

70 North Central Adult Education Consortium (Yuba) (2025-28)

CERTIFIED

Details

Consortium Information

In this section, information about the consortium, its primary and fiscal contacts, and CAEP funds received is auto-populated in NOVA.

As this information is auto-populated from your consortium's landing page in NOVA, make sure the information there is up-to-date, especially the Primary and Fiscal Contacts. This will ensure the correct information is auto-populated properly into the three-year plan.

Consortium Name:
70 North Central Adult Education Consortium (Yuba)

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

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

Funding Channel 2025-26:
Fiscal Agent

CAEP Funds 2025-26:
\$4,005,946

CAEP Funds 2024-25:
\$3,915,881

CAEP Funds 2023-24:
\$3,874,422



Consortium Contacts

Auto-populated

Responsibility	Name	Email	Title	Phone
Fiscal Contact	Jay VanDuzer	jayv@sutter.k12.ca.us	Coordinator II, Adult & Career Education	(530) 822-5803
Primary Contact	Lorilee Niesen	ncaecexecutivedirector@gmail.com	NCAEC Executive Director	(530) 713-2849
Primary Contact	Kari Hauser	khauser@sutter.k12.ca.us	Registrar	(530) 822-5810 ext: 3035
Primary Contact	Jacob Holmes	jacobh@sutter.k12.ca.us	Assistant Superintendent Career and Adult Education	(530) 822-5810

Members

Auto-populated

Member Agency	Member Type	Contact	Phone
Colusa Co. Office of Education	County Office of Education (COE)	Michael West	(530) 458-0350
Konocti Unified	Unified School District	Becky Salato EdD	(952) 453-9563
Lake Co. Office of Education	County Office of Education (COE)	Brock Falkenberg	
Sutter Co. Office of Education	County Office of Education (COE)	Lorilee Niesen	(530) 713-2849
Woodland Joint Unified	Unified School District	Karin Liu	(530) 406-5901
Yolo Co. Office of Education	County Office of Education (COE)	Garth Lewis	(530) 668-6700
Yuba CCD	District	Katy Miller	(530) 749-3868
Yuba Co. Office of Education	County Office of Education (COE)	Ken Hamel 6820377	(530) 682-0377
Woodland Community College	College	Dr. Lizette Navarette	(530) 661-5700
Yuba College	College	Dr Tawny Dotson	(530) 434-8266
Marysville Joint Unified	Unified School District	Bob Eckardt	(530) 740-6424

Executive Summary

Executive Summary *

The North Central Adult Education Consortium (NCAEC) has developed a comprehensive three-year plan to expand, strengthen, and enhance adult education services across Colusa, Lake, Sutter, Yolo, and Yuba counties. NCAEC is a collaborative partnership composed of the Colusa County Office of Education, Lake County Office of Education, Sutter County Superintendent of Schools, Woodland Community College, Woodland Joint Unified School District, Yolo County Office of Education, Yuba College, and Yuba County Office of Education. Grounded in student needs, regional workforce priorities, data analysis, and extensive input from consortium members, community partners, workforce boards, postsecondary institutions, employers, and adult learners, this three-year plan is designed to increase equitable access, improve student outcomes, and foster system-wide collaboration across the region.

NCAEC's vision is to provide inclusive, accessible, and high-quality educational programs that empower adult learners to achieve their educational, career, and personal goals. The consortium is committed to utilizing its established organizational structure, leadership teams, and specialized workgroups to drive strategic planning, program alignment, and data-informed decision-making throughout the implementation of this plan. The plan focuses on five key strategic priorities: reducing barriers to access, expanding educational offerings, enhancing program quality, strengthening partnerships, and educating the public about available adult education programs.

Reducing barriers is central to the consortium's strategy. NCAEC is committed to addressing access challenges through measurable objectives that promote equitable participation across all student populations. Expanding educational offerings remains a top priority, with plans to increase dual enrollment, develop short-term CTE programs aligned with labor market demand, and create flexible, high-demand courses available both in-person and online. This includes piloting consortium-wide distance learning programs and CTE pathways, ensuring that students in remote areas have access to quality education. The consortium is also dedicated to enhancing program quality by implementing continuous evaluation processes and fostering a culture of innovation and best practice sharing. NCAEC will strengthen partnerships

with educational, workforce, and community organizations to better align services, leverage resources, and reduce duplication of effort. Additionally, the consortium will expand marketing and outreach strategies, including social media and community campaigns, to raise awareness of adult education programs and highlight student success stories.

Major planned activities include the expansion of course offerings and support services informed by student needs and partner input, facilitation of workgroups focused on program expansion and student support, the development of dual enrollment opportunities for adult learners, and the creation of training pathways specifically designed for Adults with Disabilities. NCAEC will establish a K-12 Success Initiative to support parents in navigating and advocating for their children's educational progress and will improve transition planning and data collection systems to more effectively track student progress to postsecondary education and employment. Targeted professional development opportunities will be provided for faculty and staff based on member input, data trends, and regional priorities, with an emphasis on supporting flexible programming, student onboarding, and navigation practices. The consortium will also coordinate marketing and outreach strategies across agencies to increase program visibility and student engagement.

This comprehensive plan also directly addresses key student barriers identified through the needs assessment, including limited access to career pathways, lack of awareness of available support systems, disabilities, and language barriers. By implementing targeted strategies, the consortium expects to achieve measurable impacts such as increased student enrollment, improved rates of persistence and course completion, higher rates of transition to postsecondary education and employment, increased credential attainment, and expanded participation in English Literacy and Civics Education (EL Civics) and family literacy programs.

The NCAEC funding strategy is closely aligned with these goals and the identified regional needs. Funds are allocated to member agencies based on the CFAD, member effectiveness, demonstrated need, and alignment with the consortium's strategic priorities. The NCAEC's financial management emphasizes accountability, equity, and alignment with student needs. By prioritizing cross-agency collaboration, focusing on underserved regions, and maintaining a flexible and responsive funding approach, the consortium is well-positioned to deliver high-quality, accessible, and impactful adult education services.

Assessment

Overview and Preparation *

The North Central Adult Education Consortium (NCAEC) initiated its comprehensive three-year planning process during the development of the 2023–2024 Annual Plan. This foundational work laid the groundwork for continued planning efforts that extended through the 2024–2025 school year. All member agencies of the consortium actively engaged in a collaborative and inclusive planning process. This included regular monthly meetings, focused sessions with educational partners, and ongoing discussions that ensured broad input from all educational partners.

To enhance collaboration and deepen strategic engagement, NCAEC Leadership Team Leads Meetings were restructured to include dedicated time for breakout sessions. These smaller group discussions allowed participants to explore proposed objectives, strategies, and activities in greater depth, fostering consensus and shared understanding. Additionally, a dedicated strategic planning meeting was convened in early fall 2024, specifically to establish NCAEC's priorities for the upcoming three-year plan cycle.

The planning process began with an in-depth analysis—or "data dive"—into the current state of programs and service partners. This included a thorough review of available funding sources, operational challenges, and barriers faced by students. Stakeholders also examined the needs of students, educational programs, and employers to ensure alignment between services

and community demand. Concurrently, existing initiatives and benchmarks from the previous three-year plan were evaluated to measure progress and identify areas for continued growth.

Further assessment activities included a review of regional demographic data, local and state workforce development plans, and agency-level evaluations. These assessments helped inform the educational and workforce needs of the region, as well as determine the extent to which current programs aligned with those needs.

Insights gathered through Leadership and Executive Team discussions led to the establishment of the following strategic priorities for the 2025–2028 Three-Year Plan:

1. Expand Services for Adults with Disabilities: Increase access to specialized training, support services, and inclusive learning opportunities to better serve adults with disabilities across the consortium.
2. Enhance K–12 Success Programming: Strengthen and expand the K–12 Success Program within member agencies to support seamless transitions, improved academic performance, and long-term student achievement.
3. Develop a Comprehensive Onboarding Program :Create a structured onboarding process for both students and consortium leadership to ensure alignment across systems, increase program awareness, and promote consistency in service delivery.
4. Increase Consortium-Wide Marketing and Outreach Efforts: Implement robust marketing strategies to raise awareness of available programs, reach underserved populations, and enhance community engagement.
5. Improve Retention and Persistence Rates: Identify and address the factors contributing to student attrition by developing targeted strategies to support persistence and completion across all agencies.
6. Strengthen Career and Technical Education (CTE) Pathways: Expand and refine CTE programs to ensure alignment with regional workforce needs and provide students with clear, attainable pathways to high-demand careers.

Through this collaborative and data-informed planning process, NCAEC is committed to advancing equitable, high-quality adult education and workforce development opportunities throughout the region.

What type of representatives make up your assessment planning board members?

- ✓ Community College representatives
- ✓ County Office of Education representatives
- ✓ K12 School District representatives

Which of the following data sources were referenced and contributed to the consortium's understanding of needs, current levels and types of services, and gaps?

- ✓ Student data (TOPSPro, MIS)
- ✓ CAEP consortium Fact Sheet
- ✓ DataVista
- ✓ Labor market data (U.S. Bureau of Labor Statistics, California Employment Development Department (EDD))
- ✓ Partner meetings
- ✓ Regional plans
- ✓ Community stakeholder input
- ✓ Data gathering/student needs assessment

Data Collection Process - Further Context *

NCAEC leads and members, including administrators, data managers and support staff also analyzed data necessary to determine mandatory metrics at both the consortium and member levels. The data sources for program years 2022-23, 2023-24, and 2024-25 included the following:

- CAEP Summary Tables from TopsPRo Enterprise (TE)
- CAEP Outcomes Reports (TE)
- CAEP Enrollees by Hours (TE)
- CAEP Demographics (TE)
- Data Vista (CAEP Scorecard) https://datavista.cccco.edu/data_views/caep_score_card
- North Central Counties Consortium Workforce Development Plan
- North Far North Regional Consortium Career Ed and Workforce Development <https://nfnrc.org/>

Regional Alignment and Priorities

Provide the names and types of the regional partner organizations that your consortium works with to ensure programs offered align with regional needs. *

Click **Add Partner Organization**, search for the organization’s name, and select it. If the organization is not listed, click **Create a new one** in the modal, enter the Partner Organization Name, and select the Partner Organization Type.

Partner Organization Name	Partner Organization Type
North Central Counties Consortium	Workforce Development Board
North /Far North Regional Consortia	Other
Workforce Alliance of the North Bay	Workforce Development Board
Yolo County Workforce Innovation Board	Workforce Development Board

What relevant education and workforce plans that guide services in the region were used to develop this Three-Year Plan?

- ✓ WIOA Title II Continuous Improvement Plan (CIP)
- ✓ Carl D. Perkins Career Technical Education Act Local Application and Comprehensive Local Needs Assessment (CLNA)
- ✓ Workforce Innovation and Opportunity Act (WIOA) Title I Local and Regional Plans
- ✓ California Strong Workforce Program (SWP) Plans
- ✓ K12 Strong Workforce Program (SWP) Plans
- ✓ Accreditation Institutional Self-Studies (i.e., WASC, COE)

What are the top priorities in relation to regional alignment?

- ✓ Developing or enhancing program mapping and career pathways that support identified industry needs
- ✓ Increasing access to and awareness of services
- ✓ Pooling resources to streamline service provision across providers
- ✓ Providing hiring and training services and initiatives relevant to the local workforce and the identification of these specific needs

- ✓ Supporting changing industry needs that require re-training and upskilling of workers to prepare for high-demand jobs
- ✓ Alignment of curriculum, student assessments, articulation, connecting bridge courses, and/or dual enrollment to support transitions

Alignment with Other Education and Workforce Plans *

The North Central Adult Education Consortium's (NCAEC) Three-Year Plan is intentionally aligned with key local, regional, and statewide workforce and education initiatives to ensure that CAEP-funded services support career pathways, address labor market needs, and promote seamless transitions from adult education to employment or postsecondary training. The plan aligns with the North Central Counties Consortium (serving Yuba, Sutter, Colusa, and Glenn Counties), the Yolo County Workforce Innovation Board (Yolo County), the Workforce Alliance of the North Bay (Lake County), and the Capital Region One-Stop Operator Strategic Plan. It also supports statewide priorities such as the Strong Workforce Program (SWP), Guided Pathways, and the North Far North Regional Plan.

Consortium members involved in developing or implementing these plans include the Colusa County Office of Education, Sutter County Office of Education, Woodland Adult Education, Woodland Community College, Yuba College, Lake County Office of Education, Yolo County Office of Education, and Yuba County Office of Education. These agencies participate in advisory committees, cross-agency meetings, regional consortia, and local educational partner collaborations. At the K-12 level, NCAEC's services also align with Local Control and Accountability Plans (LCAPs), WASC Accreditation Action Plans, and LEA Strategic Plans that emphasize student transitions and postsecondary success.

The regional and state plans guiding NCAEC's work consistently emphasize key priorities, including foundational skills instruction (ABE, ASE, ESL), Integrated Education and Training (IET), Career Technical Education (CTE) aligned with labor market demand, transition services to postsecondary education and employment, workforce readiness, digital literacy, soft skills development, employer engagement, sector strategies, case management, navigation, and wraparound supports.

NCAEC's CAEP-funded services directly support these priorities. Member agencies offer CTE programs in high-demand sectors such as healthcare, construction, and manufacturing. IET programs are developed in collaboration with America's Job Centers of California (AJCCs) and WIOA Title I partners to integrate academic and workforce preparation. ESL and workforce readiness courses are connected to career pathways, with built-in supports to promote transitions to postsecondary education and employment. The consortium actively supports co-enrollment strategies with local colleges and AJCCs, integrates services with Guided Pathways and Strong Workforce Program initiatives, and participates in North Far North regional workforce efforts. Programs are reviewed and updated regularly to ensure alignment with local workforce needs and the consortium's Three-Year Plan.

Despite strong alignment, NCAEC has identified several gaps and areas for improvement. Cross-agency data sharing and tracking systems need to be strengthened to monitor student transitions and outcomes across CAEP, WIOA, and community college systems more effectively. Variability in intake procedures and eligibility requirements across agencies can create barriers to co-enrollment and navigation services, limiting consistent student access. Additionally, more direct employer involvement is needed to enhance curriculum relevance, create meaningful work-based learning opportunities, and expand industry participation in advisory capacities. Rural learners continue to face significant barriers, including transportation challenges, broadband limitations, and restricted access to flexible, high-quality online learning. Clearer, more accessible career pathway maps, particularly for students moving from ESL or ABE into high-skill sectors, are also needed to support informed student decision-making and successful transitions.

The NCAEC Three-Year Plan provides a strong foundation to align adult education services with broader regional and statewide workforce development efforts while addressing these identified service gaps. Through continued collaboration with workforce boards, community colleges, K-12 districts, LEAs, and other partners, the consortium remains committed to improving student transitions, enhancing access, and supporting the region's educational and economic priorities. Integrating CAEP-funded programs into these larger efforts ensures that adult learners have equitable access to education and employment opportunities that are responsive to regional labor market demands and the evolving needs of local communities.

Evaluate the Educational Needs of Adults in the Region *

The North Central Adult Education Consortium (NCAEC) utilized data and stakeholder input from a variety of sources to assess current regional needs. These sources include Datavista, CAEP Fact Sheets, CAEP Consortium Summary Reports, TE Data, MIS Data, and U.S. Census information.

Findings from these data sets indicate that the NCAEC service region has experienced growth in the number of reportable individuals, increasing from 2,315 in 2020-21 to 3,655 in 2023-24. While enrollment has not yet returned to pre-pandemic levels, student participation has consistently increased each year since COVID-19. Significant barriers to employment persist, including exceptionally low literacy rates that remain above state averages. Additionally, four out of the five counties in the NCAEC service area continue to report unemployment rates that exceed the California state average.

ESL programs are now available in all consortium counties, and ESL enrollment has grown by 58% compared to the previous three-year plan. Similarly, Adult Secondary Education (ASE), Adult Basic Education (ABE), and Career Technical Education (CTE) programs have all experienced increases in student participation. Lake County Office of Education's recent addition of a high school diploma program has positively contributed to the consortium's outcomes and is effectively addressing local community needs.

While the development of online programs has improved access for some students, these options are not yet universally available across all regions. Currently, no fully consortium-wide online courses have been developed. Yolo County Office of Education and Sutter County Office of Education plan to pilot a CTE program in fall 2025. However, some programs, such as ESL, are strongly preferred in person, and certain CTE programs require hands-on instruction, indicating that the successful expansion of online offerings will require collaboration and consensus among all consortium members.

Despite student demand and regional workforce needs, short-term CTE programs remain limited in Colusa and Lake Counties, both of which report unemployment rates higher than the state average. Opportunities for VESL (Vocational ESL), co-enrollment, and dual enrollment remain scarce across the consortium, which has limited student transitions to employment and postsecondary education. Additionally, although there is a significant population of adults with disabilities within the consortium, very few CTE programs are designed to serve these students. Pre-apprenticeship programs are available in some counties, but not all. The planned expansion of pre-apprenticeship programs across all five counties and within multiple industry sectors will significantly improve student access and opportunity.

Student persistence continues to be a focus area and is regularly discussed at NCAEC Leadership Team meetings, Data Manager meetings, and Navigator Workgroup sessions. Educational Functioning Level (EFL) gains have shown steady improvement over the past three years, largely due to the targeted efforts of the data accountability workgroup and the deployment of the NCAEC Data Manager. Improving both student persistence and EFL gains remains a high priority for all consortium agencies.

Workforce services are available in every county and are generally well-aligned with adult education programs. Two consortium agencies directly operate One-Stop centers, while others maintain co-located partnerships with workforce services. One-Stop centers collaborate with all consortium members to provide student support, service referrals, and assistance in addressing barriers to success. However, despite these strong partnerships, service silos persist in some areas, occasionally leading to duplication of services and delays in student support due to a lack of coordinated referrals and timely responses.

Persistent barriers to enrollment and student persistence remain significant challenges across the region. These include an extreme shortage of affordable housing, limited availability of childcare, insufficient transportation due to minimal public transit options, and rising food costs. Each of these barriers continues to negatively impact student enrollment, persistence, and overall outcomes.

Please identify the categories of needs of your region.

- ✓ Access for underserved populations
- ✓ Access to technology
- ✓ Alignment of education and workforce needs
- ✓ Basic skills attainment

- ✓ English language needs
- ✓ Improving accessibility of programming
- ✓ Improving digital literacy
- ✓ Increasing awareness of services
- ✓ Labor shortages
- ✓ Lack of transportation
- ✓ Lack of childcare
- ✓ Living wage job attainment
- ✓ Low literacy
- ✓ Rural geographic needs
- ✓ Short term CTE training
- ✓ Strengthening partnerships

Needs - Further Context (optional)

Not Entered

What challenges does your region face that impact the programs you have previously or are currently offering?

- ✓ High cost of living/housing/healthcare
- ✓ Areas of economic inequity
- ✓ Labor market issues (e.g., teacher shortages, etc.)
- ✓ Internet access challenges
- ✓ Diverse regional needs
- ✓ Regional infrastructure needs

Challenges - Further Context (optional)

Not Entered

Which populations are currently being served by your programs?

- ✓ Adults over 50
- ✓ Adults with disabilities
- ✓ Disconnected youth
- ✓ Foreign born or refugees
- ✓ Less than a high school education
- ✓ Limited English proficiency/English language learners
- ✓ Limited/low literacy
- ✓ Near or below the poverty line
- ✓ Residents of underserved rural areas
- ✓ Incarcerated individuals or those who have been previously incarcerated
- ✓ Under-represented minority populations
- ✓ Unemployed

✓ Workers in need of upskilling

Contributions by Entities*

Name	Role	Three-Year Plan Contribution
Karin Liu	Principal	Designed proposed strategies
Kari Hauser	Data Coordinator	Provided data
Jacob Holmes	Administrator	Designed proposed strategies
An Ta	Administrator	Participated in planning meetings
Matt Russell	Administrator	Participated in planning meetings
Korinda Ebenhack	Community college faculty	Participated in planning meetings
John Ithurburn	Administrator	Designed proposed strategies
Michelle Bingham	Classified staff	Participated in planning meetings
Jeremy Brown	Community college faculty	Designed proposed strategies
Ken Hamel	Administrator	Participated in planning meetings
Teachers	Teacher employed by local educational agencies	Provided data
Students	Student	Provided data
Lorilee Niesen	Administrator	Designed proposed strategies

Regional Service Providers

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

Provider Name	Provider Type	Number of Participants in Program Area									Total Participants
		ABE	ASE	AWD	CSS	CTE	ESL	Pre-Apprenticeship	Short Term CTE	Workforce Reentry	
*Colusa Co. Office of Education	Member Representative	47	43	0	5	65	71	0	0	0	2
*Konocti Unified	Member Representative	0	0	0	0	0	0	0	0	0	
*Lake Co. Office of Education	Member Representative	0	33	0	0	41	0	0	0	0	
*Sutter Co. Office of Education	Member Representative	279	417	21	1	336	286	22	0	66	14
*Woodland Community College	Member Representative	52	13	0	0	0	240	0	0	7	3
*Woodland Joint Unified	Member Representative	192	257	0	0	0	389	0	0	17	8
*Yolo Co. Office of Education	Member Representative	0	0	0	0	59	0	0	0	0	
*Yuba CCD	Member Representative	0	0	0	0	0	0	0	0	0	
*Yuba Co. Office of Education	Member Representative	71	0	0	0	89	0	11	0	53	2
*Yuba College	Member Representative	0	0	11	0	61	148	0	0	0	2
Total Participants		641	763	32	6	651	1134	33	0	143	34

* Consortium Member required to input number of Participants

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

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	AWD	CSS	CTE	ESL	Pre-Apprenticeship	Short Term CTE	Workforce Reentry
Sutter County Library	Community Organization	✓	✓	×	×	×	✓	×	×	×
Sutter County One Stop	Community Organization	×	×	×	×	×	×	✓	×	✓
Yuba County One Stop	Community Organization	×	×	×	×	×	×	×	×	✓
Colusa County One Stop	Community Organization	×	×	×	×	×	✓	×	×	✓
Department of Rehabilitation	Community Organization	×	×	✓	×	×	×	×	×	×
Sutter Yuba Behavioral Health	Community Organization	✓	✓	×	×	×	×	×	✓	×
Family Soup	Community Organization	×	×	✓	×	×	×	×	×	×
FREED	Community Organization	×	×	✓	×	×	×	×	×	×
Alta California Regional Cente	Community Organization	×	×	✓	×	×	×	×	×	×
Sutter County Employment Services	Other	×	×	✓	×	×	×	×	✓	✓
Sutter County Department of Human Services	Other	×	×	✓	×	×	×	×	✓	✓
Regional Housing Authority	Community Organization	✓	×	×	×	×	×	×	×	×
E-Center	Community Organization	×	×	×	×	×	✓	×	×	×
California Human Development	Community Organization	×	×	×	×	×	✓	×	✓	×
Woodland Public Library	Community Organization	✓	×	✓	×	×	✓	×	✓	×

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	AWD	CSS	CTE	ESL	Pre-Apprenticeship	Short Term CTE	Workforce Reentry
yolo county one stop	Community Organization	✓	✓	✓	×	×	✓	×	✓	×
Lake County Behavioral Helath	Business	×	×	✓	×	×	×	×	×	×
Career Point Lake County	Business	✓	✓	✓	×	×	✓	×	×	×
Lake county social services	Business	✓	✓	✓	×	×	✓	×	×	×
Lake County Library	Community Organization	✓	✓	✓	×	×	✓	×	×	×
Lake County Tribal Helath	Community Organization	×	×	✓	×	×	×	×	✓	×
Lake County Housing Authority	Community Organization	✓	×	×	×	×	×	×	×	×
Colusa County Library	Community Organization	✓	✓	×	×	×	×	×	×	×

What industries do you currently serve/plan to serve in the future?

- ✓ Agriculture
- ✓ Business
- ✓ Construction
- ✓ Education
- ✓ Fire safety
- ✓ Healthcare
- ✓ Hospitality/Food services
- ✓ Manufacturing

Industries Served - Further Context (optional)

Not Entered

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

The North Central Adult Education Consortium (NCAEC) is a vital regional partnership that provides education and workforce services to adult learners across multiple counties. The consortium's collective aim is to support educational advancement, workforce readiness, and career transitions through a range of programs and services. During the 2023-24 program year, NCAEC provided students with 253,945 hours of instruction. The NCAEC currently serves a total of 3,403 participants across the seven

program areas: Adult Basic Education (ABE), Adult Secondary Education (ASE), English as a Second Language (ESL), Career Technical Education (CTE), Pre-Apprenticeship, Adults with Disabilities (AWD), Workforce Reentry, Citizenship Preparation, and Short-Term CTE. Participation data demonstrates substantial engagement, particularly in ESL (1,134 participants), ASE (763 participants), ABE (641 participants), and CTE (651 participants). These areas reflect the consortium's current instructional priorities and show consistent growth trends since the previous planning cycle.

Hours of instruction across the consortium generally align with CAEP performance benchmarks. Most adult schools and community colleges offer a mix of in-person and hybrid learning models to meet the instructional hour requirements for measurable skill gains. NCAEC member agencies deliver services across the seven CAEP program areas with the following distribution. Adult Basic Education services are provided across nearly all agencies, focusing on literacy, numeracy, and foundational academic skills. Adult Secondary Education, including high school diploma and equivalency preparation programs, are widely available, particularly at Sutter County Office of Education, Woodland Joint Unified, and Lake County Office of Education. ESL programs are the largest and most widely available service area. All counties offer ESL, with notable participation at Sutter County Office of Education, Woodland Community College, and Woodland Joint Unified. Career Technical Education programs are provided at several agencies, including Sutter County, Woodland Joint USD, Lake, Yolo, and Yuba County COE's, and Yuba College, with a focus on industry-recognized certifications and workforce preparation. Pre-Apprenticeship programs are offered on a limited scale, with a total of 33 participants and coverage in only a few agencies, and expansion is necessary to meet regional demand. AWD programs currently serve a small population, with only 32 participants across the region, indicating a significant area for growth. Workforce reentry services are provided by select agencies. Some program areas, including Citizenship Preparation and Co-Enrollment/Dual Enrollment opportunities, remain underdeveloped despite regional needs.

The data from NCAEC's assessment clearly outlines educational and workforce needs, and current service offerings demonstrate meaningful alignment in several key areas. The consortium has made significant progress in expanding ESL services, which directly addresses the regional need to support immigrant populations and English language learners, particularly in agricultural communities. High school diploma and equivalency programs, as well as basic education courses, are well-distributed across the region, supporting the large number of adults without a high school credential. There is strong participation in short-term CTE programs in areas like health, construction, and manufacturing. These programs align with identified labor market needs and offer tangible pathways to employment. The integration of adult education services with local workforce boards, AJCCs, and One-Stop partners has been a strength, though further collaboration is necessary to eliminate remaining silos and streamline services.

However, several critical service gaps remain. Despite a high regional need, AWD program participation remains low. Few specialized CTE pathways or integrated supports are currently available for this population. Participation in pre-apprenticeship and workforce reentry services is limited. Expanding pre-apprenticeship programs and building more intentional workforce reentry pathways would help address unemployment and underemployment issues in the region. Colusa and Lake Counties have limited offerings in CTE and pre-apprenticeship programs, despite having some of the highest unemployment rates in the consortium's service area. Online learning opportunities are not yet consistently available across the consortium. While some agencies have piloted online instruction, no fully developed consortium-wide courses currently exist, limiting access for students in rural and transportation-challenged areas.

By focusing on these gaps, the NCAEC can ensure that its programs remain responsive to community needs, address identified service gaps, and contribute to equitable education and workforce opportunities throughout the region.

Metrics: CAEP Barriers & Metrics

- ✓ Student Barriers
- Adult Ed Metrics

- English Language Learner (149AE)
- Low Income (154AE)
- Low Literacy (155AE)

✓ **Students and Programs:** Explore program enrollment, student demographics, and barriers to employment.

Adult Ed Metrics

- Career Technical Education (1003)
- English as a Secondary Language (1002)

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

Adult Ed Metrics

- Completed Educational Functioning Level Gain (400AE)

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

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

Adult Ed Metrics

- Diploma, GED or High School Equivalency (633AE)

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

Adult Ed Metrics

- Employed Two Quarters After Exit (505AE)

Consortium Level Metric Targets

In this section, Consortium Level Actuals data from DataVista for the previous three years, including areas to input data for Consortium Level Targets are shown below.

The first row shows the required metric of Number of Adults Served. The following rows show metrics previously selected in the CAEP Barriers and Metrics workflow section.

Input Consortium Level Targets as whole numbers for the upcoming three years for all of the rows of metrics shown below

The 2023-24 data in DataVista will be made available in Spring 2025 and the 2024-25 data will be made available in Spring 2026.

Metric Set	Metric Description	Consortium Level Metric Actuals			Consortium Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Reportable Individuals (200AE)	3,293	3,589		3,768	3,956	4,153
Student Barriers	English Language Learner (149AE)	1,883	1,839		1,931	2,027	2,128
Student Barriers	Low Literacy (155AE)	2,836	3,070		3,223	3,384	3,553
Student Barriers	Low Income (154AE)	1,495	1,662		1,745	1,832	1,923

Member Level Metric Targets

In this section, Member Level Actuals data from DataVista for the previous three years, including areas to input data for member level Targets for the upcoming three years are shown below.

The first row shows the required metric of Adults Served Who Became Participants. The following rows show metrics previously selected in the CAEP Barriers and Metrics workflow section.

Input Member Level Targets as whole numbers for the upcoming three years for all of the rows of metrics shown below

The 2023-24 data in DataVista will be made available in Spring 2025 and the 2024-25 data will be made available in Spring 2026.

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

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	135	157		180	189	198
Employment & Earnings	Employed Two Quarters After Exit (505AE)	24			35	40	45
Progress	Completed Educational Functioning Level Gain (400AE)	33	31		35	40	45
Success	Diploma, GED or High School Equivalency (633AE)	22	17		20	21	22
Students and Programs	English as a Secondary Language (1002)	49	71		80	84	88
Students and Programs	Career Technical Education (1003)	50	65		55	60	65

* Mandatory for all members

Konocti Unified (Reported by Konocti Unified School District)

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)				0	0	0
Employment & Earnings	Employed Two Quarters After Exit (505AE)				0	0	0
Progress	Completed Educational Functioning Level Gain (400AE)				0	0	0
Success	Diploma, GED or High School Equivalency (633AE)				0	0	0
Students and Programs	English as a Secondary Language (1002)				0	0	0
Students and Programs	Career Technical Education (1003)				0	0	0

* Mandatory for all members

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

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	37	74		105	115	125
Employment & Earnings	Employed Two Quarters After Exit (505AE)	22			20	20	20
Progress	Completed Educational Functioning Level Gain (400AE)		11		25	25	25
Success	Diploma, GED or High School Equivalency (633AE)		17		50	55	60
Students and Programs	English as a Secondary Language (1002)	0	0		5	6	7
Students and Programs	Career Technical Education (1003)	37	41		40	40	40

* Mandatory for all members

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

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	813	830		940	987	1,036
Employment & Earnings	Employed Two Quarters After Exit (505AE)	70			70	72	74
Progress	Completed Educational Functioning Level Gain (400AE)	259	310		370	388	407
Success	Diploma, GED or High School Equivalency (633AE)	94	77		82	86	90
Students and Programs	English as a Secondary Language (1002)	341	286		310	320	330
Students and Programs	Career Technical Education (1003)	228	336		343	353	363

* Mandatory for all members

Woodland Community College (Reported by Woodland Community College)

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	349	269		280	310	325
Employment & Earnings	Employed Two Quarters After Exit (505AE)	69			56	62	65
Progress	Completed Educational Functioning Level Gain (400AE)	76	48		47	52	56
Success	Diploma, GED or High School Equivalency (633AE)				12	24	36
Students and Programs	English as a Secondary Language (1002)	284	240		210	232	243
Students and Programs	Career Technical Education (1003)	18			14	16	17

* Mandatory for all members

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

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	528	612		525	551	578
Employment & Earnings	Employed Two Quarters After Exit (505AE)	30			32	34	36
Progress	Completed Educational Functioning Level Gain (400AE)	174	244		178	187	196
Success	Diploma, GED or High School Equivalency (633AE)	32	39		38	41	44
Students and Programs	English as a Secondary Language (1002)	362	389		320	330	340
Students and Programs	Career Technical Education (1003)	0	0		22	32	42

* Mandatory for all members

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

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	60	59		65	75	85
Employment & Earnings	Employed Two Quarters After Exit (505AE)	10			10	10	10
Progress	Completed Educational Functioning Level Gain (400AE)				20	25	30
Success	Diploma, GED or High School Equivalency (633AE)				1	2	3
Students and Programs	English as a Secondary Language (1002)	0	0		60	70	80
Students and Programs	Career Technical Education (1003)	60	59		60	80	100

* Mandatory for all members

Yuba CCD (Reported by Yuba)

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	533	477		0	0	0
Employment & Earnings	Employed Two Quarters After Exit (505AE)	109			0	0	0
Progress	Completed Educational Functioning Level Gain (400AE)	107	85		0	0	0
Success	Diploma, GED or High School Equivalency (633AE)	10	16		0	0	0
Students and Programs	English as a Secondary Language (1002)	426	390		0	0	0
Students and Programs	Career Technical Education (1003)	69	62		0	0	0

* Mandatory for all members

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

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	65	157		184	193	203
Employment & Earnings	Employed Two Quarters After Exit (505AE)	23			25	30	35
Progress	Completed Educational Functioning Level Gain (400AE)		0		5	10	15
Success	Diploma, GED or High School Equivalency (633AE)		0		20	30	40
Students and Programs	English as a Secondary Language (1002)	0	0		15	20	25
Students and Programs	Career Technical Education (1003)	65	89		93	98	103

* Mandatory for all members

Yuba College (Reported by Yuba College)

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	185	209		230	255	275
Employment & Earnings	Employed Two Quarters After Exit (505AE)	40			50	60	75
Progress	Completed Educational Functioning Level Gain (400AE)	30	31		55	65	75
Success	Diploma, GED or High School Equivalency (633AE)				0	0	0
Students and Programs	English as a Secondary Language (1002)	142	148		160	170	180
Students and Programs	Career Technical Education (1003)	51	61		70	85	95

* Mandatory for all members

Member Spending Targets

The Percent of Available Funds Spent in 2022-23, 2023-24, and 2024-25, imported from NOVA, is in the first row. This is a required metric. Add 2025-26, 2026-27, and 2027-28 Targets for each member district’s Percent of Available Funds Spent.

Enter each of the Percent of Available Funds Spent as percentages for each year

Member	% of Available Funds Spent			Member Level Targets		
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Colusa Co. Office of Education	100%	100%	99%	100%	100%	100%
Lake Co. Office of Education	100%	100%	81%	80%	100%	100%
Sutter Co. Office of Education	100%	100%	100%	100%	100%	100%
Woodland Community College	100%	100%	0%	80%	100%	100%
Woodland Joint Unified	100%	100%	96%	95%	95%	95%
Yolo Co. Office of Education	100%	100%	60%	80%	80%	100%
Yuba Co. Office of Education	100%	100%	59%	100%	100%	100%
Yuba College	100%	100%	25%	80%	90%	100%

Objectives

Objective #1: Address Educational Needs

Strategies *

Informed by student needs, data analysis, and educational partner feedback, NCAEC will expand, design, and deliver inclusive and accessible educational programs and support services that promote increased enrollment, sustained engagement, higher completion rates, and successful student transitions. This will be accomplished by focusing on the following strategies:

- **Reduce Barriers:** Set measurable objectives to identify and address access challenges, ensuring equitable participation for all student populations.
- **Expand Educational Offerings:** Broaden the scope and relevance of course offerings to align with community needs and workforce demands.
- **Enhance Program Quality:** Identify and develop a system of ongoing evaluation to drive data-informed improvements and sustain program effectiveness.
- **Strengthen Partnerships:** Deepen engagement with educational, workforce, and community partners to foster coordinated and aligned service delivery.
- **Educate the Public:** Develop and implement strategies to raise visibility and awareness of adult education programs across the region.

These strategies are designed to drive sustained growth and continuous improvement across NCAEC programs. By enhancing operational effectiveness, expanding access to services, strengthening partnerships, and implementing data-informed practices, the consortium is well-positioned to meet the evolving needs of adult learners. Collectively, these efforts will support increased student engagement, improved outcomes, and a more cohesive and responsive regional adult education system.

Objective #2: Improve Integration of Services & Transitions

Select the strategies that your consortium is using to improve 1) integration of services and 2) transitions to post-secondary education and the workforce

1. Utilizing Data

- ✓ Quarterly reviews of student data

2. Providing Professional Development

- ✓ Attendance for education providers at workshops, webinars, and conferences

3. Identifying Best Practices

- ✓ Alignment of practices and procedures across the consortium

4. Offering Flexible Courses and Services

- ✓ Hybrid and hyflex delivery to meet students where they are

Not Entered

Additional Context (optional)

NCAEC will continue to utilize its established organizational structure and specialized workgroups to drive strategic planning and implementation efforts. Through these collaborative bodies, the consortium will set measurable benchmarks and goals, identify and deliver targeted professional development opportunities aligned with member agency needs, and promote alignment and coordination of programs and services across consortium members and partner organizations.

In addition, NCAEC will prioritize the effective leveraging and sharing of resources to maximize impact and reduce duplication of efforts. The consortium will also enhance data collection processes related to student transitions, ensuring consistent and accurate tracking of outcomes. These efforts will inform the development of comprehensive transition plans that clearly outline pathways and supports for adult learners, facilitating their progression into postsecondary education, training programs, and the workforce.

Objective #3: Improve Effectiveness of Services

Select the programmatic strategies that your consortium is using to improve effectiveness of services:

- ✓ Develop or Improve Professional Development Activities
- ✓ Develop or Improve Community Partnerships
- ✓ Develop or Improve Transition and Counseling Services/Resources
- ✓ Develop or Improve Distance Learning Capabilities (flexible schedule)
- ✓ Develop or Improve ESL Instruction
- ✓ Close Gaps in Services
- ✓ Develop or Improve Wraparound Services for Students and Families
- ✓ Develop or Improve Dual Enrollment or Onramp to Community College
- ✓ Utilize Guest Speakers
- ✓ Develop or Improve GED Programs
- ✓ Develop or Improve Basic Skills Education Programs
- ✓ Work with Students in the Justice System

Not Entered

Select the operational strategies that your consortium is using to improve effectiveness of services:

- ✓ Develop or Identify Industry and Workforce Needs Courses

- ✓ Better Use of Data and Analytics to Evaluate Services
- ✓ Increase Staff Training and Development
- ✓ Enhance Marketing and Messaging Efforts
- ✓ Enhance Student Completion
- ✓ Enhance Student Recruiting
- ✓ Enhance Student Retention
- ✓ Rebuild Staff/Programs post-Pandemic
- ✓ Better Use of Data Analytics to Prioritize Services
- ✓ Conduct Exit Surveys

Not Entered

Additional Context (optional)

NCAEC will continue to leverage its organizational structure and dedicated workgroups to establish, monitor, and recalibrate goals, benchmarks, and performance measures that reflect the evolving needs of adult learners and the region. These collaborative teams will play a critical role in driving continuous improvement through data-informed decision-making and strategic planning.

As part of its commitment to transparency and student engagement, NCAEC will regularly share relevant data with students to help them track their progress and remain informed about available opportunities. The consortium will also ensure that its website and marketing materials are consistently updated to reflect current programs, services, and initiatives, thereby enhancing public awareness and outreach.

To support accountability and foster a culture of excellence, NCAEC will continue to utilize the Member Report Card as a tool for evaluating member effectiveness. This instrument provides a consistent framework for assessing performance, promoting best practices, and identifying areas for targeted support and improvement across all member agencies.

Activities & Outcomes

Objective #1: Address Educational Needs

Activity Name *

Design, enhance, and broaden educational programs

Brief Description of Activity and Significance of Activity to Outcome *

NCAEC will lead a coordinated effort to expand course offerings, enhance instructional delivery, and strengthen support services across the consortium. This includes the development of dual enrollment opportunities, training programs for adults with disabilities, K-12 success initiatives for parents, and the improvement and scaling of Career and Technical Education (CTE) pathways aligned with regional workforce needs. This activity will be implemented collaboratively by NCAEC leadership, member agencies, instructional and support staff, and community and industry partners, with guidance from established workgroups.

Key deliverables of this initiative include the expansion of Career and Technical Education (CTE) and dual enrollment course offerings across consortium member agencies, increasing access to high-quality educational pathways for adult learners. A standardized policy for defining and reporting student support services will be developed and implemented to ensure consistency and accountability across programs. In support of family and community engagement, parent education workshops will be launched to equip parents with the tools needed to support their children's academic success. The initiative will also include partnering with community based organizations to provide training opportunities designed to meet the unique needs of

adults with disabilities. Additionally, industry-informed CTE programs will be enhanced to include work-based learning components such as internships and apprenticeships, ensuring students gain valuable, real-world experience. These efforts will be strengthened through increased collaboration with regional employers and educational partners, fostering alignment between training programs and local workforce demands.

This activity is designed to produce meaningful outcomes across short-term, intermediate, and long-term timelines. In the short term, it will increase awareness and access to newly developed programs and support services, facilitate the adoption of standardized definitions and policies for student supports across the consortium, and lead to the launch of new dual enrollment opportunities for adult learners. As the initiative progresses, intermediate outcomes will include higher enrollment in both Career and Technical Education (CTE) and dual enrollment programs, improved persistence among adult learners—particularly those facing significant barriers such as disabilities, limited English proficiency, or parental responsibilities—and stronger alignment between adult education offerings and regional workforce demands.

In the long term, these efforts will result in the creation of sustainable pathways that lead to industry-recognized credentials, postsecondary degrees, and meaningful employment. Families and communities will be empowered through multi-generational educational success, and the development of an integrated, collaborative service model will help reduce duplication of efforts and maximize impact across consortium agencies.

This initiative also directly addresses several key student barriers, including lack of access to clear career pathways, limited understanding of educational support systems—particularly among parents—disabilities and special needs, and language barriers that necessitate culturally and linguistically appropriate services. Additionally, the work contributes to improved performance on core CAEP adult education metrics such as increased enrollment, higher persistence and completion rates, stronger transitions to postsecondary education and employment, greater attainment of industry-recognized credentials, and expanded participation in EL Civics and family literacy programs.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

- Working with local community colleges, pilot dual and/or concurrent enrollment classes for a small cohort of students, and ensuring academic support and advising services are in place, resulting in a 90% increase of dual enrollment opportunities
- Providing outreach to adult learners to promote the benefits of dual and/or concurrent enrollment that results in 15 participants.
- Providing 2 professional development opportunities for staff involved in dual enrollment programs
- By developing and formally approving a set of 3 consortium wide driving questions that will be used to guide program expansion, inform strategic decision-making and ensure alignment with student needs, regional priorities and emerging opportunities, these driving questions will serve as the foundational framework for ongoing planning, evaluation, and innovation.
- Increased enrollments and persistence (+12 hours and students with pre/post tests) as measured by TE data by 15 students from 2024-25 consortium level base

Intermediate Outcomes (1-3 Years) *

- Expand course offerings to NCAEC agencies and include a broader range of academic and career-focused courses that align with workforce demands which results in 5% growth of NCAEC reportable individuals

- Establish partnerships with 4 local employers to provide work-based learning opportunities for adults with disabilities that lead to certification
- Create parent education workshops in 2 NCAEC agencies resulting in completion of 2 EL Civics COAPP's
- Expand CTE offerings to include certifications in high-demand fields such as healthcare, IT, and skilled trades that result in 5% growth of NCACE reportable individuals
- Create apprenticeships, internships, and other hands-on learning experiences
- Develop a consortia-wide evaluation tool to for participants in programs during the mid and end of term to determine program effectiveness for members
- Increased enrollments and persistence (+12 hours) and students with pre/post tests as measured by TE data by 5% from 2024-25 consortium level base

Long-Term Outcomes (3-5 Years) *

Scaling of inclusive workforce programs and development of a network of employers who actively hire adults with disabilities.

Integration of two CTE programs with dual enrollment pathways to allow students to earn both high school diplomas or credits toward Associate’s degrees along with industry-recognized credentials resulting in increased enrollments and persistence (+12 hours) and students with pre/post tests as measured by TE data by 5% of reportable individuals from 2024-25 consortium level base

Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- Student Barriers: Low Literacy (155AE)
- Students and Programs: Career Technical Education (1003)
- Students and Programs: English as a Secondary Language (1002)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
NCAEC Director	Sutter Co. Office of Education	06/30/2028
Community College Dual Enrollment Coordinator	Woodland Community College	06/30/2028
Community College Dual Enrollment Coordinator	Yuba College	06/30/2028
NCAEC Leadership Team Lead	Yolo Co. Office of Education	06/30/2028
NCAEC Leadership Team Lead	Woodland Joint Unified	06/30/2028
Jake Holmes	Sutter Co. Office of Education	06/30/2028

Activity Name *

Enhance/align marketing and outreach initiatives

Brief Description of Activity and Significance of Activity to Outcome *

Marketing & Outreach Activities included in the Three-Year Plan include:

- Convene and facilitate NCAEC Leadership Team Leads meetings to design and implement strategic outreach initiatives
- Develop and maintain a coordinated schedule for member agencies to submit student success stories for promotional use
- Establish and manage a consistent and engaging social media presence across platforms

- Design, produce, and distribute high-quality promotional materials to increase public awareness and engagement with adult education programs

These coordinated marketing and outreach activities directly support several key CAEP performance metrics. By increasing public awareness of adult education offerings through social media, printed materials, and storytelling, the consortium anticipates measurable growth in enrollment across programs, particularly among underserved and hard-to-reach populations. Promoting success stories and clearly communicating available services also contributes to improved student persistence and completion rates, as learners become more informed and engaged. In addition, outreach efforts help strengthen transitions to postsecondary education and employment by showcasing clear pathways and available support, while also raising awareness of programs such as CTE, dual enrollment, and EL Civics. These efforts address barriers such as lack of access, limited knowledge of education systems, and language or cultural challenges. Ultimately, enhanced marketing and outreach will support increased credential attainment, stronger transitions, and broader participation in adult education services throughout the region.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

- Expand outreach and promotional efforts for adult education programs by strengthening the consortium's digital presence through enhanced social media engagement and the regular sharing of student success stories.
- Maintain an up-to-date and user-friendly website to ensure timely access to current program information and resources, resulting in a 5% increase in program inquiries measured by website traffic.

Intermediate Outcomes (1-3 Years) *

- Expand outreach and promotional efforts for adult education programs by strengthening the consortium's digital presence through enhanced social media engagement and the regular sharing of student success stories.
- Maintain an up-to-date and user-friendly website to ensure timely access to current program information and resources, resulting in a 10% increase in program inquiries measured by website traffic.

Long-Term Outcomes (3-5 Years) *

- Expand outreach and promotional efforts for adult education programs, resulting in a 15% increase in program inquiries measured by website traffic.
- Strengthen the consortium's digital presence through enhanced social media engagement and the regular sharing of student success stories. Maintain an up-to-date and user-friendly website to ensure timely access to current program information and resources.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- Student Barriers: English Language Learner (149AE)
- Student Barriers: Low Income (154AE)
- Student Barriers: Low Literacy (155AE)
- Students and Programs: Career Technical Education (1003)
- Success: Diploma, GED or High School Equivalency (633AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
NCAEC Director	Sutter Co. Office of Education	06/30/2028
NCAEC Leadership Team Lead	Yolo Co. Office of Education	06/30/2028
NCAEC Leadership Team Lead	Colusa Co. Office of Education	06/30/2028
NCAEC Leadership Team Lead	Lake Co. Office of Education	06/30/2028
NCAEC Leadership Team Lead	Woodland Community College	06/30/2028
NCAEC Leadership Team Lead	Woodland Joint Unified	06/30/2028
NCAEC Leadership Team Lead	Yuba Co. Office of Education	06/30/2028
NCAEC Leadership Team Lead	Yuba College	06/30/2028
Jake Holmes	Sutter Co. Office of Education	06/30/2028

Objective #2: Improve Integration of Services & Transitions**Activity Name ***

Targeted Professional Development

Brief Description of Activity and Significance of Activity to Outcome *

NCAEC will implement a targeted professional development (PD) activity that is data-driven, responsive to member agency input, and aligned with emerging trends in adult education. This will ensure that training efforts directly address the most critical needs of educators, staff, and administrators within the consortium. By focusing on priority areas identified through performance data, regional trends, and collaborative member discussions, NCAEC will provide high-impact learning opportunities that improve instructional quality, student engagement, and the delivery of effective, inclusive services.

A key element of this approach is the establishment of structured peer-to-peer collaboration. Regular cross-agency sharing sessions and workgroups will be convened to research, document, and disseminate best practices related to onboarding, student navigation, flexible programming, and support services. These collaborative spaces will promote the exchange of innovations and strategies that can be scaled across the region, enhancing the overall effectiveness and alignment of adult education programs.

Additionally, NCAEC will focus on expanding flexible learning options and service delivery models to meet the diverse needs of adult learners. The consortium will develop and pilot alternative course formats, such as hybrid, asynchronous, and short-term classes, to improve accessibility and engagement. Further, NCAEC will strengthen transition planning and support structures by developing standardized tools and processes that facilitate smooth student pathways into postsecondary education, training, and employment. Close collaboration with partner organizations will ensure that transitions are well-supported and that services are coordinated across systems.

This professional development initiative is integral to achieving NCAEC's strategies and will produce measurable progress across short-term, intermediate, and long-term outcomes.

Short-Term Outcomes:

- Improved data quality and consistency across all consortium members, enhancing decision-making and program accountability.
- Increased access to high-quality, targeted professional development aligned with regional needs.

- Identification and initial implementation of effective practices across agencies.
- Launch of new, flexible instructional formats that increase accessibility for adult learners.

Intermediate Outcomes:

- Stronger alignment of programs and services across NCAEC agencies and partners, supporting integrated service delivery.
- Improved student engagement and persistence due to more relevant, flexible, and supportive educational environments.
- More effective transitions into postsecondary education, workforce training, and employment, driven by enhanced planning, collaboration, and tracking.

Long-Term Outcomes:

- Sustained increases in student completion, credential attainment, and successful transitions to employment or further education.
- A more agile, equity-driven adult education system that consistently adapts to student and labor market needs.
- Strengthened regional partnerships that maximize resources, eliminate duplication of services, and create a unified network of support for adult learners.

Through this targeted professional development strategy and its connected activities, NCAEC will build the capacity of its educators and member agencies to deliver high-quality, student-centered programs that are responsive, equitable, and aligned with both student aspirations and workforce demands.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

- 80% of agency members participate in at least one PD session
- Document and share at least 2 best practices at Navigator Workgroup Meetings

Intermediate Outcomes (1-3 Years) *

- 80% of agencies report improved instructional and service delivery in 2026 Annual Plan
- Ongoing, responsive PD calendar is developed and aligned to emerging needs
- Develop a standardized student transition plan that leads to improved student tracking and reporting consistency
- Develop a hybrid or hyflex delivery model in 2 NCAEC agencies

Long-Term Outcomes (3-5 Years) *

- Sustained PD system with annual participation by all members

Adult Education Metrics and Student Barriers

- All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
NCAEC Director	Sutter Co. Office of Education	06/30/2028
Jake Holmes	Sutter Co. Office of Education	06/30/2028

Activity Name *

Strengthen & Expand Data-Driven Practices

Brief Description of Activity and Significance of Activity to Outcome *

NCAEC will launch a consortium-wide initiative to strengthen the use of data in program planning, evaluation, and continuous improvement. This effort will focus on enhancing data collection systems, establishing standardized definitions and reporting practices, improving data accuracy and consistency, and embedding data-driven decision-making across all consortium activities. Key elements of this initiative include providing targeted support to member agencies for data entry and tracking, offering training on effective data use, and fostering a culture of data-informed planning. The consortium will also refine the use of the NCAEC Member Report Card to monitor enrollment, persistence, completion, and transition metrics, ensuring that data consistently informs program improvements and resource allocation.

The NCAEC Data Coordinator will lead this initiative by facilitating workgroup meetings, coordinating data training sessions, monitoring data quality, and providing consortium-wide support. Consortium members will actively participate in data workgroups, implement standardized practices, and contribute to data reporting and analysis. The NCAEC Leadership Team will oversee the development of shared data definitions, regularly review data trends, and ensure that data is fully integrated into consortium planning and goal setting. Workgroups will specifically focus on improving data tracking, entry procedures, onboarding processes, and fiscal reporting consistency.

Key deliverables of this initiative will include updated and standardized data collection processes across all member agencies, routine workgroup meetings led by the Data Coordinator, and comprehensive training on data entry, tracking, and analysis. The initiative will also support the continued use and enhancement of the NCAEC Member Report Card and the adoption of a consortium-wide end-of-class survey to monitor student outcomes. These efforts will result in more accurate and consistent data reporting and the widespread use of data to inform decision-making at all levels.

This activity directly supports the CAEP objectives by improving seamless transitions, enabling student acceleration, and enhancing student success. Improved data tracking will strengthen transition planning and support student progression to postsecondary education and employment. Data-informed strategies will streamline pathways, reducing time to completion, and real-time data will enable timely interventions to increase student persistence and success.

In the short-term, the consortium will achieve improved data accuracy and consistency, enhanced member capacity for data collection and reporting, and the regular sharing of data with leadership, members, and educational partners. Intermediate outcomes will include program adjustments informed by data, improved tracking of student progress and transitions, and wider adoption of data-driven best practices. Long-term outcomes will include sustained improvement in CAEP metrics, such as enrollment, persistence, completion, and credential attainment, as well as the establishment of a fully integrated, data-responsive adult education system that supports strategic planning and resource optimization.

This initiative will also help address key student barriers by using data to identify gaps in access and support services, improve student transitions through targeted interventions, and ensure that programs and services are designed to meet the needs of diverse student populations, including students with disabilities, English learners, and working adults. The expected impact includes increased enrollments, improved persistence and completion rates, more successful transitions to postsecondary education and employment, and greater alignment of educational services with the needs of both students and regional employers.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should

include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

- Development of data binder within data workgroup will assist data personnel in standardized data collection
- Data training completed by all member agencies on data entry, tracking, and analysis will result in standardized data collection processes for all 8 NCAEC agencies
- Regular Data Work Group Meetings will result in enhanced member capacity for data collection
- Quarterly review of data by Leadership Team Leads to ensure accuracy

Intermediate Outcomes (1-3 Years) *

- Consortium wide adoption of exit surveys will lead to improved tracking of student persistence and transitions resulting in 5% growth in transition data.
- Ongoing data workgroup meetings will result in agencies improvement of student persistence by 5%
- Data from refined Member Report Cards will be used in decision-making processes for member carryover

Long-Term Outcomes (3-5 Years) *

- Continuous improvement in CAEP metrics and growth in Reportable Individuals by 15%

Adult Education Metrics and Student Barriers

- All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
NCAEC Data Manager	Sutter Co. Office of Education	06/30/2028
NCAEC Director	Sutter Co. Office of Education	06/30/2028
NCAEC Leadership Team Lead	Colusa Co. Office of Education	06/30/2028
NCAEC Leadership Team Lead	Lake Co. Office of Education	06/30/2028
NCAEC Leadership Team Lead	Woodland Community College	06/30/2028
NCAEC Leadership Team Lead	Woodland Joint Unified	06/30/2028
NCAEC Leadership Team Lead	Yolo Co. Office of Education	06/30/2028
NCAEC Leadership Team Lead	Yuba Co. Office of Education	06/30/2028
NCAEC Leadership Team Lead	Yuba College	06/30/2028

Objective #3: Improve Effectiveness of Services

Activity Name *

Consortium Systems to Improve Outcomes & Access

Brief Description of Activity and Significance of Activity to Outcome *

NCAEC will implement a comprehensive, multi-strategy activity designed to enhance the effectiveness and accessibility of adult education services across the region. NCAEC will align professional development, strengthen community partnerships, expand

student supports, improve instructional strategies, and implement targeted operational improvements to build seamless pathways and close service gaps. The consortium will provide ongoing professional development for faculty and staff, focusing on effective distance learning, ESL best practices, trauma-informed counseling, student engagement, and tailored support for justice-involved students. Community partnerships will be expanded with local employers, community colleges, and service agencies to offer pre-apprenticeship and work-based learning opportunities, dual enrollment pathways, and coordinated wraparound services.

NCAEC will develop flexible, high-quality distance learning options that include hybrid, asynchronous, and accelerated scheduling, technology lending programs, and student digital literacy training. ESL instruction will be enhanced to include workplace-specific English, career-aligned contextualized learning, and accessible distance and in-person options with embedded transition supports. The consortium will target outreach to underserved populations, including justice-involved students, immigrants, English language learners, and those needing GED or basic skills education, ensuring that services address existing gaps. Career exploration opportunities will be developed through industry guest speakers, employer site visits, and work-based learning placements. Wraparound services such as transportation, childcare, mental health support, and social services will be coordinated across agencies to address student barriers.

Dual enrollment and onramps to community college will be expanded to provide ESL and GED students with opportunities to earn college credit while completing adult education. NCAEC will also regularly host guest speakers from local industries, former students, community leaders, and college partners to inspire and guide learners. GED and basic skills programs will be improved to offer flexible, career-aligned pathways, available both in-person and online. Agencies with jail programs will collaborate to develop tailored pathways for incarcerated and reentering students, providing targeted support to facilitate transitions to postsecondary education and employment.

Operational strategies will include the development of workforce-aligned courses based on labor market demand, regular use of data analytics to evaluate services, and expanded staff development that integrates data-driven decision-making and continuous improvement practices. NCAEC will enhance its marketing and outreach efforts to better recruit underserved populations and improve student retention and completion through peer mentoring, flexible scheduling, and emergency wraparound support. Post-pandemic program rebuilding will continue through staff training and technology investments. Data analytics will guide service prioritization and resource allocation, while exit surveys will capture valuable student feedback to inform program adjustments. Through this integrated effort, NCAEC aims to increase enrollment, retention, and completion, particularly for underserved students, while improving transitions to college, employment, and career pathways. The consortium will continue to foster a student-centered culture focused on empowerment, equity, and success, institutionalizing data-informed decision-making and sustainable partnerships that support long-term impact.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

- Regularly analyzing enrollment, retention, and completion data, persistence rates in agencies, while determining operational improvement areas will result in an increase of 2% growth in reportable individuals
- Expand outreach through community events, social media, and partner referrals resulting in 3% growth of reportable individuals

Intermediate Outcomes (1-3 Years) *

- Launch targeted campaigns to recruit underserved populations resulting in increased enrollment for individuals with disabilities by 10 students.
- Development of workforce-aligned courses based on labor market demands will build and strengthen community partnerships by adding 5 new community partners

- Enhancing ESL offerings to include workplace ESL and contextualized language instruction will increase EFL gains by 5%
- Developing flexible, high-quality distance learning options will result in 10% growth of reportable individuals

Long-Term Outcomes (3-5 Years) *

- Developing Dual enrollment and college on ramps will result in a 5% increase in transitions to post-secondary

Adult Education Metrics and Student Barriers

- All: Reportable Individuals (200AE)
- Employment & Earnings: Employed Two Quarters After Exit (505AE)
- Progress: Completed Educational Functioning Level Gain (400AE)
- Student Barriers: English Language Learner (149AE)
- Student Barriers: Low Income (154AE)
- Student Barriers: Low Literacy (155AE)
- Students and Programs: Career Technical Education (1003)
- Students and Programs: English as a Secondary Language (1002)
- Success: Diploma, GED or High School Equivalency (633AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
NCAEC Director	Sutter Co. Office of Education	06/30/2028
NCAEC Leadership Team Lead	Colusa Co. Office of Education	06/30/2028
NCAEC Leadership Team Lead	Lake Co. Office of Education	06/30/2028
NCAEC Leadership Team Lead	Sutter Co. Office of Education	06/30/2028
NCAEC Leadership Team Lead	Woodland Community College	06/30/2028
NCAEC Leadership Team Lead	Woodland Joint Unified	06/30/2028
NCAEC Leadership Team Lead	Yolo Co. Office of Education	06/30/2028
NCAEC Leadership Team Lead	Yuba Co. Office of Education	06/30/2028
NCAEC Leadership Team Lead	Yuba College	06/30/2028
NCAEC Data Manager	Sutter Co. Office of Education	06/30/2028

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Colusa Co. Office of Education	\$500,266	Certified
Konocti Unified	\$0	Certified
Lake Co. Office of Education	\$298,507	Certified
Sutter Co. Office of Education	\$3,465,772	Certified
Woodland Community College	\$250,551	Certified
Woodland Joint Unified	\$2,138,548	Certified
Yolo Co. Office of Education	\$558,075	Certified
Yuba CCD	\$0	Certified
Yuba Co. Office of Education	\$1,578,661	Certified
Yuba College	\$590,571	Certified
Totals	\$9,380,951	10/10 Certified

Funds Evaluation *

Funding allocations to NCAEC member agencies will be determined based on the consortium's approved Consortia Fiscal Administration Declaration (CFAD), and demonstrated member effectiveness. In alignment with its commitment to equitable resource distribution, NCAEC has designated a portion of its funds to specifically address emerging or unmet member needs. In keeping with a collaborative approach, members may continue to voluntarily share portions of their allocations with other agencies to support consortium-wide initiatives and capacity building.

To ensure fiscal responsibility and effective resource utilization, the NCAEC Leadership Team—under the guidance of the Executive Committee and in accordance with the consortium's bylaws—will monitor and manage unspent funds and excess carryover. When necessary, these funds will be reallocated to address high-priority needs or support underfunded areas within the consortium.

In addition to consortium funds, NCAEC leadership will continue to actively pursue and leverage external funding sources, including state and federal programs, partner contributions, and competitive grants. These supplemental funds will be used to enhance services, promote innovation, and provide targeted support to members with demonstrated financial or programmatic need.

Through strengthened leadership structures and expanded partnerships, NCAEC will implement a regular process to evaluate member effectiveness and assess how individual and collective expenditures align with the goals and objectives outlined in the consortium's Three-Year Plan. These efforts will promote increased accountability, improved program alignment, and greater transparency—ensuring that all financial decisions support the overarching mission and strategic priorities of the consortium.

Certification

Colusa Co. Office of Education - Member Representative**Michael West**mwest@ccoe.net

(530) 458-0350

John Ithurburnjithurburn@ccoe.net

(530) 473-1350 ext: 10834

Approved by John Ithurburn

06/20/2025 11:00 AM PDT

Konocti Unified - Member Representative**Becky Salato EdD**

Superintendent

becky.salato@konoctiusd.org

(952) 453-9563

Dan Janakes

Chief Business Officer

dan.janakes@konoctiusd.org

(707) 994-6475

Lorilee Niesen

NCAEC Executive Director

ncaecexecutivedirector@gmail.com

(530) 713-2849

Jacob Holmes

Assistant Superintendent Career and Adult Education

jacobh@sutter.k12.ca.us

(530) 822-5810

Approved by Lorilee Niesen

06/20/2025 10:51 AM PDT

Lake Co. Office of Education - Member Representative**Brock Falkenberg**bfalkenberg@lakecoe.org**Denise Shannon**

Assistant Superintendent - Fiscal Services

dshannon@lakecoe.org

(707) 262-4114

Lisa Cockerton
Internal Fiscal Director
lcockerton@lakecoe.org
(707) 262-4110 ext: 110

Matt Russell
Director of College and Career Readiness and Adult Education
mrussell@lakecoe.org

Approved by Matt Russell

06/20/2025 11:08 AM PDT

Sutter Co. Office of Education - Member Representative

Lorilee Niesen
NCAEC Executive Director
ncaecexecutivedirector@gmail.com
(530) 713-2849

Jacob Holmes
Assistant Superintendent Career and Adult Education
jacobh@sutter.k12.ca.us
(530) 822-5810

Jay VanDuzer
Coordinator II, Adult & Career Education
jayv@sutter.k12.ca.us
(530) 822-5803

Tom Reusser
tomr@sutter.k12.ca.us

Lindsay Linker
lindsayl@sutter.k12.ca.us
(530) 822-2989

Approved by Jacob Holmes

06/20/2025 11:41 AM PDT

Woodland Community College - Member Representative

Dr. Lizette Navarette
President
lnavarette@yccd.edu
(530) 661-5700

Rajvir Kaur

Fiscal Analyst
rkaur1@yccd.edu

Korinda Ebenhack
Dean, Lake and Colusa county campuses
kebenhack@yccd.edu
(707) 995-7907

Approved by Dr. Lizette Navarette

06/20/2025 12:29 PM PDT

Woodland Joint Unified - Member Representative

Karin Liu
Principal
karin.liu@wjusd.org
(530) 406-5901

Elodia Ortega-Lampkin Woodland Joint Unified School District
Superintendent
elodia.lampkin@wjusd.org
(530) 405-6868

Approved by Karin Liu

06/20/2025 03:38 PM PDT

Yolo Co. Office of Education - Member Representative

Garth Lewis
Superintendent
garth.lewis@ycoe.org
(530) 668-6700

An Ta
Transition Age Youth and Adult Education Program Administrator
an.ta@ycoe.org
(530) 309-6168

Stan Mojsich
stan.mojsich@ycoe.org

Katrina Callaway
katrina.callaway@ycoe.org

Approved by An Ta

06/20/2025 11:11 AM PDT

Yuba CCD - Member Representative**Katy Miller**kmiller@yccd.edu

(530) 749-3868

Dr Tawny Dotson

President

tdotson@yccd.edu

(530) 434-8266

Divinder Bainsdbains@yccd.edu**Dr. Lizette Navarette**

President

lnavarette@yccd.edu

(530) 661-5700

Samantha Dana

Vice President of Instruction

sdana@yccd.edu

Approved by Dr. Lizette Navarette

06/20/2025 05:15 PM PDT

Yuba Co. Office of Education - Member Representative**Ken Hamel 6820377**

CTE Coordinator

ken.hamel@yubacharterschool.org

(530) 682-0377

Rob Gregor

Superintendent

rob.gregor@yubacoe.k12.ca.us

Approved by Rob Gregor

06/20/2025 02:45 PM PDT

Yuba College - Member Representative**Dr Tawny Dotson**

President

tdotson@yccd.edu

(530) 434-8266

Kristina Vannucci

Dean

kvannucci@yccd.edu

Samantha Dana

Vice President of Instruction

sdana@yccd.edu

Approved by Dr Tawny Dotson

06/20/2025 06:59 PM PDT



California
Community
Colleges



2025 © California Community Colleges

NOVA Site Version: [9.0.12](#)