chambers of Commerce and business groups to develop relevant work based curriculum; engage industry and business to promote job openings to increase job placements and success; and to encourage investment in critical rural infrastructure.
- Expand and formalize partnerships (MOU) with governmental agencies such as the Department of Rehabilitation and regional centers to collaborate in developing effective, comprehensive individual student plans with clear educational and career pathways
- Create, enhance or expand stronger partnerships by co-locating programs, services and offices where feasible; bring to scale to the one-stop convergence service model of Sutter COE which houses Adult Education, One-Stop and multiple allied agencies (DOR and DSS) on one campus that is centrally located in the community for easy access by students, job seekers and employers
- Create Pathways Advisors, strategically located across the region, to provide appropriate referrals across segments and systems. This would enable adult learners to access student support services and programs from multiple entry points, and initiate seamless transitions.
- Expand collaborative program offerings, such as aligning short term CTE courses and programs provided by County Offices of Education with short-term CTE programs provided by the community colleges to create seamless pathways into gainful employment or further training. A series of stackable certificates would provide vocational skills and technical training at varying levels of educational attainment
- Create shared student data and accountability systems across segments and systems to assess and track partnership effectiveness and program evaluation

- Provide community-based learning opportunities, professional development and coaching support region wide for administrators, faculty, teachers and staff to improve instruction and student success
- Improve and expand leveraging of state and federal initiatives that align with the Adult Education block Grant funding such as CCCO's Basic Skills Initiative and Student Success; Pathways Trust Grants; federal Labor and Workforce, Public Safety and Career Tech Ed Adult Education; and federal Migrant Education Grants.

<b>Partner Institution Supporting Regional Consortium</b>	<b>Program area to be addressed (1-5)</b>	<b>Tasks/Activities Needed to Implement Support of the Program</b>	<b>Member Counterpart(s) *</b>	<b>Partner Contribution**</b>	<b>Timeline</b>
City and County Libraries/Friends of the Library	1, 2	Adult literacy classes and tutoring; ESL/Citizenship assistance; marketing and outreach for adult education programs; cross referral of students; computer access for online courses and basic computer literacy skills; basic literacy skills instruction in county jail	K-12,COE Adult education providers, colleges	Volunteer and staff time Instructional materials Facilities TV film crew and TV PSA time slots	Ongoing
WIBS (North Central Counties Consortium, Yolo and Lake County WIBs)	4, 5	Utilization and training of CalJOBS system	All members and partners	In-Kind staff time Professional development Training	Ongoing
Local Apprenticeships and Laborers Union (Northern California Construction and Training) and Pipefitters/Welding Unions	4, 5	Utilization of MC-3 Curriculum and Proposition 39 incentive and awareness workshops	Short-Term CTE providers	Training Facilities	Ongoing
Northern CA Construction and Training	4, 5	Building trades and construction training, assistance with job placement opportunities, facility usage	All members and partners	Training, Facilities, staff time	Ongoing
Local One-Stops and WIBs	1- 5	Workforce development services for businesses and job seekers including: alignment with business and industry partners to create short-term CTE programs; marketing of and referral services to adult ed programs; Career Exploration activities; career fairs; education and skills training via ETPL and career ready certificate and training; web-based tools and services including assessment, career coaching, job search and placement, and labor market information; financial assistance and support services for learners and job seekers	All members and partners	Staff time Collaboration and resources Facilities Training Financial assistance and student support services	Ongoing

Local Chambers of Commerce	1,4	Career Fairs; participation in career ready certificate and training; marketing of adult ed programs; collaboration with business members; creation of boot camps and short-term CTE programs for local employers who have hiring needs	All members and partners	Staff time In kind services	Ongoing
Local Department of Employment and Social Services	1-5	Referral services for learners to agencies for both academic remediation and career technical ed; marketing of adult ed programs; CaWORKS coordinated student support services for eligible students; job search services and work experience; LD testing.	All members and partners	Staff time Financial assistance and student support services Facilities	Ongoing
Local EDD	4, 5	Labor market data and projections; collaboration with short-term CTE courses; employer inventories of needs; informational workshops/presentations	All members and partners	Staff time In kind materials and research	Ongoing
Sutter County Office of Ed	1-4	Basic skills, ESL, and adult High School Diploma/HSE prep classes at multiple locations as sole adult ed provider for 6 high school districts; short-term CTE courses; basic skills instruction in county jail; AWD instruction for County Mental Health; co-location of One-Stop, Adult Ed, and allied employment development service agencies; cross referral of learners/job seekers; professional development in workforce development; collaborative partnerships with all stakeholders to leverage programs and services	K-12 Adult Ed and colleges	Facilities, staff time	Ongoing

Yolo County Office of Education	1-4	Professional development in short term CTE; Workforce Development; leveraging/brokering partnerships with business, K-12 adult ed, and college segments; career counseling; ECE certificate program; referral services for learners; GED preparation for jail and probation population	K-12 Adult Ed, colleges	Facilities Staff In kind services	Ongoing
Lake County Office of Education	1,4	GED prep and GED testing; short-term CTE courses	K-12 Adult Ed and colleges	Facilities and staff	Ongoing
Yuba County Office of ED	1,4	GED prep; short-term CTE program; basic skills/GED instruction in county jail	K-12 Adult Ed	Facilities and staff	Ongoing
Colusa County Office of Education	1-4	ESL and citizenship adult ed classes; short term CTE instruction; basic skills instruction/GED prep in county jail	K-12 Adult Ed and colleges	Facility and instructional staff	Ongoing
Department of Rehab/Regional Centers	1-4	Student referrals Assistance with access and student support services; assistance with and educational and work-related expenses Assistance with student test fees	K-12, COE Adult Ed and colleges	Staff time Funding Leveraging support services	Ongoing
Short Term Emergency Aid Committee	1		K-12 Adult Ed	Funding	Ongoing
County Alcohol Drug and Mental Health	1,3	Assistance with access and support services; test fees; facility and funding for instructors	K-12, COE AE providers and colleges	Staff time and resources Classroom facilities Funding	Ongoing
County Housing Authorities	1,2	Basic skills and ESL instruction; support services; IT support for classroom technology; support services for adult learners and their families	All members and partners	Staff time and resources Funding Facilities	Ongoing
County Sheriffs' Departments (Jail and Probation)	1	Support services; student referrals; assistance with test fees; funding and facilities for Basic Skills instruction/GED preparation for incarcerated and paroled population	K-12, COE Adult Ed and colleges	Staff time Instructional materials Facilities Funding	Ongoing
OTAN	1-4	distance learning instructional resources and PD offerings; web-based depository of state resource information	K-12,COE Adult Ed and colleges	Free professional development	Ongoing

CaIPRO	1-4	Online and face to face professional development	K-12, COE Adult Ed	Free professional development	Ongoing
Sacramento Job Corp (DOL funded)	1,3-5	Support services; student referrals; apprenticeship programs; HSE prep; CTE training; employment development services; outreach to AWD	All members and partners	Housing Training Funding Support services	Ongoing
Rural Innovations in Social Economics, Incorporated	1	Referral services; support services	All members and partners	Facilities In kind services	Ongoing
Metropolitan Transit Authorities	1-4	Collaborate on transportation feasibility study; negotiate new transit lines to service adult education facilities	All members and partners	Expansion of transit services	Ongoing
(Faith-based) YIIN	2	ESL and basic computer literacy to migrant workers	K-12,COE AE providers and colleges	Facilities In kind staff and materials	Ongoing
CBOs serving AWD	3	Training in Life Skills and employment skills; job search, support; job development; referral services	K-12 and COE AE and colleges	Facilities Funding In kind staff and job developers Community and family support system	Ongoing
CA Human Development Corp	4,5	Focus on agricultural workers: training for truck driving; computer access and instruction for job search; referral services for students to adult education and apprenticeships; OJT; facilities and instructors	K-12 and COE AE and colleges	Facilities Funding	Ongoing

# APPENDIX A: Highlights from Interviews



## INTRODUCTION AND KEY FINDINGS

### INTRODUCTION

Hanover Research conducted 15 interviews with adult education stakeholders in the Yuba Community College District (YCCD) service area. In the following report, Hanover presents key findings from these interviews and highlights from each interview. The interviews discussed questions related to the seven California Assembly Bill 86 (AB 86) objectives for adult education:

- Evaluation of Existing Adult Education Programs,
- Evaluation of Adult Education Needs,
- Plans to Integrate Programs,
- Plans to Address the Gaps,
- Plans to Accelerate Student Progress,
- Plans to Collaborate on Provision of Professional Development, and
- Plans to Leverage Existing Regional Structures.

Information from these interviews aims to provide the consortium with granular information about adult education within the YCCD service area. Some overarching themes emerge through the majority of interviews regardless of geographical location, so these findings are presented first. Then, geographic-specific findings are presented for each county represented within the Yuba Community College District because most interviewees spoke about educational offerings based on what is offered within their county. Of the interviews Hanover conducted, 14 stakeholders spoke from their experience working in one county in particular, and one – Paul Castro of the Farmworker Services and Workforce Development Division – spoke in his capacity working with multiple counties in the YCCD service area and beyond.

## OVERARCHING KEY FINDINGS

The following findings represent common themes identified across the various counties within the YCCD service area. The findings are organized by objective.

### *EVALUATION OF EXISTING ADULT EDUCATION PROGRAMS (OBJECTIVE 1)*

- **Interviewees highlight a range of adult educational programs offered in the YCCD Service Area.** In addition to community college offerings, these programs are accessible through a variety of organizations, including adult schools, offices of education, and One Stops. Stakeholders most frequently mention high school diploma and equivalency programs, but several point to English as a second language (ESL) programs and short-term vocational training as well.
- **However, many stakeholders suggest that the level of programming is inadequate to suit regional demand.** The organizations that provide adult educational programs indicate high demand for existing program offerings and state that additional programming is necessary to meet current demand. Furthermore, improved outreach and great accessibility would allow providers to reach additional audiences who may be interested in and who would benefit from adult education.

### *EVALUATION OF ADULT EDUCATION NEEDS (OBJECTIVE 2)*

- **Interviewees emphasize basic elementary and secondary skills and ESL training as particularly important for the region.** Regional demographic data suggest that many individuals in the YCCD service area do not have a high school diploma. Therefore, it is unsurprising that throughout the region, stakeholders stress the need for additional basic skills and high school diploma and equivalency programs. Several interviewed contacts also emphasize basic computer literacy training in addition to traditional basic skills courses. While ESL needs in the broader service region vary by county, several interviewees suggest that English language learners are a prominent target population for many types of adult education.
- **Stakeholders also point to the importance of vocational training.** Multiple interviewed representatives stress the importance of working with local employers to develop skills, including soft skills, that are necessary to the regional economy via vocational programs. Several interviewees point to the prominence of agriculture in the region and suggest developing programs for low-and middle-skill jobs in this industry. Integrating practical learning opportunities into existing and future programming is also highlighted as important for helping students to succeed.

### *PLANS TO INTEGRATE PROGRAMS (OBJECTIVE 3)*

- **Several interviewees emphasize the importance of articulation agreements and program alignment between community colleges and other adult education providers.** Multiple stakeholders suggest that programs that combine high school diploma programs with vocational pathways will help students to gain career

training while completing secondary credentials. Similarly, aligning vocational programming throughout the region would ensure that adult learners are able to efficiently advance through progressively higher levels of career technical education, as specified by one interviewed contact.

- **Regional contacts stress the importance of providing access to counseling to ensure that adult learners are aware of existing programming and how to access relevant programs.** Many interviewed representatives express concern that students are often unaware of what programs are available and unsure of which educational pathways are suited to their personal goals. For these stakeholders, providing students with guidance as they progress through various levels of training at multiple locations is critical for ensuring that students are able to complete educational programs and gain access to the experience they need to build a career.

#### *PLANS TO ADDRESS GAPS (OBJECTIVE 4)*

- **According to interviewees, expanded flexible and accessible programming will help to bridge the gaps in adult education in the region.** Several interviewed stakeholders indicate that they think it is important for public school districts to work together with the community colleges to ensure that all students are able to enroll in relevant adult education programs at times when students are free. Furthermore, these contacts state that offering programs at multiple central locations is important for providing access to potential students who do not have ready access to public transportation.
- **Interviewed regional stakeholders also highlight additional counseling and support services as a needed service for adult students.** Contacts within the region suggest that adult students in particular require guidance regarding educational planning. Similarly, some contacts assert that many students are wary of educational programs and can be intimidated by the enrollment process, particularly at community colleges. Those who work with adult learners emphasize the importance of having additional mentors and advocates to assist adults in completing their education efficiently and without becoming discouraged.

#### *PLANS TO ACCELERATE STUDENT PROGRESS (OBJECTIVE 5)*

- **Many contacts in the YCCD service area suggest that combined vocational and basic skills programs, as well as effective counseling services, would help students to progress through educational programs as quickly as possible.** Several point to methods such as contextualized learning and combined high school diploma and vocational training programs as having a positive effect on student success and completion. Others state that working with students to confirm that they are taking the courses they need and consistently pointing to the benefits of education – such as advancing in a particular career path – is the best strategy for enabling students to complete programs as quickly as possible.

*PLANS TO COLLABORATE ON PROVISION OF PROFESSIONAL DEVELOPMENT (OBJECTIVE 6)*

- **Adult learners are a unique population of student, and interviewees highlight the need for professional development opportunities specifically for adult educators.** Several interviewed contacts emphasize that professional development should highlight the needs of adult students so instructors can effectively teach and motivate students.
- **Several interviewed representatives emphasize the desire for collaborative professional development with other adult education providers in the region.** For many stakeholders, professional development activities should address best practices and discuss methods for reaching the adult student population in the region most effectively. Furthermore, the director of one One Stop recommends that these development opportunities also incorporate employees of support service organizations that work closely with adult students.

*PLANS TO LEVERAGE EXISTING REGIONAL STRUCTURES (OBJECTIVE 7)*

- **To make use of existing resources, stakeholders recommend further coordination between YCCD, public school districts, regional employers, and support service organizations.** Allowing students to access programming, computer labs, and internship opportunities is critically important for many of the interviewed adult education contacts in the region. Similarly, many contend that partnering with employers to identify high-demand skills is integral to designing relevant vocational programs that address the needs of the regional economy. Several interviewees also suggest establishing partnerships with churches, family resource centers, and other organizations to assist in reaching out to potential adult students.

## SECTION I: COUNTY SUMMARIES

The YCCD service area is a large geographic region. As such, the needs of the various regions within the service area differ to a certain extent. The majority of interviewed representatives spoke knowledgeably about the offerings within their county. Therefore, this section provides summaries of interview findings by county to provide more specific insight into the needs and ideas for improvement among adult education stakeholders in these various sub-regions.

### COLUSA COUNTY

Colusa County is the smallest county in the YCCD service area. Figure 1.1 offers data from the U.S. Census Bureau's American Community Survey (ACS), which indicates that 30.4 percent of the Colusa County Population over the age of 25 does not have a high school diploma. Additionally, the data estimate that 46.2 percent of the over five population speaks a language other than English at home, and 22.9 percent speaks English less than "very well."

**Figure 1.1: Select Demographic Characteristics of Colusa County, 2008-2012**

CATEGORY	NUMBER	PERCENT*
Population Estimate	21,329	---
Over 25 Population with Less than HS Diploma (Includes Equivalent)	3,975	30.5%
Non-Citizens	3,571	16.7%
Over 5 Population Who Speaks a Non-English Language at Home	9,010	46.2%
Over 5 Population Who Speaks English Less than "Very Well"	4,467	22.9%

Source: American Community Survey, 2008-2012<sup>1</sup>

\*Percentages are calculated on the total population within each age group. In Colusa County, there are an estimated 13,036 individuals over the age of 25 and 19,496 individuals over the age of 5.

Hanover conducted five interviews with contacts located within Colusa County. Four of these contacts work at school districts and are engaged primarily in K-12 education, and one works at the Colusa County One Stop. Interviewed contacts include:

- Dwayne Newman, Colusa Unified School District,
- Richard Rhodes, Maxwell Unified School District,
- Lora Ceccon, Colusa County One Stop,
- Nicholas Richter, Williams Unified School District, and
- George Griffin, Arbuckle Alternative High School.

<sup>1</sup> "American Community Survey, 2008-2012." American FactFinder.  
<http://factfinder2.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t>

Interviews with these contacts suggest several unique characteristics of the county that should be considered:

- Colusa County houses Woodland Community College Outreach Facility in Williams, California, which many interviewees highlight as being particularly important for the future of adult education in the county. However, contacts in the region suggest that many adults associate this facility with more academically-oriented programming as opposed to career training and adult basic skills. Thus, stakeholders in the county suggest that educational programming at the outreach center should be expanded to include programs outlined in AB 86 legislation.
- The principal of Arbuckle Alternative High School states that because the population of Colusa County is widely dispersed, it is often difficult to reach adult students who would benefit from adult education programming.

### LAKE COUNTY

Figure 1.2 displays ACS data for Lake County. The county has an estimated population of about three times that of Colusa County, and its non-citizen population is much smaller. Similarly, only 13.9 percent of Lake County citizens over the age of five speak a non-English language at home, and 5.9 percent speak English less than “very well.” Such data indicate that the county may have less of a need for ESL programming than other counties in the YCCD service area. However, ACS data estimate that 6,017 residents over the age of 25 – 13.1 percent of this age group – lack a high school diploma, suggesting a need for high school diploma or equivalency programs for adult learners.

**Figure 1.2: Select Demographic Characteristics of Lake County, 2008-2012**

CATEGORY	NUMBER	PERCENT
Population Estimate	64,360	---
Over 25 Population with Less than HS Diploma (Includes Equivalent)	6,017	13.1%
Non-Citizens	3,267	5.1%
Over 5 Population Who Speaks a Non-English Language at Home	8,449	13.9%
Over 5 Population Who Speaks English Less than “Very Well”	3,582	5.9%

Source: American Community Survey, 2008-2012<sup>2</sup>

\*Percentages are calculated on the total population within each age group. In Lake County, there are an estimated 45,907 individuals over the age of 25 and 60,806 individuals over the age of 5.

In Lake County, Hanover spoke with three stakeholders who provide a comprehensive overview of adult education in the county as a whole:

- Brock Falkenberg, Lake County Office of Education,
- Kathy Sidener, Lake County Department of Social Services, and
- Pamela Harpster, Workforce Lake.

<sup>2</sup> Ibid.

Interviews with these individuals reveal the following trends specific to Lake County:

- Two community college districts service Lake County: Yuba Community College District and Mendocino-Lake Community College District. As such, the superintendent elect of the county maintains that these community colleges should work more closely together to ensure that adult education is provided for the county as a whole in an efficient manner.
- Interviewees also point to the importance of Konocti Adult Education – the only adult school in the county within the YCCD service area. Nonetheless, they echo stakeholders throughout the larger region by highlighting the need for more flexible, accessible programming.
- Two of the Lake County contacts, Brock Falkenberg and Pamela Harpster, express an interest in coordinating with YCCD in the AB 86 planning process. These stakeholders suggest that they would like to engage in further discussion with YCCD leaders to identify and address the adult education needs in Lake County.

## SUTTER COUNTY

In Figure 1.3, Hanover presents select demographic characteristics of residents in Sutter County. With nearly 95,000 estimated residents, Sutter County is the second largest county in the YCCD service area. Demographic data from the county indicate that 22.1 percent of Sutter County residents over the age of 25 do not have a high school diploma, and a similar percentage of the over five population – an estimated 17,097 individuals – speak English less than “very well.”

**Figure 1.3: Select Demographic Characteristics of Sutter County, 2008-2012**

CATEGORY	NUMBER	PERCENT
Population Estimate	94,615	---
Over 25 Population with Less than HS Diploma (Includes Equivalent)	13,142	22.1%
Non-Citizens	12,050	12.7%
Over 5 Population Who Speaks a non-English Language at Home	31,754	36.3%
Over 5 Population Who Speaks English Less than “Very Well”	17,097	19.5%

Source: American Community Survey, 2008-2012<sup>3</sup>

\*Percentages are calculated on the total population within each age group. In Sutter County, there are an estimated 59,387 individuals over the age of 25 and 87,508 individuals over the age of 5.

Hanover spoke with two contacts from Sutter County:

- Jim Goodwin, City of Live Oak, and
- Rinky Basi, Sutter County One Stop.

The Sutter County One Stop provides much of the adult education for the county. While there are extensive program offerings available, the One Stop director highlights the need for programming in additional locations throughout Sutter County, including Live Oak. The

<sup>3</sup> Ibid.

city manager of Live Oak underscores this sentiment by suggesting that program offerings outside of the city may be difficult for Live Oak residents to participate in, as many do not have access to reliable transportation.

## YOLO COUNTY

Figure 1.4 depicts ACS demographic data for Yolo County. The county is the largest of the counties represented in the YCCD interview contact list, with over 200,000 estimated residents. ACS data approximate nearly 18,500 individuals over the age of 25 with less than a high school diploma, and 29,000 residents over the age of five who speak English less than “very well.”

**Figure 1.4: Select Demographic Characteristics of Yolo County, 2008-2012**

CATEGORY	NUMBER	PERCENT
Population Estimate	200,873	---
Over 25 Population with Less than HS Diploma (Includes Equivalent)	18,442	15.8%
Non-Citizens	24,038	12.0%
Over 5 Population Who Speaks a Non-English Language at Home	64,870	34.4%
Over 5 Population Who Speaks English Less than “Very Well”	29,031	15.4%

Source: American Community Survey, 2008-2012<sup>4</sup>

\*Percentages are calculated on the total population within each age group. In Yolo County, there are an estimated 116,436 individuals over the age of 25 and 188,479 individuals over the age of 5.

Hanover conducted two interviews with Yolo County adult education stakeholders:

- Jesse Ortiz, Yolo County Office of Education, and
- Elaine Lytle, Woodland One Stop Center.

County-level information from these interviews indicates the following:

- Both interviewees cite Woodland Adult School as being an important adult education provider in the region but maintain that this school cannot meet the need for the county as a whole. They cite the need for ESL training in particular but also advocate for additional high school diploma and equivalency programs as well for the introduction of basic math, literacy, and computer skills training.
- The superintendent elect of Yolo County states that prospective students in the region are primarily Hispanic, low-income adults. Therefore, tailoring programs to this population is critical. As such, the superintendent elect suggests that school districts should work with the community college to draft a single strategic plan that addresses county-level needs as well as the needs of the region as a whole.

<sup>4</sup> Ibid.



## YUBA COUNTY

Figure 1.5 provides demographic characteristics of the population of Yuba County. According to these ACS estimates, 9,473 individuals over the age of 25 in Yuba County – over one fifth of the residents in this age category – do not have a high school diploma. With approximately 72,000 residents, the county is the third most populous of the five counties analyzed in this report.

**Figure 1.5: Select Demographic Characteristics of Yuba County, 2008-2012**

CATEGORY	NUMBER	PERCENT
Population Estimate	72,244	---
Over 25 Population with Less than HS Diploma (Includes Equivalent)	9,473	21.6%
Non-Citizens	5,206	7.2%
Over 5 Population Who Speaks a Non-English Language at Home	16,908	25.6%
Over 5 Population Who Speaks English Less than "Very Well"	7,168	10.8%

Source: American Community Survey, 2008-2012<sup>5</sup>

\*Percentages are calculated on the total population within each age group. In Yuba County, there are an estimated 43,790 individuals over the age of 25 and 66,073 individuals over the age of 5.

Hanover interviewed two contacts with specific knowledge of adult education in Yuba County:

- Jim Arnold and Probation Officers, Yuba County Sheriff's Department, and
- Jennifer Vasquez, Yuba County Health and Human Services.

Interviews with these stakeholders reveal some unique characteristics of adult education in the county:

- High school diploma programs available for Yuba County residents are only offered during the day. As a result, those adult learners who work during this time are unable to access relevant adult education programs. This is particularly important as interviewees cite high school completion programs as being the most critical adult education need for the county.
- The main branch of Yuba Community College is located in Yuba County, so interviewed stakeholders recommend expanding offerings at the college to include programs that coordinate vocational programming with high school completion. These contacts assert that such offerings have the potential to accelerate student entry into the workforce.

<sup>5</sup> Ibid.

# APPENDIX B: Summary Tables Common/Needs/Themes for Objectives 3-6

### Objective #3 – Creating Seamless Transitions

### Common Themes/Needs

	<b>Expand Access</b> <i>Programs and Services</i>	<b>Align and Articulate</b> <i>System-wide</i> <i>Formal agreements, curriculum, common assessments, student monitoring</i>	<b>Student Support Structures</b> <i>Academic and Counseling Support</i>	<b>Dedicated Leadership</b> <i>For program development, articulation agreements, alignment, articulation, outreach and marketing</i>	<b>Communication/ Data and Accountability System</b> <i>Formalized tools for student info and data to track enrollment, student progress, demographics, professional development portal</i>	<b>Marketing and Outreach</b> <i>For awareness, recruitment, targeted and integrated services</i>	<b>Collaboration and Prof Development</b> <i>For program and instructional improvement</i>
<b>Basic Skills</b>	Education/testing sites	Curriculum and testing	Transitional tutoring, boot camps, information days	Articulation, Outreach specialist		Outreach specialist for College Ambassador  Home visits, flyers, etc.	To evaluation options, course alignment
<b>ESL</b>		Crosswalk/common assessment, articulation agreements, curriculum/assessment alignment	Academic/ pathway advisors	Program and outcome evaluation/audit	Common website to share program info, services	Pathway/outreach coordinator	Assessment working group
<b>CTE/ Apprenticeship</b>	Facility modernization to support current and expanding pathways  Recruitment /retention strategies of qualified instructors	Align/articulate regional, non-duplicative CTE courses, programs and apprenticeships  Referral/transition process for apprentice programs	College/career counseling, advisor/support tech at each site, student career plans	Regional leads to facilitate the program, regional adult education steering committee,  Monitoring of enroll, participation/matriculation/ graduation rates	Common website for ID, tracking, progress, career plans, program services and information	Develop common materials and catalog of program/pathways to foster awareness and partnerships	Collaborative time to develop marketing outreach materials and events, share/identify promising practices, distance learning
<b>Adults w/Disabilities</b>	Create programs and courses for low functioning adults, recruitment of resource experts	Develop transition plans, articulation agreements, MOUs with Department of Rehab, common assessments, college/career readiness skills	Summer Bridge classes for college/career readiness and soft skills		Data system for tracking/monitoring	Early outreach/exposure to college/career options	Quarterly meetings to align, develop curriculum and assessment materials, track student progress

## Objective #4 – Implementation Strategies to Address Identified Gaps

	<b>Lack of Resources</b> <i>(Access and Providers)</i>  <i>Limited providers, access and program development</i>	<b>Lack of Articulation and Alignment</b> <i>(Programming)</i>  Need System-wide formal agreements, curriculum, common assessments, student monitoring	<b>Lack of Student Support Structures</b> <i>(Attainment/Performance)</i>  Need Academic and Counseling Support, Individualized educational plans	<b>Lack of Dedicated Leadership for Program Development and Coordination</b> <i>(Programming)</i>  System-wide development, articulation/alignment, progress monitoring, outreach and marketing	<b>Lack of Data, Accountability and Student Tracking System</b> <i>(Persistence)</i>  <i>Need coordinated Formalized tools for student info and data to track enrollment, student progress, demographics, professional development portal</i>	<b>Lack of Marketing and Outreach</b> <i>(Access)</i>  <i>For awareness, recruitment, targeted and integrated services</i>	<b>Lack of Professional Development</b> <i>(Performance and Attainment)</i>  <i>For program and instructional improvement</i>
<b>Basic Skills</b>	Maintenance of current capacity: expand courses, classes, locations, access to technology	Need to establish pathways, common assessment/progress monitoring tools, and aligned curriculum	Need counselor/transition advisors  Provide tutoring and supplemental instruction	Dedicated leadership to coordinate staff, implement Consortium plans and monitor progress	Need common data system, website for communication, process for evaluation student progress	Utilize social media as a method of outreach and marketing	Need Professional Development for curriculum alignment, benchmarks
<b>ESL</b>	Maintenance of current capacity, student access to computers	Aligned curriculum and alternative instruct models (ESL, citizenship, VESL, etc.)	Coordinate HSI funding and services; CAMP and TRIO	Dedicated leadership to coordinate staff, implement Consortium plans and monitor progress	Need centralized data system, website for communication	Create process for identifying potential students (e.g. using STAR and CALPADS data)  Utilize social media as a method of outreach and marketing  Utilize native language newspaper/radio/tv	Need work group to analyze alternate instruction models, embed citizenship into ESL curriculum, develop VESL courses  Need professional development for utilizing social media
<b>CTE/ Apprenticeship</b>	Maintenance of current capacity; Induction, recruit/retention strategies of qualified instructors; access to blended learning, child care, transportation	Leverage regional work such as CRANE, etc.	Access to counseling, transition and wrap-around support services for students	Regional leads to coordinate regional system integrated with development of multiple pathways	Online database to meet student, staff needs for progress monitoring, tracking and inventory of services	Develop committee and marketing materials and catalog of program/pathways to foster awareness and partnerships  Utilize social media as a method of outreach and marketing	Professional Development to develop math and English course related to CTE, career readiness training, development of short term CTE programs, instruction strategies for special education students

	<p><b>Lack of Resources</b> <i>(Access and Providers)</i></p> <p><i>Limited providers, access and program development</i></p>	<p><b>Lack of Articulation and Alignment</b> <i>(Programming)</i></p> <p>Need System-wide formal agreements, curriculum, common assessments, student monitoring</p>	<p><b>Lack of Student Support Structures</b> <i>(Attainment/Performance)</i></p> <p>Need Academic and Counseling Support, Individualized educational plans</p>	<p><b>Lack of Dedicated Leadership for Program Development and Coordination</b> <i>(Programming)</i></p> <p>System-wide development, articulation/alignment, progress monitoring, outreach and marketing</p>	<p><b>Lack of Data, Accountability and Student Tracking System</b> <i>(Persistence)</i></p> <p><i>Need coordinated Formalized tools for student info and data to track enrollment, student progress, demographics, professional development portal</i></p>	<p><b>Lack of Marketing and Outreach</b> <i>(Access)</i></p> <p><i>For awareness, recruitment, targeted and integrated services</i></p>	<p><b>Lack of Professional Development</b> <i>(Performance and Attainment)</i></p> <p><i>For program and instructional improvement</i></p>
<p><b>Adults w/Disabilities</b></p>	<p>Conduct transportation study to improve student access to transit routes</p>	<p>Develop transition plans, articulation agreements, MOUs with Department of Rehab, common assessments, college/career readiness skills, soft skills</p>	<p>Pathways Advisor to enhance self-advocacy for educational opportunity, help student navigate adult education system, determine individual education plans</p>		<p>Data system for tracking/monitoring</p>	<p>Rename program to address enrollment/stigma issues, create materials depicting services region-wide</p>	<p>Professional Development for staff to identify disabilities, development assessments for intake, monitoring, accommodations, determine innovative, evidence based practices to implement (e.g. Universal Design)</p>

## Objective #5 – Plans for Accelerating Student Progress

	Technology –based Learning Opportunities	Certification Options	Course Completion Options	Individualized Pacing and Instructional Approach	Student Support; Academic and Career Counseling	Community-based Learning/Working Opportunities	Dedicated Leadership for Program Development and Monitoring
<b>Basic Skills</b>	Offer online high school curriculum, credit recovery, HSE preparation	Develop CC certificate and curriculum for preparation in basic skills (Get Focused Stay Focused), computer literacy	Establish common assessments for high school exit and college entrance, course placement  Dual enrollment options  Redesign basic skills curriculum to reduce number of course levels  Implement compressed calendar	Variable unit options, self-paced, performance/competency based approach vs. seat time, credit recovery options  Small group learning support opportunities	Tutoring (in person and online), Pathways Advisor provides academic and career counseling  Align transition and DSPS students with appropriate resources and support  Create individual education and career plans  Wrap-around services (transportation, child care, financial aid, job search)	Network with local business/industry for Job shadowing, internship opportunities	Monitoring and tracking of student progress  Pathway Advisor, (matriculation/transition research, student tracking)
<b>ESL</b>	Increase access - Identify ways to use technology as an instructional tool to accelerate and reinforce learning, deliver ESL	VESL and contextualized learning	Offer courses year-round, flexible hours	More language-based, contextualized instruction, blended learning	Develop individualized learning plans, online support  Wrap-around services (transportation, child care, financial aid, job search)	Network with local business/industry for Job shadowing, internship opportunities	Pathway Advisor, (matriculation/transition research, student tracking)
<b>CTE/ Apprenticeship</b>	Use of technology for acceleration and reinforced learning	Create Career Ready Certificates and plans to assess college/career readiness	Develop Fast Track courses , sequenced courses, condensed noncredit courses to align with industry standards	Instruction using cohort learning and problem-based learning  More language-based, contextualized instruction, blended learning	Create individual education and career plans  Wrap-around services (transportation, child care, financial aid, job search)	Create centralized online system of information (portals for staff, students, stakeholders) including inventory of job availability/skills required	Regional Leads develop CTE program areas, short term programs, industry partners/apprenticeship  Create /deliver centralized system and center  Develop/enhance advisory councils to include adult education
<b>Adults w/Disabilities</b>	Provide assistive technology in AE K-12 and COE classrooms			Implement curriculum and instructional strategies to address full spectrum of disabilities (Universal Design)	Provide targeted support services, courses, training at the colleges to teach social, academic, career and life skills  Wrap-around services (transportation, child care, financial aid, job search)  Create individual education plans/career paths	Provide experiential opportunity – job shadowing, volunteer, internship	Create an aligned student tracking system

## Objective #6 - Professional Development – Common Themes/Approaches/Needs

	Curriculum and Instruction	Alignment and Articulation	College/Career Readiness	Student Support	Technology	Structures to Enhance Collaboration/Communication
<b>Basic Skills</b>	Standards-based instruction, strategies for diverse learners	Industry skill-based training, curriculum review to align/articulate across program areas, aligned referral process		Intra-cultural and student diversity training	Integrating tech into curriculum, Distance learning opportunity	Dedicated website for staff resources, program info, student info/tracking etc.,  Regular collaboration region-wide
<b>ESL</b>	Linguistics, syntax, morphology, TESOL	Align/embed vocational needs into ESL curriculum		Intra-cultural and student diversity training		Opportunity to share region-wide programs and services
<b>CTE/Apprenticeship</b>	Standards-based instruction training	Industry skill-based training	Soft skills training	Intra-cultural and student diversity training		Differentiated Professional Development based on expert and need
<b>AWD</b>				Intra-cultural and student diversity training  On-going training for counselors and support providers		Annual region-wide, cross-sectional in-service on common needs/issues



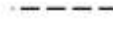





# Appendix C: Map of NCAEC Existing Adult Education Program and Services



**North Central Education Consortium  
Existing Adult Education Programs and Services**



**LEGEND**

-  DISTRICT BOUNDARY
-  ROADWAYS
-  COUNTY LINES
-  **YUBA CITY**  
Sutter Center / Yuba Community College  
Sutter County Office of Education
-  **MARYSVILLE**  
Yuba Community College  
Yuba County Office of Education
-  **WOOLDAND**  
Woodland Community College  
Woodland Adult Education (WJUSD)
-  **WILLIAMS**  
Yolo County Office of Education  
Colusa County Outreach Facility / Woodland Community College  
Colusa County Office of Education
-  **CLEARLAKE**  
Clear Lake Center / Woodland Community College  
Konocti Unified School District  
Lake County Office of Education