

69 Yosemite (Stanislaus Mother Lode) Consortium

Plans & Goals - Consortium Approved

Executive Summary

CAEP Stanislaus Mother Lode Regional Consortium continued improvements and integration of adult education services in Stanislaus, Calaveras, and Tuolumne Counties by expanding programs, reducing barriers and increase access and success for adult students, and offerings to include both day and evening classes at additional locations throughout the three-county area. The Adult School increased technology and classified support to these programs in the form of updated software programs, distance-learning sites, and clerical and paraprofessional support. The CAEP Stanislaus Mother Lode Regional Consortium (YCCD Consortium) proposes to improve and expand adult education in Stanislaus, Calaveras, and Tuolumne Counties by focusing on the following three priorities as identified by consortium voting members. 1. Expand programs currently in existence to include English as a Second Language, Career Technical Education, and Adult Secondary Education. 2. Reduce barriers and increase access and success for adult students by providing childcare, career and college coaches/counselors, and increasing program offerings to include both day and evening classes at additional locations throughout the three county area. Additionally we will increase technology and classified support to these programs in the form of updated software programs, distance-learning sites, and clerical and paraprofessional support.

Regional Planning Overview

During the 2019-20 school year consortium members will continue to collaborate on a three-year plan that focuses on gaps and employment training that meets the needs of the three-county service area of the Stanislaus Mother Lode Consortium. Strategies will consider environmental scans, review of program progress in closing gaps, and strategic planning conversation around Adult Education in the region.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

At a glance, the Stanislaus Mother Lode Region has 478,000 residents. 93,005 of these residents do not have a high school diploma and 84,872 are limited English speaking. 171,230 are near poverty or less, 83,048 are adults with disabilities and 31,228 are veterans. The region has seen a recent influx of refugees. Demographically, the region's is 52% white, 32% Hispanic, followed by Asian at 6% and blacks at 2%. The CAEP Website Region Data Summaries identify employment needs concentrated in (1) electrical, industrial and engineering, (2) child development, (3) health, and (4) computer information. This varies some from the 2017-18 commissioned environmental scans via Hanover Research that examined occupational projections, common levels of education attain, local demographics, adult education courses and workforce demands for the three-county service area. The Hanover study highlighted top industry projected to grow by 2022. These industries included health care sector with a project of 10,450 new jobs (also confirmed through studies by Stanislaus County Workforce Development) and the Transportation sector projected 6,750 new jobs (i.e. logistics, warehousing, etc.). Also, mentioned were construction, manufacturing with and tourism. Hanover also identified entry-level positions with high growth and these included administrative assistants, bookkeeping, clerks, electricians, nursing assistants, medical assistants, etc. Finally, employer identified skills referenced Centers of Excellence Studies and identified topics such as customer services, professionalism, critical thinking, written and oral communication, and leadership as top needs. In the end, the following areas were noted as most critical in the region: 1) Stanislaus County: High School Diploma or Equivalency Courses 2) Stanislaus County: English as a Second Language Courses 3) Stanislaus County: CTE Programs in technology and health care 4) Calaveras and Tuolumne County: CTE Programs in health care, tourism and manufacturing 5) Consortium: Stronger Pathways in High Demand Occupations (Workforce Re-Entry, CTE and Pre - Apprenticeship Training) 6) Consortium: Address Barriers to Services (i.e. transportation and Childcare) 7) Consortium: Strengthen Collaborative Initiatives The data, related studies, CASA pre-testing data, employee advisory committees, local WIBs input, and consortium meeting input continues to support gap in

services/regional needs are ESL courses, ABE and ASE Courses and Services leading to High School Diploma, Counseling and Community Liaison, HSE Preparation and Testing Services, and Vocational or CTE Short Term Programs and Rural Accessibility (i.e. infrastructure development, online partnerships, etc.).

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

Gaps in service/ regional need are ESL courses, ABE and ASE Courses and Services leading to High school diploma, Counseling and Community Liaison (Transition), HSE Preparation & Testing Services, career training for adults with disabilities, Vocational or CTE Short term Programs and rural accessibility (ie: infrastructure development, online partnerships, etc.).

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

Effectiveness/progress will be measured by course enrollment, persister and completion data, pre & post-tests, case management records, program completion, high school diploma and equivalency completion, achievement of Industry recognized certifications and job placement associated to Adult Education Program training.

Gaps In Service

New Strategies

Strategy #1

1) Expansion of programs and courses offerings in identified communities and satellite centers. Movement of career programs from fee based to “no cost.” (2) Expand partnerships among consortium memberships, local public agencies and industry. Strengthen Regional Outreach Events, Consortium Website and publications to provide pertinent information regarding HSE, ESL, ABE, ASE, and CTE Short-term Programs.

Seamless Transitions

New Strategies

Strategy #1

ESL course articulation and alignment from Adult Schools to community college in order to facilitate transition to college credit course work. Collaborate with local businesses to design CTE course training based on immediate needs of employers. Expand opportunities to assure students have access to post-secondary academic and career pathways. Expand non-credit and credit offerings Consortium wide.

Student Acceleration

New Strategies

Strategy #1

Support services and strategies for ABE, ESL, ASE, HSE to accelerate individual academic success. Collaborate with local businesses to design CTE course training based on immediate needs of employers. Evaluation and development of accelerated program models (i.e. bootcamps, , contextualizing workplace “so skills” topics into curriculum, improved education and career counseling for CAEP students, self-paced online curriculum that allows for student acceleration).

Professional Development

New Strategies

Strategy #1

Develop a shared regional professional development plan to send integrated teams of teachers, staff, and administrators from the consortium to attend professional development conferences and or training's.

Leveraging Resources

New Strategies

Strategy #1

Partner where appropriate to provide opportunities for Adult Education learners (i.e. work readiness skills, specific industry technical skills) Leverage employment services with local AJCC Centers and Community Colleges (MJC and Columbia College), and other public agencies. Develop MOUs and agreements with Foothill partners to leverage resources.

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 Stanislaus Mother Lode AE Consortium drafts, discusses and reviews the annual plan for the region taking into consideration the three-year planning documentation and the evolving changes of the region and member programmatic goals in servicing needs. Members further review and assure that annual work and associated allocations are linked to these planning documents and are consistent with CAEP state guidelines. The Yosemite Consortium (Stanislaus Mother Lode Regional Consortium) proposes to improve and expand adult education in Stanislaus, Calaveras, and Tuolumne Counties by focusing on the following three priorities as identified by consortium voting members. 1. Expand programs currently in existence to include English as a Second Language, Career Technical Education, and Adult Secondary Education. 2. Reduce barriers and increase access and success for adult students by providing child care, career and college coaches/counselors, and increasing program offerings to include both day and evening classes at additional locations throughout the three-county area. Additionally, we will increase technology and classified support to these programs in the form of updated software programs, distance learning sites, and clerical and para-professional support. 3. Implement high wage/high demand courses and opportunities that will lead to specific industry certifications. Presently this continues to be a focus of our consortium members for the upcoming 2019-20 to 2020-21 plan.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2019-20.

Carry-over funds will be implemented according to guidelines directed by CDE AB104. The AE Stanislaus Mother Lode Consortium will share during the first quarter of the 2019-20 academic year updated individual workplans from individual consortium members.

Certification

Big Oak Flat-Groveland Unified - Member Representative

Wynette Hilton
Superintendent
whilton@bofg.org
(209) 962-7846

Approved by Wynette Hilton

2019-08-20

Calaveras Co. Office of Education - Member Representative

Karen Vail
Assistant Superintendent Instructional Support Services
kvail@ccoe.k12.ca.us
(209) 736-6030

Jared Hungerford
Coordinator of Adult Education
jhungerford@ccoe.k12.ca.us
(209) 736-6046

Approved by Karen Vail

2019-08-20

Ceres Unified - Member Representative

Antony Little
Educational Options
alittle@ceres.k12.ca.us
(209) 556-1554

Approved by Antony Little

2019-08-20

Modesto City High - Member Representative

Eric Andersen
andersen.e@monet.k12.ca.us
(209) 574-8192

Approved by Eric Andersen

2019-08-21

Newman-Crows Landing Unified - Member Representative

Rick Gonzalez
rgonzalez@nclusd.k12.ca.us
(209) 862-2309

Approved by Rick Gonzalez

2019-08-21

Patterson Joint Unified - Member Representative

Jeff Rowe
Director, Career and Technical Education
jrowe@patterson.k12.ca.us
(209) 895-7722

Approved by Jeff Rowe

2019-08-20

Riverbank Unified - Member Representative

Araseli Zamora
azamora@riverbank.k12.ca.us
(209) 869-0468

Approved by Araseli Zamora

2019-08-20

Sonora Union High - Member Representative

Roy Morlan
rmorlan@sonorahs.k12.ca.us
(209) 532-1587

Approved by Roy Morlan

2019-08-20

Stanislaus Co. Office of Education - Member Representative

Cindy Young
cyoung@stancoe.org
(209) 238-1515

Dallas Plaa
Director II CTE
dplaa@stancoe.org
(209) 238-1515

Approved by Dallas Plaa

2019-08-20

Summerville Union High - Member Representative

Stephen Sweitzer
Deputy Principal
ssweitzer@summbears.net
(209) 928-4228

Approved by Dr. Stephen Sweitzer

2019-08-22

Tuolumne County Superintendent of Schools - Member Representative

Cathy Parker
cparker@tuolcoe.k12.ca.us
(209) 536-2073

Approved by 2095362073 Cathy Parker

2019-08-20

Turlock Unified - Member Representative

Linda Alaniz
Principal
Lalaniz@turlock.k12.ca.us
(209) 667-0643

Approved by Linda Alaniz

2019-08-20

Waterford Unified - Member Representative

Peggy Herndon
Principal
pherndon@waterford.k12.ca.us
(209) 874-9017

Approved by Ms. Peggy Herndon

2019-08-20

Yosemite CCD - Member Representative

Pedro Mendez
mendezp@yosemite.edu

Parul Parikh
Accounting Analyst
parikhp@yosemite.edu
(209) 575-6395

Approved by Pedro Mendez

2019-08-22



California
Community
Colleges



2019 © California Community Colleges

NOVA Site Version: [4.8.9](#)