

California Adult Education Program : Annual Plan : 2021-22 Produced: Aug 4, 2021, 06:37 PM UTC Wendy Jackson

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 members work 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 2021-2022 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 implementing a Distance Learning plan and seek out best practices for continued delivery of existing programs of study. This strategy addresses the CAEP State Priority on Technology and Distance Learning. 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 continue to 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, is an economic driver in our communities, and is a key component to building equity for citizens across the region we serve. This strategy addresses the CAEP State Priority on Equity.

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 to address the CAEP State Priority on Technology and Distance Learning. 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. 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 2021-2022 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. WIOA CIP Goal - Plumas Unified School District: Feather River Adult SchoolAs a WIOA-funded agency, Feather River Adult School has set the following CIP Goal for the 2021-20-22 School Year: Feather River Adult School will grow its ESL program by hiring one of more ESL instructors who will assist with recruitment and retainment of students resulting in a 25% increase in enrollment. To achieve this goal, PUSD will:•Create job description. Fly position on Edjoin and within PUSD. Hire new ESL teacher(s).•Recruitment and retainment of ESL learners•Professional development /training for new teacher(s)•Full implementation of ESL program•Complete data review of implementationSierra-Plumas Joint Unified School District: Sierra County Schools for AdultsAs a WIO-funded agency, Sierra County Schools for Adults has set the following CIP Goal for the 2021-2022 School Year: Prepare and conduct presentations to local businesses, Sierra County agencies, and community organizations, to inform them of the services provided by Sierra County Schools for Adults and encourage them to refer eligible adults to the program. Our goal is to increase enrollment WIOA program enrollment by 5% each program year. To achieve this goal, SPJUSD will: • Develop a presentation that highlights the success of the adult education program; Program elements; Supports provided for learners; Student success stories; Request for referrals of eligible learners• Prepare list of strategic community organizations to receive presentations.• Organizations to target: Sierra Co Family Resource Center, Sierra Community Health & Human Services, Rotary Club, Sierra Co Board of Supervisors, Lions Club, Plumas-Sierra Cattlewomen's Assoc., Local chapter of Agriculture in the Classroom• Contact Agencies: Developing a list of key contact people• Make Presentations• Make follow up phone calls to key contact people to maintain transparency and working relationship.• Maintain a log of learner referrals.• Send thank you messages to key contacts when referred learners register for classes.• Prepare media releases about program using information from presentation Power Pointto the following local papers: Mountain Messenger, Sierra Booster, Portola Register, School District website, and Facebook, Consortium Facebook, Sierra County Schools for Adults website and Facebook

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. Feather River Adult School works directly with the Workforce Development Board of the region to identify gaps in services. The school is collaborating in the following ways:1. A current MOU with the workforce development board is for a referral system. We refer clients to them in need of job training, homeless assistance, and job referrals. 2. The Workforce Board (AJCC) refer clients to Feather River Adult School who are in need of High School Diploma and ESL programs. 3. The MOU is updated annually. Sierra County Schools for Adults works directly with the Workforce Development Board (AJCC) of the region to identify gaps in services. The school is collaborating in the following ways:1. Weekly emails of new job postings in Sierra County are reviewed and forwarded to prospective candidates. 2. Resume and cover letter workshops are held at the adult schools. 3. Partnerships have been formed for the paramedic academy. 4. All enrolled students are reviewed to determine if they qualify for any of the WIB-funded AJCC WIOA programs. Students who qualify for tuition, lab fees and books are referred to those programs. Additionally, students are vetted for state and national testing fees for licensing.5. As the state opens after the pandemic, a WIB AJCC employee will be located at the Loyaltan Adult School to provide services and referrals on-site for adult school students.

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. This strategy addresses the CAEP State Priority on Learner Transition.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-12Adult Schools and the Community College. Fully implemented integrated education and training programs. This strategy addresses the CAEP State Priority on Learner Transition.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.6. Program Evaluation: The FRAEC Board conducts quarterly reviews of both DIR and MIS data in an ongoing effort of program evaluation. Outcomes of these reviews are used to adjust program delivery and increase student performance outcomes. This strategy addresses the CAEP State Priority on Program Evaluation.

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. This strategy addresses the CAEP State Priority on Marketing.

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

Implement a Career Pathway for hospitality/tourism entrepreneurship resulting in a greater number of people opening and operating small businesses in Downieville. Qualified candidates will be referred for program enrollment at Feather River College.

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. This strategy addresses the CAEP State Priority on Technology and Distance Learning.

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, feaster 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, EMT and paramedic 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. Member districts will work with the Workforce Development Board to identify a job coach and develop cross-referrals to the county ROP program.

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 decisions will be based on budget outcomes but is required by WASC. Sierra will continue to employ a part-time academic and career advisor.

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 programs for First Responders, Emergency Medical and Hospitality courses. ESL will be added to course offerings to create industry-focused, vocational ESL programs of study.

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. This strategy addresses the CAEP State Priority on Leadership.

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 with WDB to increase in labor force participation, increased job promotions, and increased wages.

Strategy #2

Partner with the California Department of Tourism, the North-Far-North Regional Consortium (Strong Workforce housed at Butte), First 5 and Sierra Nevada Children's Services (SNCS) 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. This program will dovetail with Feather River College's ServSafe program.

Strategy #4

Consortium Member Districts will continue to refine the 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 (via Burlington English), 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. Work will continue with local employers for BootCamp participants to ensure wage increases of \$1/HR or more and/or job promotions.

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 2021-2022 Annual Plan. The FRAEC Board adopted 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 2021-22.

Carry-over funds from prior years will be reallocated to all Member Districts and incorporated into strategies planned for 2021-2022. The reallocation, multiple-measure formula was discussed in a public forum and agreed to by all Member Districts at a July 21, 2021, Board Retreat.

Certification

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