



AB104 Adult Education Block Grant - Three-Year Consortia Plan Update from AB86 Final Plan

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

13-328-070

1.2 Consortium Name:

North Central Adult Education Consortium/Yuba

1.3 Primary Contact Name:

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1.4 Primary Contact Email:

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Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

2.1 Provide an Executive Summary of your consortium's AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below.

Please see the Guidance document for attachment instructions.

The North Central Adult Education Consortium Comprehensive AB 86/104 Regional Plan is the product of collaboration among the entities that provide adult education opportunities within the Yuba Community District service area, and those who will ultimately benefit from it. NCAEC members and partners, together with key stakeholders--inclusive of faculty, teachers, staff, students, district leadership and business/industry and community representatives--engaged in assessing needs, identifying gaps and envisioning a system of adult education for the region. The guiding principles of the plan are to:

- Promote shared leadership that reflects the diversity of our region
- 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

The NCAEC vision is to collaboratively build a delivery system of adult education that is comprehensive, sustainable, innovative and accountable. With new vision for expanding and improving adult education, NCAEC also embraces its role to transform not just the delivery system, but also the culture and region that surrounds it. By building a sense of community, NCAEC will manage the experience to draw adult learners into an educational journey that will ultimately lead to a stronger workforce for the region.

Under the auspices of the guiding principles and vision, the key focus areas of NCAEC over the next three years will be: to create an infrastructure to support the consortium and to build capacity; to implement comprehensive strategies; to develop innovative instructional practices; to improve the progress of adult learners; to provide effective professional development to enhance instruction; and to establish a regional system of accountability.

NCAEC will, in the first year, lay the foundation for an effective and efficient consortium. While each agency is committed to meeting the needs of the adults and community it serves, investment in the infrastructure of NCAEC is necessary for coordination of implementation and improvement in the delivery of programs and services; and the development of consortium-wide policies and processes to support the statewide goals of AB86/104.

In addition to infrastructure, NCAEC will focus on key areas over the next three years to:

- maintain and expand adult education and workforce training programs and services
- align adult education courses/ programs and delineate educational and career pathways
- establish and enhance student support structures
- establish consortium-wide progress and outcome measures utilizing a regional data and accountability system

NCAEC plans to accomplish these goals based on the following regional strategies. Many of the strategies are essential to building a strong foundation, require significant investment of funds and are multi-year efforts:

- Conduct curriculum alignment and delineate pathways - **Objective 3**
- Provide curriculum development to improve developmental courses; to integrate ESL and basic skills into CTE; and to accelerate adult learner progress through education into employment - **Objectives 3 and 5**
- Expand adult education course offerings in 6 of the 7 program areas to geographical areas with unmet need and to underserved populations - **Objective 4**
- Develop Regional Asset Map and Career Pathways Road Map for easy web access - **Objectives 3 and 4**
- Integrate planning and braid funds across segments and programs that support adult education programs and services - **Objectives 3 through 7**
- Coordinate outreach efforts and marketing - **Objective 4**
- Improve and increase availability and access to student support services - **Objective 5**
- Hire and train Navigators to serve sub-regional areas to assist potential and enrolled adult learners in navigating the regional system - **Objectives 3 and 4**
- Create assessment crosswalk to lay groundwork for statewide initiative - **Objective 3**
- Provide professional development to support regional priorities - **Objective 6**
- Leverage existing data and accountability systems to develop regional system to collect and track data and performance measures - **Objectives 4 and 7**
- Leverage existing resources to identify and align region labor market needs with adult education and workforce training offerings - **Objectives 4 and 7**

2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your

AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document for attachment instructions.

NOTE: The updates shall include data and changes regarding the seven program areas in AB104 (five of which were in AB86):

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
5. Programs for adult with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

2.2a Objective #1: An updated 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, known as the Adult Education and Family Literacy Act (Public Law 05-220).

The following NCAEC updates for Objective 1 are provided:

Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.

- The Northern CA STREAM Pathways Consortium (NCSPC) was recently awarded a Pathways Trust Grant. NCSPC includes all chambers of commerce and workforce investment boards within counties that are also in the NCAEC region. NCSP supports career pathways students in grades 9-14 in Colusa, Sutter, Yolo and Yuba Counties. NCSP will determine and map areas of workforce and economic development to improve access to high skill and high wage jobs and strengthen regional workforce.
- Yuba County Office of Education provides basic skills instruction and GED preparation to students in the Adults in State Correctional Facilities program.
- The Sutter County Library receives WIOA Title II funds and coordinates through the Sutter County Office of Education One Stop to assist adults to become literate and obtain the knowledge and skills necessary for employment.
- WJUSD and Clear Lake Campus/WCC are Hi Set testing centers

The consortium will conduct a survey of regional offerings in the new program area 3 (adults entering or re-entering the workforce) and program area 4 (adults training to support child school success) in advance of the consortium's next planning cycle.

2.2b Objective #2: An updated evaluation of *current needs* for adult education programs within the consortium's region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts' K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (<http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx>).

This should provide an updated overview (if applicable) of the consortium's region including:

- Analysis/description of local regional economy
- Additional analysis utilizing other data

There are no NCAEC updates to the gap analyses for the seven program areas at this time. A gap analysis will be conducted in conjunction with the survey of offerings described above. The consortium will consider the needs of the two additional program areas 3 and 4 in the next planning cycle.

2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.

2.3a Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED)

By the end of the 2017-18 program year, placement of adults seeking education and workforce services will be more efficient and effective utilizing clear educational and career pathways identified for adult learners. This will have resulted from members and partners collaborating on curriculum development and alignment, and delineation of career pathways that link students in education to workforce services and employment. Each student will be placed in the pathway course or program based on assessment that has been cross walked from the original point of intake of the adult learner.

Educational placement along the pathway continuum will be based on the assessment tool used by the provider. By the end of 2017-18, in the event that a common statewide assessment has not been established, K-12 and COE adult schools will use the CASAS placement test; COEs providing short term CTE will use TABE; and the community colleges will use placements tests approved by the CCCCO. Placement of adults into the workforce will vary according to the short term CTE program in which they are enrolled and aligned with labor market needs that lead to high skill and high wage employment. Partnerships with business and industry will ensure the students are career ready and/or have advanced training through credit or noncredit college courses for advancement.

Placement will be facilitated by a regional Asset Map and a Career Pathways Road Map that identify programs and pathways, services and resources available at the local, area and regional levels. The maps will be easily accessed online as an interactive service for members, partners and stakeholders to identify entry points, programs and pathways together with resources and opportunities for adults seeking education and employment. Based in sub-regional areas and utilizing the maps, Navigators will assist potential and enrolled adult learners to navigate the educational and employment training systems from any point of entry. The navigators will use a standardized intake for individuals, and will determine where they are, what they need and next steps to reach their academic and career goals; and will navigate them to the appropriate point of contact for assessment and placement.

2.3b Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards. (REQUIRED)

Currently there are no apprenticeship programs within the regional boundaries of the consortium and no formally aligned pre-apprenticeship programs exist. Industry leaders, adult education providers and college faculty, in partnership with the STREAM Pathways Consortium will collaboratively explore the development of apprenticeship programs. In addition, partnerships will be fostered and strengthened with employers, labor unions, Workforce Investment Boards, Chambers of Commerce, and correctional programs which could lead to opportunities for pre-apprenticeship training.

2.3c Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED)

By the end of 2017-18, the consortium will have completed an inventory and needs analysis for this new program area, plan strategies and activities and identify necessary funding for implementation.

2.3d Collection and availability of data. (REQUIRED)

By 2017-18 it is anticipated that a regional data collection and reporting system will be established. NCAEC is partnering with the STREAM Pathways Consortium (NCSPC) as a multi-year priority to leverage their resources in creating a data platform and data collection. NCSPC is working with a vendor (Spotlight) to aggregate all existing data bases within the consortium's region, and NCAEC will braid funds with NCSPC to expand the data collection to support adult education students. By 2017-18, the data base will be built to collect and track data and be utilized by NCAEC members and partners.

Until that system is in place and/or a statewide data and accountability system is developed, all members will have data sharing MOU agreements in operation to collect and report the data elements required by AB 104 (student demographics, enrollment, student performance, and educational outcomes). Partnerships will be sought with other entities that collect workforce and employment data as a means to document transitions from education to employment.

2.3e Qualifications of instructors (including common standards across entities). (REQUIRED)

It is anticipated that within three years, the qualifications of instructors will remain tied to the

regulatory agency that oversees each segment. K-12 and COE adult school instructors will be required to have a credential from the CA Commission on Teacher Credentialing. College faculty will continue to be governed by minimum qualifications and disciplines as required by the CCCCCO.

Collaborative regional professional development on adult learning and innovative strategies, and Communities of Learning will provide faculty and teachers the opportunity to coordinate and align their efforts to educate adult learners for seamless transition. Dual enrollment programs will further ensure consistency.

Long range goals would be to reduce the restrictive requirements for credentialed instructors. Adult learners benefit from highly qualified instructors. These are often those who are expertise-based and/or qualified based on years in the field.

2.3f Alignment of academic content and curricula (OPTIONAL)

NCAEC opts not to respond.

2.3g Alignment of educational services supported by this grant . (OPTIONAL)

NCAEC opts not to respond.

Section 3: Consortium Member Signature Block

Name:

Consortia Member:

Email:

Date:

Signature Box: