

69 Yosemite (Stanislaus Mother Lode) Consortium

Plans & Goals - Consortium Approved

Executive Summary

CAEP Stanislaus Mother Lode Regional Consortium remains committed to improvements and integration of adult education services in Stanislaus, Calaveras, and Tuolumne Counties by [a] expanding programs, [b] reducing barriers that increase access and success for adult students, and [c] offering classes that include day, evening, weekend and online offering locations throughout the three-county area. The CAEP Stanislaus Mother Lode Regional Consortium collaborated on consortium wide efforts during the 20/21 school year on comprehensive adult education website (myadulthood.org) that advertises the adult education programs that are offered by consortium members. Consortium members invested time in effort in promoting adult education programs through the website, flyers and through community meetings, local businesses, adult education resource centers, workforce development locations, and several additional events and venues. During the pandemic much time was invested in keeping classes and programs going during a time of infused online education due to COVID-19 impacts. Members maintain active communication with partners and community. The CAEP Stanislaus Mother Lode Regional Consortium (YCCD Consortium) goals remain committed to the work of improving and expanding adult education in Stanislaus, Calaveras, and Tuolumne Counties by focusing on the following three priorities as identified by consortium voting members. 1. Expanding programs currently in existence to include English as a Second Language, Adult Basic Education, and Adult Secondary Education. 2. Offering short-term Career Technical Education courses and programs that help adult education students transition into post-secondary education pathways and/or into industries that are in demand and offer livable wage-earning opportunities. 3. Reducing barriers and increasing access and success for adult students through the provision of 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, and 4. Increasing technology and classified support to these programs in the form of updated software programs, distance learning sites, and clerical and para-professional support. 5. Develop diversity, equity and inclusion efforts and programming that impact the trajectory of students served by adult education programs.

Regional Planning Overview

During the 2021-22 school year consortium members will continue to collaborate on the three-year plan submitted in 2018-19 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. In addition, the Consortium will examine the development of DEI initiatives that impact adult education learners and programs.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

The Stanislaus Mother Lode Consortium commission two environment scans through Hanover Research in Spring 2020 covering the three-counties that make up the geographic service region. According to these scans, as of 2017 the Stanislaus Mother Lode Region had a population of 634,600 residents (535,684 in Stanislaus County and 98,956 in the Mother Lode). Further over the next 20 years, Stanislaus County's population is projected to increase by over 20% while the Mother Lode population is projected to decrease by 12 percent. In Stanislaus County 45% of the population identifies as Hispanic or Latino, with 25% identifying as races non-white groups. By contrast, the Mother lode region is composed of 11.7% Hispanic or Latino plus another 6.9% identifying from races in other minority groups. The median age in the Mother Lode region is between 48.6 and 51.6, while the median age for Stanislaus County is 33.9. In Stanislaus County 2019 data indicated an unemployment level of 5.2%. However, given the recent COVID-19 situation the UOP Center for Business & Policy Research projected unemployment rising to 20.2% by May 2020. The environmental scan further identified the largest barriers to employment for the Adult

Education Pipeline to include: low income, long-term unemployment and English language learners, single parent, displaced homemaker, low levels of literacy and cultural barriers. The study further points to a Stanislaus County Workforce Development report that adds adult employment barriers as lack of soft skills, substance abuse, mental health issues, lack of transportation and lack of a diploma. In addition, the scan references the “low skills in the workforce and low levels of education attainment” noted by the Stanislaus County Comprehensive Economic Development Strategy 2019-2024 EDAC report. The largest occupational groups between 2016 and 2026 are projected to be office & administrative support, sales related occupation, food preparation & serving and transportation & material moving. The occupations projected to experience the fast job growth through 2026 are Other Personal Care and Service Workers and Personal Care Aides. Among the top ten occupations with at least a high school diploma or equivalent the following skills were mentioned most: Microsoft, Communication (verbal and written), customer service, cooperative/team player, CPR, First Aid, Driver’s License, Forklift Certification, Child Development Associate, and ServSafe. In Calaveras and Tuolumne County less than 50% of the population 16 years and over is in the labor force. In 2017, the median household income in Calaveras County was \$54,800 and in Tuolumne County was \$54,325 or 18% below California’s median household income. Government is the largest employer with retail trade, leisure and hospitality, healthcare and construction making up other major employment sectors. The largest occupation in the Mother Lode include office & administrative support, food preparation & serving, sales & related occupations and personal care and service. 62 percent of jobs do not specify an educational preference level, 19.6 percent of jobs require a high school diploma, 4.4 percent an associate’s degree and 13.5 percent a bachelor’s degree or higher. The Hanover Research scan LMI market analysis suggests occupational needs in areas such as nursing, medical assistants and secretaries, medical equipment preparers, home health aides, air transportation workers. The scan further references a Center of Excellence study that identifies industries in retail, business and energy and construction, healthcare and public safety among sectors with the largest annual openings. Thus, the following areas remain a priority: 1) Stanislaus County: Adult Secondary Education, 2) Stanislaus County: English as a Second Language Courses, 3) Stanislaus County: CTE Programs in engineering, industrial technology and health care, 4) Calaveras and Tuolumne County: CTE Programs in health care, tourism, manufacturing and construction, 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. Further, in December 2020, Hanover Research presented to the Consortium a Labor Market Scan that consider COVID-19 impacts to the local economy. The report had the following recommendations and key findings: (1) expand programs in skill labors, (2) prioritize health care credentials at the associate’s level and below particularly in the wake of the current COVID pandemic, (3) continue to market to adult workers, and (4) focus on specific skills and certifications recognized by industry. Further, Hanover Research examined industry recovery and projected industry better positioned to weather the pandemic included finance, real estate, education, health care and professional and managerial services.

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

The Stanislaus Mother Lode Consortium relies on several sources of information in evaluated needs and gaps which include review of: CAEP Launchboard, Hanover Research studies, Centers of Excellence studies, CASA pre-testing data, program advisory committee input, local WIOA Boards, local Cradle to Career initiatives, and Adult Education Consortium meetings at the local and state level.

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

Effectiveness/progress will be measured by course enrollment, persistence 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

Offer programs and courses offerings in identified communities and satellite centers.

Strategy #2

Offer of career programs with minimal fees or “no cost.” by identify community resources to support programs.

Strategy #3

Expand partnerships among consortium memberships, local public agencies and industry.

Strategy #4

Coordinate outreach and communication through websites, radio ads 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.

Strategy #2

Collaborate with local businesses to design CTE course training based on immediate needs of employers needs.

Strategy #3

Expand Work Base Learning opportunities for adult education students that include: job shadowing, work experience, job placement, internships and/or apprenticeships.

Strategy #4

Expand opportunities to assure students have access to post-secondary academic and career pathways.

Strategy #5

Expand college transition opportunities for adult education student into non-credit and credit programs.

Student Acceleration

New Strategies

Strategy #1

Support services and share strategies for ABE, ESL, ASE, HSE to accelerate individual academic success.

Strategy #2

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 “soft 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

Strategy #1: The Consortium will continue to support integrated teams of teachers, staff, and administrators from the consortium to attend professional development conferences and/or trainings based upon consortium needs.

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)

Strategy #2

Leverage employment services with local AJCC Centers and Community Colleges (MJC and Columbia College), and other public agencies.

Strategy #3

Maintain 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 and through guidance and direction from the consortium fiscal agent YCCD: Modesto Junior College.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2021-22.

Carry over funds are evaluated by members at the beginning of each year. Work plans are updated and submitted to the MJC CAEP Consortium Regional Director for review, modifications and approval. Updates are provided at the monthly consortium meetings.

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