

**69 Yosemite (Stanislaus Mother Lode) Consortium**

CONSORTIUM APPROVED

2023-24

## Plans & Goals

### 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 and success for adult students, and [c] offering classes that include day, evening, weekend and online offering locations throughout the three-county area. To promote programs, the CAEP Stanislaus Mother Lode Regional Consortium collaborates with a comprehensive adult education website (myadulted.org) that advertises the adult education programs that consortium members offer. Annually, consortium members invest time in effort in promoting adult education programs through social media, websites, flyers, community meetings, local businesses, adult education resource centers, workforce development locations, and several additional events and venues. Members maintain active communication with partners and the 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 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 industries that are in demand and offer livable wage-earning opportunities; 3. Reducing barriers and increasing access and success for adult students through providing childcare, career, and college coaches/counselors; expanding program offerings to include day and evening classes at additional locations throughout the three-county area; 4. Advancing technology and classified support to these programs have updated software programs, distance learning sites, and clerical and para-professional support; and 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 2023-2024 School Year, Consortium Members will collaborate on the three-year plan submitted 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, program progress review 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 commissioned one comprehensive environmental scan through Hanover Research published in February 2023. The report assessed workforce needs and labor market demand in the three counties that comprise the geographic service region. According to these scans, as of 2021, Stanislaus Mother Lode Region had a population of 651,434 residents (550,842 in Stanislaus County and 100,592 in the Mother Lode Region). In the next 20 years in Stanislaus County, the people will increase by over 5.6%, while the Mother Lode population will decrease by 3.1 percent. The 95351 zip code area in Stanislaus County has deficient education levels. In Stanislaus County, 47.9% of the population identifies as Hispanic or Latino. By contrast, the Mother Lode region's most prominent group is White, at 61.6% of the population. The median age in the Mother Lode region is 52.3, while the median age for Stanislaus County is 34.3. Forty-two percent of Stanislaus County's population speaks a language other than English.

Transportation and material moving occupations constitute the largest occupation in Stanislaus County, while healthcare and social assistance is the largest industry. The most common hard and soft skills in job postings included MS Office products, communication (verbal and written skills), cooperation, and customer service.

Healthcare-related professions are expected to see the fastest employment growth over the next decade. Personal care aides, home health aides, substance abuse, behavioral disorder, mental health counselors, nurse practitioners, and physician's assistants are all among the fastest-growing occupations in the county through 2032. Registered nurses, medical and health services managers, nurse practitioners, and medical assistants will be in exceptionally high demand in the county as employer demand is expected to outpace the supply of qualified employees.

Tuolumne and Calaveras have a low unemployment rate, at 6.8 and 8.1 percent, respectively. The Mother Lode region's largest age group is between 55 and 64. Recent job postings in Calaveras and Tuolumne Counties reveal a high demand for nurses, truck drivers, and healthcare occupations. The most common certifications employers require are Basic Life Support, RN certification, CPR, and a commercial driver's license (CDL). Common hard and soft skills include Microsoft Office, teaching/training skills, and communication (verbal and written skills).

Healthcare services will likely see the fastest employment growth over the next decade. Personal care aides, home health aides, medical and health service managers, and exercise trainers continue to be among the fastest-growing occupations in Calaveras and Tuolumne Counties through 2032; Other fast-growing jobs in the counties include food service workers, drivers, and market researchers.

#### **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 evaluating needs and gaps, which include a view of CAEP Launch Board, Hanover Research studies, Centers of Excellence studies, 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 with Adult Education Program training.

## **Address Educational Needs**

### **2023-24 Strategies**

#### **Strategy Name**

Provide ABE/ASE and HSE Programming for adult learners

#### **Activity that Applies to this Strategy**

High School Diploma/Equivalency

#### **Metrics that Apply to this Activity/Strategy**

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

#### **Strategy Description**

The consortium membership will continue to collaborate and offer programming to maintain current capacity and expand ABE/ASE/HSE service delivery, improving adult learners' awareness, access, enrollment, persistence, and program completion.

## Improve Integration of Services & Transitions

### 2023-24 Strategies

#### Strategy Name

Deliver In Demand Short Term Career Education & Workforce Development Programming

#### Activity that Applies to this Strategy

CTE & Workforce Programs

#### Metrics that Apply to this Activity/Strategy

- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

#### Strategy Description

Data analysis, an equity-minded approach, and collaboration with local businesses will drive CTE course and program design. CTE offerings will explore accelerated models, online education options, and industry-recognized 3rd party certifications. Particular emphasis will occur on welding, trucking, MS Certification, lift truck operation, certified nursing assistance, basic computing skills, and continued development of the Sierra Conservation Center, TC Jail, and Gold Ridge Ed. Center.

## Improve Effectiveness of Services

### 2023-24 Strategies

#### Strategy Name

Transitioning ESL students to community college programming

#### Activity that Applies to this Strategy

ESL

#### Metrics that Apply to this Activity/Strategy

- Student Barriers: English Language Learner (AE 305 - Overall)

#### Strategy Description

ESL course articulation and alignment from Adult Schools to community college to facilitate the transition to college credit courses.

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#### Strategy Name

Partnerships: Adult Schools, Community Colleges, Government and Non-Pro fits

#### Activity that Applies to this Strategy

CTE & Workforce Programs

### Metrics that Apply to this Activity/Strategy

- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

### Strategy Description

(1) Development MOUs and agreements that better leverage resources for effective CAEP Investments, (2) Local partner teams that attend professional development opportunities representing the AE Stanislaus Motherlode Consortium, (3) Schedule CAEP Table Talks for teachers in ESL and CTE that encourage collaboration.

## 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, considering 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 2023-24.**

Carryover 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.

## Certification

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