

16 Feather River Adult Education Consortium

Plans & Goals - Consortium Approved

Executive Summary

The Feather River Adult Education Consortium (FRAEC) is located in California's Plumas and Tahoe National Forests, and covers mostly rural geography across Plumas and Sierra Counties. FRAEC consists of five Member districts: Feather River College, Plumas County Office of Education, Plumas Unified School District, Sierra County Office of Education, and Sierra-Plumas Joint Unified School District. FRAEC works with NORTEC, the regional Workforce Development Board. FRAEC holds Member Districts to a spirit of collaboration and collective impact in all decision making. This Annual Plan serves as a foundational plan for the Consortium toward the realization of our collective vision and goals. FRAEC will continue working on leveraging resources to create regional stability among Adult Education providers. During the 2020-2021 period, FRAEC will primarily address gaps in service and seamless transitions, including expanding CTE courses to meet local needs. To address the needs of rural areas, FRAEC will continue developing a Distance Learning policy and seek out best practices for continued implementation. FRAEC Member Districts recognize the issues of the past, and are committed to continue working with a consultant to remain in compliance with state guidelines. FRAEC Member districts will engage in some measure in team building activities including, but not limited to, retreats and attending conferences as a team. Additionally, the FRAEC Board recognizes that professional development is critical to Consortium success and commits that both board members and member faculty/staff will attend annual adult education professional development events. The FRAEC Board recognizes that Adult Education plays a strategic role in the communities we serve, and is a key component to building equity for citizens across the region we serve. COVID-19 Response In response to the COVID-19 global pandemic, the Feather River Adult Education Consortium acted quickly and decisively to realign program offerings to meet the diverse needs of adult learners across Plumas and Sierra County. Feather River College offers two non-credit programs: GoTeach and Mise en Place. For Mise en Place, instructions and assignments have been provided in print to inmates at the Plumas County Jail, with evaluations being conducted via photographic final assignments. Plumas Unified School District and Sierra County Office of Education use FuelEd, Apex, Edgenuity, Burlington English and Aztec Software. CASAS remote testing is being explored to monitor student's Measurable Skills Gains. NEDP is also implemented. Distance learning is also being implemented for para-educator and teacher continuing education through Master Teacher. Budget Cut The Feather River Adult Education Consortium has worked diligently to maintain services and program despite budget uncertainty. Carry-over funds were used to back-fill the Governor's May revised budget. Systemic Racial Injustice Each Member District of the Feather River Adult Education Consortium has an equity policy. Feather River College's policies can be accessed here: <https://www.frc.edu/studentservices/ssspequity> Plumas Unified School District's Board Policies can be access here: https://www.pcoe.k12.ca.us/apps/pages/index.jsp?uREC_ID=1136145&type=d&pREC_ID=1402971 Sierra County Office of Education follows Board Policies 0410, 4030, 0415, and 4031 which can be accessed here: <https://sierracountyofficeofeducation.org/SPJUSD/>

Regional Planning Overview

The Consortium will work on building relationships with more community partners to leverage existing resources and with Feather River College to build on existing spirit of collegiality. To address the needs of rural areas, FRAEC will develop and implement a Distance Learning policy. While this might not be possible for every Member, the FRAEC Board commits to exploring options to increase the rigor and credibility of all programs across the Consortium. FRAEC Member Districts recognize the issues of the past, and are committed to engaging in ongoing self-analyses to identify areas where attention is needed, and adjust programs accordingly at the Member level. FRAEC Member districts will engage in some measure of team building activities including, but not limited to, retreats and attending conferences as a team. The Consortium will continue to focus on team building and refining the internal management and leadership structure. FRC submitted two non-credit courses to Chancellor's Office, and will start classes once approved. Data will be reported in MIS starting July 1, 2020. Additionally, the FRAEC Board recognizes that professional development is critical to Consortium success and commits that both board members and member faculty/staff will attend annual adult education professional development events.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

FRAEC holds Member Districts to a spirit of collaboration in all decision making. This Annual Plan serves as a foundational plan for the Consortium toward the realization of our collective vision and goals while maintaining alignment to the NORTEC Workforce Development Board's mission. FRAEC envisions working together and leveraging resources to create regional stability among Adult Education providers. With a renewed commitment to the CAEP initiative, this plan was developed in a spirit of collaboration and partnership. During the 2019-2020 period, FRAEC will primarily address gaps in service and seamless transitions. Additionally, the Consortium will deploy methods to support accelerated learning programs for students in their academic pathways and/or career goals. CTE is an additional focus area under gaps in service and ongoing community and employer engagement will address the need. Finally, para-educator certificate training and teacher training will be added to the CTE offerings by Consortium members.

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

To better understand the adult education needs of the Consortium region, FRAEC undertook several activities to gather information from community agency partners. Through on going community engagement, FRAEC has learned a great deal about the needs of the communities, employers, and students served. Employers have identified CTE as a need.

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

1. Seamless Transitions: Demonstrable increase in transitions to postsecondary as evidenced through Member District DIRs. Demonstrable increase in transitions to the workforce as evidenced through Member District DIRs and LMI data. Focus will be given to transition EMS graduates from the adult schools to Feather River College. 2. Gaps in Service: Increased number of courses and curriculum subjects being offered by Member District. Greater number of community Partners. 3. Student Acceleration: Developed and implemented articulation agreements between K-12 Adult Schools and the Community College. Fully implemented integrated education and training programs. 4. Professional Development: Approved and implemented plan for professional development across Member Districts. Participation by board, faculty and staff from all Member Districts in professional development opportunities. 5. Leveraging Resources: Executed MOUs with community partners to reduce duplication of services. Executed MOUs for cross agency referrals.

Gaps In Service

New Strategies

Strategy #1

Expand and improve outreach and marketing to target identified populations, resulting in an increased enrollment for all Member Districts. This will be achieved through increased social media presence and an enhanced print marketing campaign. The Consortium will explore options for site-specific web sites for each Adult School.

Strategy #2

Increase number of short-term certification programs, resulting in increased labor market participation rate and the implementation of two short-term CTE courses offered. The Consortium will explore applying for Perkins adult education funding.

Strategy #3

Increase offerings and enrollment opportunities in Career Pathway programs, including but not limited to mirrored CTE, VESL, and noncredit courses, resulting in faster transition from postsecondary to the workforce and the conducting of a study to determine community needs.

Strategy #4

Develop a Career Pathway for hospitality/tourism entrepreneurship, and a pilot program, resulting in a greater number of people opening and operating small businesses in Downieville.

Strategy #5

Increase student participation in work-based learning activities, resulting in greater transition to the workforce and job promotion, through expanded GoTeach and Jail CTE programs. SCOE will add para-education to GoTeach program.

Strategy #6

Increase number of ABE/ASE/ESL/CTE courses based on community need and enrollment demand, resulting in an increased number of classes offered, greater student persistence, faster literacy gains, and a better understanding of data-driven instruction guided by best practices.

Strategy #7

Provide access to online curriculum in rural areas of the Consortium, resulting in greater student access to learning through the development of a distance learning plan and a pilot of RACHEL devices in rural areas and increased enrollment. Hotspots via T-Mobile grant will be used and supported.

Strategy #8

Explore offering services at the Plumas County Jail.

Strategy #9

Implement a model that allows for greater local leadership for the Consortium. This may include using adult school principals as local leads for the Consortium with a focus on collaboration and collective impact.

Seamless Transitions

New Strategies

Strategy #1

Improve initial student data collection and ongoing data tracking resulting in accurate Consortium data for State/Federal reporting; Data-Driven Instruction; an increased number of literacy gains in all CASAS-tested areas; and ability of faculty to use, interpret, and understand more about student data.

Strategy #2

Increase number of ABE/ASE/ESL/CTE courses based on community need and enrollment demand. Resulting in an increase in class scheduling; Greater student persistence, faster literacy gains and better understanding of data usage.

Strategy #3

Increase enrollment in all programs. Greater number of students transitioning to postsecondary programs and the workforce resulting in increased enrollment growth.

Strategy #4

Develop pathways agreements between Adult Schools and Feather River College, resulting in greater transition of students to postsecondary, for-credit programs and the development of two pathways aligned to FRC courses.

Strategy #5

Develop pathway agreements between Adult Schools resulting in a seamless transition of students between programs and articulation agreements for enrollment in CalFire and EMT programs.

Strategy #6

Explore a transition plan for students identified with disabilities from the K-12 programs into Adult Education, resulting in processes and procedures between the Adult Education schools and the SELPAs of each Consortium Member and implementation of processes and procedures for students.

Strategy #7

Hire a part-time transition counselor to facilitate a greater level of transition from Adult Schools into Feather River College, resulting in a greater level of wraparound services for all students served by the Consortium. Hiring is pending budget

outcomes, but is required by WASC.

Student Acceleration

New Strategies

Strategy #1

Increase offerings of postsecondary CTE credential programs (short-term and long-term), resulting in faster transition from postsecondary to the workforce, with a focus on implementing agribusiness courses.

Strategy #2

Improve information available to students about career pathways, career opportunities, and alignment between course offerings at the adult schools and the community college through the development of a Student Handbook and a Course Catalogue, and conduct a study to determine community needs for Career Pathways.

Professional Development

New Strategies

Strategy #1

Develop an ongoing professional development plan for all Members and Partners that will allow for a deeper and broader understanding of how Adult Education services are funded, structured, delivered, and evaluated in California and across the US to better align service delivery with community needs. The FRAEC Board and Member District Faculty/Staff will attend state and national conferences and convenings and use the information gathered to provide ongoing internal professional development.

Strategy #2

On-site, program-specific professional development to develop a greater depth of knowledge for NEDP, GED, Aztec, Burlington, CASAS, resulting in an increased level of data-driven placement and instruction.

Leveraging Resources

New Strategies

Strategy #1

Engage with the Workforce Development Board across all Consortium communities to develop policies and procedures, via MOU, to better engage with the WDB to increase in labor force participation, increased job promotions, and increased wages.

Strategy #2

Partner with the California Department of Tourism to revitalize the tourism and hospitality sector and develop a strategic plan for industry growth.

Strategy #3

Explore the development of a Reentry Program in partnership with the Plumas and Sierra Counties' Probation Departments to reduce recidivism and create an easier transition for returning citizens through the development of a course framework, syllabus, curriculum, and processes/procedures. Program to dovetail with FRC ServSafe program.

Strategy #4

Establish a referral process with county agencies to provide greater access to services needed by adult education students, and conduct regular meetings with key agencies.

Strategy #5

Partner with the WDB on developing an Employability Skills Program, IET opportunities, and employer-focused Basic Skills through identifying areas for collaboration and engagement with regional employers, and sign MOUs, to identify programs that can be supported through FRAEC and WDB.

Strategy #6

Work with the County Probation Departments to offer High School Diploma completion courses.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 3-year plan.

The FRAEC Board has allocated funds to each Member District to support the implementation of the 2019-22 Three-Year Plan and the 2020-2021 Annual Plan. The FRAEC Board voted to adopt a direct-funding model for the 2020-2021 fiscal year.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2020-21.

Carry-over funds from prior years have been reallocated to all Member Districts, and incorporated into strategies planned for 2020-2021. The reallocation was discussed in a public forum and agreed to by all Member Districts.

Certification

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08/13/2020 01:22 PM PDT

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