

Feather River Adult Education Consortium – Board Meeting MINUTES

Thursday April 18, 2023 (2:00 p.m. – 3:00 p.m.)

THIS MEETING WILL BE HELD VIA ZOOM; THE PUBLIC IS INVITED TO PARTICIPATE

<https://us02web.zoom.us/j/86104638417>

[⌘] Included in Board Packet

PLEASE NOTE: Agenda related documents distributed to the Feather River Adult Education Consortium (FRAEC) Board for the Board Meeting may be viewed in the Superintendent’s Office at the Plumas County Office of Education. Individuals who require special accommodation, including but not limited to an American Sign Language interpreter, accessible seating, or documentation in accessible formats, should contact the Acting Consortium Lead at Mitch.Rosin2@gmail.com at least three days before the meeting date.

Attendance (v = voting member)

Feather River College	<input type="checkbox"/> Derek Lerch (v)	<input type="checkbox"/> Kevin Trutna (v)	<input type="checkbox"/>	<input type="checkbox"/>
PUSD/PCOE	<input checked="" type="checkbox"/> Melissa Leal (v)	<input checked="" type="checkbox"/> Steve Dutton	<input type="checkbox"/> Mallory Marin	<input type="checkbox"/>
SJUSD/SCOE	<input checked="" type="checkbox"/> Wendy Jackson (v)	<input type="checkbox"/> James Berardi (v)	<input type="checkbox"/>	<input type="checkbox"/>

Community Stakeholders

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Call to Order: 2:00 p.m.

1. [⌘]Approval of Agenda

Agenda Item Number: 1			
Motion: Approval of Agenda			
Motion by: W. Jackson			
Second by: M. Leal			
Member Name	YEA	NAY	Abstain
Feather River College – Derek Lerch			
Plumas USD – Melissa Leal	X		
Sierra COE – Wendy Jackson	X		

2. [⌘]Approval of Minutes: March 4, 2022

Agenda Item Number: 2			
Motion: Approval of Minutes – March 4, 2023			
Motion by: W. Jackson			
Second by: M. Leal			
Member Name	YEA	NAY	Abstain
Feather River College – Derek Lerch			
Plumas USD – Melissa Leal	X		
Sierra COE – Wendy Jackson	X		

3. Public Comment – Public comment is allowed on any topic relevant to the FRAEC Board. Pursuant to Consortium Policy, comments are limited to 3 minutes per person. Please begin by stating your name.

4. Closed Session – None Requested

5. Discussion Items – NONE

6. Action Items

6.1 Approve Direct Funding model for the 2024-2025 Fiscal Year.

Agenda Item Number: 6.1			
Motion: Approve Direct Funding model for the 2024-2025 Fiscal Year.			
Motion by: W. Jackson			
Second by: M. Leal			
Member Name	YEA	NAY	Abstain
Feather River College – Derek Lerch			
Plumas USD – Melissa Leal	X		
Sierra COE – Wendy Jackson	X		

6.2 Approve 2024-2025 CFAD Preliminary Allocations

Member Allocations

Member Name	(2024-25)
Feather River CCD	\$262,451
Plumas Co. Office of Education	\$15,000
Plumas Unified	\$428,814
Sierra Co. Office of Education	\$300,407
Total Allocated to Members	\$1,006,672
Total CAEP Funds	\$1,006,672
Total Remaining	\$0

Agenda Item Number: 6.2			
Motion: Approve 2024-2025 CFAD Preliminary Allocations			
Motion by: W. Jackson			
Second by: M. Leal			
Member Name	YEA	NAY	Abstain
Feather River College – Derek Lerch			
Plumas USD – Melissa Leal	X		
Sierra COE – Wendy Jackson	X		

6.3 ²Approve 2024-2025 CFAD Document Submission in NOVA

Agenda Item Number: 6.3			
Motion: Approve 2024-2025 CFAD Document Submission in NOVA			
Motion by: W. Jackson			
Second by: M. Leal			
Member Name	YEA	NAY	Abstain
Feather River College – Derek Lerch			
Plumas USD – Melissa Leal	X		
Sierra COE – Wendy Jackson	X		

6.4 ²Approve 2024-2025 FRAEC Member District MOU

Agenda Item Number: 6.4			
Motion: Approve 2024-2025 FRAEC Member District MOU			
Motion by: W. Jackson			
Second by: M. Leal			

Member Name	YEA	NAY	Abstain
Feather River College – Derek Lerch			
Plumas USD – Melissa Leal	X		
Sierra COE – Wendy Jackson	X		

6.5 ⁸Approve Renewal of P2C Solutions, LLC contract for the 2024-2025 Fiscal Year at \$57,600.00.

Agenda Item Number: 6.5			
Motion: Approve Renewal of P2C Solutions, LLC contract for the 2024-2025 Fiscal Year at \$57,600.00.			
Motion by: W. Jackson			
Second by: M. Leal			
Member Name	YEA	NAY	Abstain
Feather River College – Derek Lerch			
Plumas USD – Melissa Leal	X		
Sierra COE – Wendy Jackson	X		

7. Consortium Director’s Report

7.1 CAEP Deadlines

March 2024

- Mar 1: 21/22 and 22/23 and 23/24 Member expense report is due in NOVA. (Q2) - **COMPLETED**
- Mar 31: 21/22 and 22/23 and 23/24 Member Expense Report certified by Consortia in NOVA (Q2) - **COMPLETED**
- Mar 31: End of Q3

April 2024

- Apr 30: Student Data due in TOPSPro (Q3)
- Apr 30: Employment and Earnings Follow-up Survey

May 2024

- May 2: CFAD for 2024-25 due in NOVA

June 2024

- Jun 1: 21/23 and 23/24 Member Expense Report due in NOVA (Q3)
- Jun 30: 22/23 and 23/24 Member Expense Report certified by Consortia in NOVA (Q3)
- Jun 30: End of Q4

7.2 Conference Report-Outs

- COABE (S. Dutton)
- Concentrated on CTE, Micro-Credentialing, J. Fantine (career pathways assessment and planning systems – focus on Maine and Midwest) presented the 10 components of successful program implementation. Information on dyslexia, ESL, CTE. Largest COABE in history with 3,400 attendees.

7.3 Plumas USD Program Update (S. Dutton)

- 27 graduates. Office Occupations and Construction now being offered. Developing a Welding program in Quincy. Micro credentialing in HVAC being explored for 2024-2025.

7.4 Sierra County Program Update (W. Jackson)

- Update: ELL Healthcare Pathways Funding for Sierra County – Program to start August 1, 2024, with 2 enrolled currently. Beginning with Burlington English language component (terminology) for a 3 week period. EMT Basic class with ESL students embedded. Portable will be completed by April 30, 2024.
- EMT Basic Refresher course to start April 22, 2024. First language German students enrolled to renew their EMT license.

- Enrollments now up to 137 students. 9 EMT basic graduates, 5 in previous class. 1 HSD. 7 EMR students graduated. CalFire still hiring graduates.

7.5 Feather River College Program Update (D. Lerch)

7.6 *Marketing & Social Media Update: Phoenix Design

*NOTE: Age demographic has significantly shifted

- W. Jackson noted an uptick in enrollments for reskilling for workforce reentrance. S. Dutton also has seen this trend in older adults enrolling. Can marketing address the up/out skilling sector?
- W. Jackson supported a summer mailer. Realized 10 new students. PUSD did not see an increased enrollment. Could we change the messaging on the mailer to target those interested in CTE? S. Dutton to share details about CTE offerings with W. Jackson. Welding to be offered in Quincy by PUSD.

8. Announcements

8.1 2023-2024 FRAEC Board Meetings (All meetings at 1:00 pm)

2023-2024 FRAEC Board Meeting Dates – In Person / Virtual	
Monday, July 3, 2023 – NO MEETING	Monday, January 8, 2024 – VIRTUAL
Monday, August 7, 2023 – VIRTUAL – ANNUAL PLAN VOTE	Monday, February 5, 2024 – CANCELLED
Monday, September 11, 2023 – VIRTUAL	Monday, March 4, 2024 – CFAD Discussion – VIRTUAL
Monday, October 2, 2023 – NO QUORUM	Monday, April 18, 2024 – CFAD Vote – VIRTUAL
Monday, November 6, 2023 – CANCELLED	Monday, May 6, 2024 – VIRTUAL
Monday, December 4, 2023 – CANCELLED	Tuesday, June 11, 2024 – Annual Plan Retreat – In Person (11:00 – 1:00) @ Feather River Adult School

8.2 Upcoming Conferences and Professional Development Opportunities

- CCAE – Anaheim, CA – May 9-11, 2024 <https://www.ccaestate.org/conference-2024.html>
- CASAS Summer Institute – Anaheim, CA – June 17-20, 2024 <https://www.casas.org/training-and-support/SI>

Adjournment – 2:24 pm



July 11, 2024

TO: Adult Education Consortium Directors, Leads, Co-Chairs, Members, and Fiscal Representatives

FROM: California Adult Education Program (CAEP) State Leadership

Gary Adams, Dean
California Community Colleges Chancellor's Office

Carolyn Zachry, Ed.D., Director
California Department of Education

CC: Anthony Cordova, Vice Chancellor,
California Community Colleges Chancellor's Office

Pete Callas, Division Director
California Department of Education

RE: CAEP FY 2024-25 Final Consortium Allocations

This memorandum is to advise local recipients and fiscal agents of adult education program funds on the release of the FY 2024-25 final CAEP allocations. You may access this [link](#) to view the final allocations schedule. The 2024-25 CAEP allocation increase from the May Revise is now available in NOVA as an allocation amendment. Consortium members will have until September 1, 2024, to submit and certify their amended allocation amounts in NOVA. The CAEP State Leadership and the Technical Assistance Provider (TAP) will offer a CAEP Allocation Amendment webinar on **Tuesday, July 30, 2024, from 11:00 a.m. to 12:00 p.m.** to review the final allocation amounts, provide members with an overview of the NOVA process, and answer any questions. You may register for this webinar through this [link](#).

State Budget Bill

The State Legislature passed the 2024-25 budget bill that provides a \$6.9 million Proposition 98 increase to support a 1.07% cost-of-living adjustment (COLA) for the California Adult Education Program. The CAEP baseline apportionment total for FY 2024-25 is now \$653,137,000. The signed budget reflects a COLA increase from the initially proposed January budget.

NOVA Instructions

Each consortium will process the May Revise allocation increase as an allocation amendment in NOVA, which requires a new allocation amount for each member, and certification in NOVA by all consortium members. Please note, that due to State Budget Bill requirements, the State CAEP Office has already calculated allocation amounts for direct funded member districts. Please see the 2024-25 direct funded member amounts by districts (along with fiscal agent amounts) [linked here](#). These allocation amounts are the dollar amounts given to the State Controller's Office for disbursement within 45 days of the enactment of the 2024-25 State Budget. Therefore, any deviation from these amounts would not align with the amounts being disbursed. CAEP allocation amendment certification by the consortium and its members must be completed by September 1, 2024.

CAEP Funds Are Restricted Funds

CAEP funds were issued under AB104 legislation and are in ARTICLE 9. Adult Education Program [84900 - 84920] of the education code. CAEP funds are apportionment, they are not a grant, and at this time are not subject to flexibility. CAEP funds are restricted to adults 18 years and older, can only be used in the seven CAEP approved program areas, and must have an approved regional consortium plan specific to K12 adult education and community college noncredit programs.

Technical Assistance Contact Information

For questions related to the CAEP, fiscal information, and/or technical assistance on professional development topics, please contact the CAEP Technical Assistance Project (TAP) by phone at 1- 888-827-2324 or by e-mail at tap@caladulthood.org

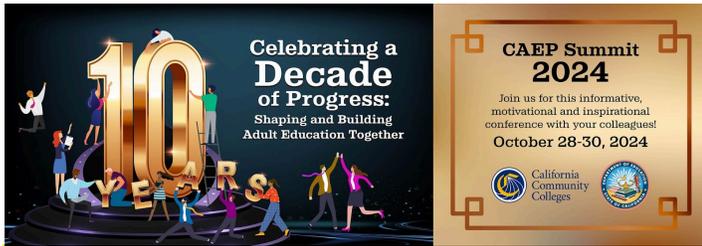


Model Program Notification

5 messages

CAEP Technical Assistance Project <tap@caladulthood.org>
To: Mitch Rosin <mitch.rosin2@gmail.com>

Wed, Jul 10, 2024 at 5:52 PM



Dear Mitch:

Thank you for submitting your Model Program! We are pleased to inform you that your program entitled "GoTeach" - A Collaborative Success Story qualified to be added to the repository on the Advancing CA Adult Education website under Model Programs.

Your program will have a 24"x30" poster printed and highlighted in the main ballroom through the duration of the CAEP Summit in addition to being recognized on the Advancing CA Adult Education website.

Thank you for your willingness to contribute to a repository of new, emerging, and promising programs! We are excited to share your program with all CAEP Summit 2024 attendees.

We hope to see you at the CAEP Summit in October.

Best regards,

CAEP Summit 2023 Program Committee

(888) 827-2324
Email: tap@caladulthood.org
CAEP TAP Website
[Submit a Support Ticket](#)



If you emailed TAP regarding an agency/consortium inquiry, a Support Request Ticket will be submitted on your behalf on the caladulthood.org site. You will get an email from noreply@caladulthood.org with a confirmation of the created ticket.

**California Adult Education Program (CAEP)
2024-25 Final Allocation Schedule**

No.	Consortium Name	Member Name	Allocation Year	Funding Channel	Member Type	Preliminary Allocation	May Revise (COLA)	Final FY24-25 Allocation
1	Allan Hancock	Allan Hancock Joint CCD	2024-25	Direct Funding	CCD	\$857,199	\$2,640	\$859,839
1	Allan Hancock	Lompoc Unified	2024-25	Direct Funding	K-12	\$1,190,205	\$3,663	\$1,193,868
	Total					\$2,047,404	\$6,302	\$2,053,705
2	Antelope Valley	Antelope Valley Union High	2024-25	Direct Funding	K-12	\$4,953,472	\$15,245	\$4,968,717
3	Barstow CCD	Barstow CCD	2024-25	Fiscal Agent	CCD	\$1,120,370	\$3,448	\$1,123,818
4	Butte-Glenn	Butte CCD	2024-25	Fiscal Agent	CCD	\$2,706,027	\$8,328	\$2,714,355
5	Santa Cruz (GOAL)	Cabrillo CCD	2024-25	Direct Funding	CCD	\$522,457	\$1,608	\$524,065
5	Santa Cruz (GOAL)	Pajaro Valley Unified	2024-25	Direct Funding	K-12	\$3,629,061	\$11,169	\$3,640,230
5	Santa Cruz (GOAL)	Santa Cruz Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$79,760	\$245	\$80,005
	Total					\$4,231,278	\$13,022	\$4,244,300
6	Southeast Los Angeles (PAACE)	Cerritos CCD	2024-25	Direct Funding	CCD	\$603,110	\$1,856	\$604,966
6	Southeast Los Angeles (PAACE)	ABC Unified	2024-25	Direct Funding	K-12	\$10,502,167	\$32,323	\$10,534,490
6	Southeast Los Angeles (PAACE)	Bellflower Unified	2024-25	Direct Funding	K-12	\$34,265	\$105	\$34,370
6	Southeast Los Angeles (PAACE)	Downey Unified	2024-25	Direct Funding	K-12	\$1,810,718	\$5,573	\$1,816,291
6	Southeast Los Angeles (PAACE)	Norwalk-La Mirada Unified	2024-25	Direct Funding	K-12	\$5,156,926	\$15,872	\$5,172,798
	Total					\$18,107,186	\$55,729	\$18,162,915
7	Mid Alameda County (Chabot-Las Positas)	Chabot-Las Positas CCD	2024-25	Direct Funding	CCD	\$493,023	\$1,517	\$494,540
7	Mid Alameda County (Chabot-Las Positas)	Castro Valley Unified	2024-25	Direct Funding	K-12	\$3,394,147	\$10,446	\$3,404,593
7	Mid Alameda County (Chabot-Las Positas)	Dublin Unified	2024-25	Direct Funding	K-12	\$597,396	\$1,839	\$599,235
7	Mid Alameda County (Chabot-Las Positas)	Hayward Unified	2024-25	Direct Funding	K-12	\$2,301,082	\$7,082	\$2,308,164
7	Mid Alameda County (Chabot-Las Positas)	Livermore Valley Joint Unified	2024-25	Direct Funding	K-12	\$641,553	\$1,975	\$643,528
7	Mid Alameda County (Chabot-Las Positas)	New Haven Unified	2024-25	Direct Funding	K-12	\$381,965	\$1,176	\$383,141
7	Mid Alameda County (Chabot-Las Positas)	Pleasanton Unified	2024-25	Direct Funding	K-12	\$680,894	\$2,096	\$682,990
7	Mid Alameda County (Chabot-Las Positas)	San Leandro Unified	2024-25	Direct Funding	K-12	\$1,981,814	\$6,099	\$1,987,913
7	Mid Alameda County (Chabot-Las Positas)	San Lorenzo Unified	2024-25	Direct Funding	K-12	\$902,564	\$2,778	\$905,342
7	Mid Alameda County (Chabot-Las Positas)	Tri-Valley ROP	2024-25	Direct Funding	County Office of Education (COE)/RO	\$38,521	\$119	\$38,640
	Total					\$11,412,959	\$35,126	\$11,448,085
8	West End Corridor	Chaffey Joint Union High	2024-25	Fiscal Agent	K-12	\$8,899,036	\$27,389	\$8,926,425
9	Citrus College Adult Education Consortium	Claremont Unified	2024-25	Fiscal Agent	K-12	\$5,335,733	\$16,422	\$5,352,155
10	Coast	Coast CCD	2024-25	Direct Funding	CCD	\$1,950,921	\$6,004	\$1,956,925
10	Coast	Garden Grove Unified	2024-25	Direct Funding	K-12	\$289,655	\$891	\$290,546
10	Coast	Huntington Beach Union High	2024-25	Direct Funding	K-12	\$6,971,079	\$21,455	\$6,992,534
	Total					\$9,211,655	\$28,351	\$9,240,006
11	Tri City	Paramount Unified	2024-25	Fiscal Agent	K-12	\$7,590,618	\$23,362	\$7,613,980
12	Contra Costa	Contra Costa CCD	2024-25	Direct Funding	CCD	\$742,578	\$2,285	\$744,863
12	Contra Costa	Acalanes Union High	2024-25	Direct Funding	K-12	\$707,959	\$2,179	\$710,138
12	Contra Costa	Antioch Unified	2024-25	Direct Funding	K-12	\$1,264,972	\$3,893	\$1,268,865
12	Contra Costa	Contra Costa Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$1,141,268	\$3,513	\$1,144,781

**California Adult Education Program (CAEP)
2024-25 Final Allocation Schedule**

12	Contra Costa	Liberty Union High	2024-25	Direct Funding	K-12	\$1,367,385	\$4,208	\$1,371,593
12	Contra Costa	Martinez Unified	2024-25	Direct Funding	K-12	\$1,990,486	\$6,126	\$1,996,612
12	Contra Costa	Mt. Diablo Unified	2024-25	Direct Funding	K-12	\$4,538,549	\$13,968	\$4,552,517
12	Contra Costa	Pittsburg Unified	2024-25	Direct Funding	K-12	\$3,311,061	\$10,191	\$3,321,252
12	Contra Costa	West Contra Costa Unified	2024-25	Direct Funding	K-12	\$3,252,943	\$10,012	\$3,262,955
	Total					\$18,317,201	\$56,375	\$18,373,576
13	Morongo Basin	Copper Mt CCD	2024-25	Fiscal Agent	CCD	\$1,006,673	\$3,098	\$1,009,771
14	Desert	Desert CCD	2024-25	Direct Funding	CCD	\$576,477	\$1,774	\$578,251
14	Desert	Coachella Valley Unified	2024-25	Direct Funding	K-12	\$2,042,865	\$6,287	\$2,049,152
14	Desert	Desert Sands Unified	2024-25	Direct Funding	K-12	\$430,441	\$1,325	\$431,766
14	Desert	Palm Springs Unified	2024-25	Direct Funding	K-12	\$333,501	\$1,026	\$334,527
14	Desert	Riverside Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$605,969	\$1,865	\$607,834
	Total					\$3,989,253	\$12,278	\$4,001,531
15	South Bay (El Camino)	El Camino CCD	2024-25	Direct Funding	CCD	\$489,863	\$1,508	\$491,371
15	South Bay (El Camino)	Centinela Valley Union High	2024-25	Direct Funding	K-12	\$578,565	\$1,781	\$580,346
15	South Bay (El Camino)	Inglewood Unified	2024-25	Direct Funding	K-12	\$1,163,370	\$3,581	\$1,166,951
15	South Bay (El Camino)	Redondo Beach Unified	2024-25	Direct Funding	K-12	\$4,407,958	\$13,566	\$4,421,524
15	South Bay (El Camino)	Torrance Unified	2024-25	Direct Funding	K-12	\$6,019,517	\$18,526	\$6,038,043
	Total					\$12,659,273	\$38,962	\$12,698,235
16	Feather River (On Ramp)	Feather River CCD	2024-25	Direct Funding	CCD	\$262,451	\$808	\$263,259
16	Feather River (On Ramp)	Plumas Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$15,000	\$46	\$15,046
16	Feather River (On Ramp)	Plumas Unified	2024-25	Direct Funding	K-12	\$428,814	\$1,320	\$430,134
16	Feather River (On Ramp)	Sierra Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$300,407	\$925	\$301,332
	Total					\$1,006,672	\$3,098	\$1,009,770
17	Foothill De Anza	De Anza College	2024-25	Direct Funding	CCD	\$267,879	\$824	\$268,703
17	Foothill De Anza	Foothill College	2024-25	Direct Funding	CCD	\$267,879	\$824	\$268,703
17	Foothill De Anza	Fremont Union High	2024-25	Direct Funding	K-12	\$3,638,522	\$11,198	\$3,649,720
17	Foothill De Anza	Mountain View-Los Altos Union High	2024-25	Direct Funding	K-12	\$4,434,778	\$13,649	\$4,448,427
17	Foothill De Anza	Palo Alto Unified	2024-25	Direct Funding	K-12	\$1,937,380	\$5,963	\$1,943,343
	Total					\$10,546,438	\$32,459	\$10,578,897
18	Gavilan	Gavilan CCD	2024-25	Fiscal Agent	CCD	\$1,782,168	\$5,485	\$1,787,653
19	Glendale	Glendale CCD	2024-25	Fiscal Agent	CCD	\$1,322,733	\$4,071	\$1,326,804
20	San Diego East (Grossmont-Cuyamaca)	Grossmont-Cuyamaca CCD	2024-25	Fiscal Agent	CCD	\$10,244,499	\$31,530	\$10,276,029
21	Salinas Valley	Hartnell CCD	2024-25	Fiscal Agent	CCD	\$4,545,089	\$13,988	\$4,559,077
22	Imperial	Imperial County Office of Education	2024-25	Fiscal Agent	County Office of Education (COE)	\$2,404,839	\$7,401	\$2,412,240
23	Kern	Kern CCD	2024-25	Direct Funding	CCD	\$1,616,119	\$4,974	\$1,621,093
23	Kern	Delano Joint Union High	2024-25	Direct Funding	K-12	\$1,760,668	\$5,419	\$1,766,087
23	Kern	Inyo Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$239,576	\$737	\$240,313
23	Kern	Kern High	2024-25	Direct Funding	K-12	\$13,377,190	\$41,171	\$13,418,361
23	Kern	McFarland Unified	2024-25	Direct Funding	K-12	\$378,682	\$1,165	\$379,847

**California Adult Education Program (CAEP)
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23	Kern	Mojave Unified	2024-25	Direct Funding	K-12	\$374,966	\$1,154	\$376,120
23	Kern	Mono Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$261,236	\$804	\$262,040
23	Kern	Muroc Joint Unified	2024-25	Direct Funding	K-12	\$189,938	\$585	\$190,523
23	Kern	Porterville Unified	2024-25	Direct Funding	K-12	\$1,880,520	\$5,788	\$1,886,308
23	Kern	Sierra Sands Unified	2024-25	Direct Funding	K-12	\$283,670	\$873	\$284,543
23	Kern	Tehachapi Unified	2024-25	Direct Funding	K-12	\$303,475	\$934	\$304,409
23	Kern	Wasco Union High	2024-25	Direct Funding	K-12	\$334,388	\$1,029	\$335,417
	Total					\$21,000,428	\$64,633	\$21,065,061
24	Lake Tahoe	Lake Tahoe CCD	2024-25	Fiscal Agent	CCD	\$1,107,340	\$3,408	\$1,110,748
25	Lassen	Lassen CCD	2024-25	Fiscal Agent	CCD	\$1,162,739	\$3,579	\$1,166,318
26	Long Beach	Long Beach CCD	2024-25	Direct Funding	CCD	\$1,478,437	\$4,550	\$1,482,987
26	Long Beach	Long Beach Unified	2024-25	Direct Funding	K-12	\$1,478,437	\$4,550	\$1,482,987
	Total					\$2,956,874	\$9,100	\$2,965,974
27	Los Angeles	Los Angeles CCD	2024-25	Direct Funding	CCD	\$9,646,787	\$29,690	\$9,676,477
27	Los Angeles	Burbank Unified	2024-25	Direct Funding	K-12	\$4,506,740	\$13,870	\$4,520,610
27	Los Angeles	Culver City Unified	2024-25	Direct Funding	K-12	\$2,687,471	\$8,271	\$2,695,742
27	Los Angeles	Los Angeles Unified	2024-25	Direct Funding	K-12	\$130,108,777	\$400,437	\$130,509,214
27	Los Angeles	Montebello Unified	2024-25	Direct Funding	K-12	\$11,761,216	\$36,198	\$11,797,414
	Total					\$158,710,991	\$488,467	\$159,199,458
28	Capital Adult Education Regional Consortium	Sacramento County Office of Education	2024-25	Fiscal Agent	County Office of Education (COE)	\$14,492,212	\$44,603	\$14,536,815
29	Marin	Marin CCD	2024-25	Fiscal Agent	CCD	\$1,819,683	\$5,600	\$1,825,283
30	Mendocino-Lake	Mendocino-Lake CCD	2024-25	Fiscal Agent	CCD	\$1,898,337	\$5,843	\$1,904,180
31	Gateway (Merced)	Merced CCD	2024-25	Fiscal Agent	CCD	\$4,085,395	\$12,574	\$4,097,969
32	Coastal North County Adult Education Consortium (Mira)	MiraCosta CCD	2024-25	Fiscal Agent	CCD	\$1,474,816	\$4,539	\$1,479,355
33	Monterey	Monterey Peninsula CCD	2024-25	Direct Funding	CCD	\$105,008	\$323	\$105,331
33	Monterey	Carmel Unified	2024-25	Direct Funding	K-12	\$76,776	\$236	\$77,012
33	Monterey	Monterey Peninsula Unified	2024-25	Direct Funding	K-12	\$1,174,903	\$3,616	\$1,178,519
33	Monterey	Pacific Grove Unified	2024-25	Direct Funding	K-12	\$1,782,533	\$5,486	\$1,788,019
	Total					\$3,139,220	\$9,662	\$3,148,882
34	Mt. San Antonio	Mt. San Antonio CCD	2024-25	Direct Funding	CCD	\$1,063,710	\$3,274	\$1,066,984
34	Mt. San Antonio	Baldwin Park Unified	2024-25	Direct Funding	K-12	\$7,269,142	\$22,372	\$7,291,514
34	Mt. San Antonio	Bassett Unified	2024-25	Direct Funding	K-12	\$3,085,026	\$9,495	\$3,094,521
34	Mt. San Antonio	Charter Oak Unified	2024-25	Direct Funding	K-12	\$2,040,766	\$6,281	\$2,047,047
34	Mt. San Antonio	Covina-Valley Unified	2024-25	Direct Funding	K-12	\$4,229,043	\$13,016	\$4,242,059
34	Mt. San Antonio	Hacienda la Puente Unified	2024-25	Direct Funding	K-12	\$20,901,548	\$64,329	\$20,965,877
34	Mt. San Antonio	Pomona Unified	2024-25	Direct Funding	K-12	\$2,479,599	\$7,632	\$2,487,231
34	Mt. San Antonio	Rowland Unified	2024-25	Direct Funding	K-12	\$2,114,047	\$6,506	\$2,120,553
	Total					\$43,182,881	\$132,904	\$43,315,785
35	Southwest Riverside	Mt. San Jacinto CCD	2024-25	Fiscal Agent	CCD	\$5,984,389	\$18,418	\$6,002,807

**California Adult Education Program (CAEP)
2024-25 Final Allocation Schedule**

36	Napa Valley	Napa Valley CCD	2024-25	Direct Funding	CCD	\$261,073	\$804	\$261,877
36	Napa Valley	Calistoga Joint Unified	2024-25	Direct Funding	K-12	\$41,972	\$129	\$42,101
36	Napa Valley	Napa Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$127,173	\$391	\$127,564
36	Napa Valley	Napa Valley Unified	2024-25	Direct Funding	K-12	\$3,056,151	\$9,406	\$3,065,557
36	Napa Valley	St. Helena Unified School District	2024-25	Direct Funding	K-12	\$30,079	\$93	\$30,172
	Total					\$3,516,448	\$10,823	\$3,527,271
37	North Orange	North Orange CCD	2024-25	Fiscal Agent	CCD	\$4,758,354	\$14,645	\$4,772,999
38	Southern Alameda County (Ohlone)	Ohlone CCD	2024-25	Direct Funding	CCD	\$97,321	\$300	\$97,621
38	Southern Alameda County (Ohlone)	Fremont Unified	2024-25	Direct Funding	K-12	\$4,123,331	\$12,690	\$4,136,021
38	Southern Alameda County (Ohlone)	New Haven Unified	2024-25	Direct Funding	K-12	\$650,513	\$2,002	\$652,515
38	Southern Alameda County (Ohlone)	Newark Unified	2024-25	Direct Funding	K-12	\$250,985	\$772	\$251,757
	Total					\$5,122,150	\$15,765	\$5,137,915
39	Palo Verde	Palo Verde CCD	2024-25	Fiscal Agent	CCD	\$1,006,673	\$3,098	\$1,009,771
40	San Diego North (Palomar/Vista)	Vista Unified	2024-25	Fiscal Agent	K-12	\$9,709,529	\$29,883	\$9,739,412
41	Pasadena	Pasadena CCD	2024-25	Direct Funding	CCD	\$1,007,365	\$3,100	\$1,010,465
41	Pasadena	Pasadena Unified	2024-25	Direct Funding	K-12	\$921,019	\$2,835	\$923,854
41	Pasadena	Temple City Unified	2024-25	Direct Funding	K-12	\$379,402	\$1,168	\$380,570
	Total					\$2,307,786	\$7,103	\$2,314,889
42	Northern Alameda County (Peralta)	Peralta CCD	2024-25	Fiscal Agent	CCD	\$9,916,145	\$30,519	\$9,946,664
43	Rancho Santiago	Rancho Santiago CCD	2024-25	Direct Funding	CCD	\$3,820,985	\$11,760	\$3,832,745
43	Rancho Santiago	Garden Grove Unified	2024-25	Direct Funding	K-12	\$1,904,247	\$5,861	\$1,910,108
43	Rancho Santiago	Orange Unified	2024-25	Direct Funding	K-12	\$8,815	\$27	\$8,842
	Total					\$5,734,047	\$17,648	\$5,751,695
44	North Coast	Redwoods CCD	2024-25	Direct Funding	CCD	\$897,521	\$2,762	\$900,283
44	North Coast	Del Norte County Unified	2024-25	Direct Funding	K-12	\$124,272	\$382	\$124,654
44	North Coast	Eureka City Schools	2024-25	Direct Funding	K-12	\$359,008	\$1,105	\$360,113
	Total					\$1,380,801	\$4,249	\$1,385,050
45	Rio Hondo	Rio Hondo CCD	2024-25	Direct Funding	CCD	\$703,580	\$2,165	\$705,745
45	Rio Hondo	El Monte Union High	2024-25	Direct Funding	K-12	\$12,405,011	\$38,179	\$12,443,190
45	Rio Hondo	El Rancho Unified	2024-25	Direct Funding	K-12	\$981,631	\$3,021	\$984,652
45	Rio Hondo	Tri-Cities ROP	2024-25	Direct Funding	County Office of Education (COE)/RO	\$72,156	\$222	\$72,378
45	Rio Hondo	Whittier Union High	2024-25	Direct Funding	K-12	\$3,632,345	\$11,179	\$3,643,524
	Total					\$17,794,723	\$54,767	\$17,849,490
46	Riverside About Students	Riverside CCD	2024-25	Direct Funding	CCD	\$671,759	\$2,068	\$673,827
46	Riverside About Students	Alvord Unified	2024-25	Direct Funding	K-12	\$510,207	\$1,570	\$511,777
46	Riverside About Students	Corona-Norco Unified	2024-25	Direct Funding	K-12	\$1,761,739	\$5,422	\$1,767,161
46	Riverside About Students	Jurupa Unified	2024-25	Direct Funding	K-12	\$1,330,243	\$4,094	\$1,334,337
46	Riverside About Students	Moreno Valley Unified	2024-25	Direct Funding	K-12	\$1,377,552	\$4,240	\$1,381,792
46	Riverside About Students	Riverside Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$423,295	\$1,303	\$424,598
46	Riverside About Students	Riverside Unified	2024-25	Direct Funding	K-12	\$3,279,843	\$10,094	\$3,289,937

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46	Riverside About Students	Val Verde Unified	2024-25	Direct Funding	K-12	\$870,285	\$2,679	\$872,964
	Total					\$10,224,923	\$31,469	\$10,256,392
47	Inland AE Consortium San Bernardino	San Bernardino CCD	2024-25	Fiscal Agent	CCD	\$12,972,515	\$39,926	\$13,012,441
48	San Diego Adult Education Regional Consortium	San Diego CCD	2024-25	Direct Funding	CCD	\$4,341,498	\$13,362	\$4,354,860
48	San Diego Adult Education Regional Consortium	San Diego Unified	2024-25	Direct Funding	K-12	\$1,447,166	\$4,454	\$1,451,620
	Total					\$5,788,664	\$17,816	\$5,806,480
49	San Francisco	San Francisco CCD	2024-25	Direct Funding	CCD	\$4,295,593	\$13,221	\$4,308,814
49	San Francisco	San Francisco Unified	2024-25	Direct Funding	K-12	\$477,288	\$1,469	\$478,757
	Total					\$4,772,881	\$14,690	\$4,787,571
50	Delta Sierra Alliance	San Joaquin Delta CCD	2024-25	Direct Funding	CCD	\$553,084	\$1,702	\$554,786
50	Delta Sierra Alliance	Calaveras Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$76,249	\$235	\$76,484
50	Delta Sierra Alliance	Lincoln Unified	2024-25	Direct Funding	K-12	\$142,053	\$437	\$142,490
50	Delta Sierra Alliance	Lodi Unified	2024-25	Direct Funding	K-12	\$1,914,653	\$5,893	\$1,920,546
50	Delta Sierra Alliance	Manteca Unified	2024-25	Direct Funding	K-12	\$1,813,882	\$5,583	\$1,819,465
50	Delta Sierra Alliance	River Delta Joint Unified	2024-25	Direct Funding	K-12	\$106,475	\$328	\$106,803
50	Delta Sierra Alliance	San Joaquin Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$68,691	\$211	\$68,902
50	Delta Sierra Alliance	Stockton Unified	2024-25	Direct Funding	K-12	\$4,179,999	\$12,865	\$4,192,864
50	Delta Sierra Alliance	Tracy Joint Unified	2024-25	Direct Funding	K-12	\$1,485,223	\$4,571	\$1,489,794
	Total					\$10,340,309	\$31,824	\$10,372,133
51	South Bay Consortium for Adult Education (San Jose)	San Jose-Evergreen CCD	2024-25	Direct Funding	CCD	\$1,435,996	\$4,420	\$1,440,416
51	South Bay Consortium for Adult Education (San Jose)	West Valley-Mission CCD	2024-25	Direct Funding	CCD	\$552,993	\$1,702	\$554,695
51	South Bay Consortium for Adult Education (San Jose)	Campbell Union High	2024-25	Direct Funding	K-12	\$4,350,711	\$13,390	\$4,364,101
51	South Bay Consortium for Adult Education (San Jose)	East Side Union High	2024-25	Direct Funding	K-12	\$8,504,291	\$26,174	\$8,530,465
51	South Bay Consortium for Adult Education (San Jose)	Metropolitan Education District	2024-25	Direct Funding	County Office of Education (COE)	\$3,275,623	\$10,081	\$3,285,704
51	South Bay Consortium for Adult Education (San Jose)	Milpitas Unified	2024-25	Direct Funding	K-12	\$1,006,920	\$3,099	\$1,010,019
51	South Bay Consortium for Adult Education (San Jose)	Santa Clara Unified	2024-25	Direct Funding	K-12	\$2,436,737	\$7,500	\$2,444,237
	Total					\$21,563,271	\$66,366	\$21,629,637
52	San Luis Obispo	San Luis Obispo County CCD	2024-25	Direct Funding	CCD	\$488,570	\$1,504	\$490,074
52	San Luis Obispo	Lucia Mar Unified	2024-25	Direct Funding	K-12	\$559,471	\$1,722	\$561,193
52	San Luis Obispo	San Luis Coastal Unified	2024-25	Direct Funding	K-12	\$551,674	\$1,698	\$553,372
52	San Luis Obispo	Templeton Unified	2024-25	Direct Funding	K-12	\$132,244	\$407	\$132,651
	Total					\$1,731,959	\$5,330	\$1,737,289
53	ACCEL (San Mateo)	San Mateo County CCD	2024-25	Direct Funding	CCD	\$618,777	\$1,904	\$620,681
53	ACCEL (San Mateo)	Cabrillo Unified	2024-25	Direct Funding	K-12	\$417,220	\$1,284	\$418,504
53	ACCEL (San Mateo)	Jefferson Union High	2024-25	Direct Funding	K-12	\$1,779,651	\$5,477	\$1,785,128
53	ACCEL (San Mateo)	San Mateo Union High	2024-25	Direct Funding	K-12	\$5,784,071	\$17,802	\$5,801,873
53	ACCEL (San Mateo)	Sequoia Union High	2024-25	Direct Funding	K-12	\$1,914,648	\$5,893	\$1,920,541
53	ACCEL (San Mateo)	South San Francisco Unified	2024-25	Direct Funding	K-12	\$1,353,555	\$4,166	\$1,357,721
	Total					\$11,867,922	\$36,526	\$11,904,448
54	Santa Barbara	Santa Barbara CCD	2024-25	Fiscal Agent	CCD	\$1,006,673	\$3,098	\$1,009,771
55	Santa Clarita Valley Adult Education	Santa Clarita CCD	2024-25	Direct Funding	CCD	\$492,187	\$1,515	\$493,702
55	Santa Clarita Valley Adult Education	William S. Hart Union High	2024-25	Direct Funding	K-12	\$1,105,935	\$3,404	\$1,109,339

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	Total					\$1,598,122	\$4,919	\$1,603,041
56	Santa Monica	Santa Monica CCD	2024-25	Direct Funding	CCD	\$553,397	\$1,703	\$555,100
56	Santa Monica	Santa Monica-Malibu Unified	2024-25	Direct Funding	K-12	\$849,356	\$2,614	\$851,970
	Total					\$1,402,753	\$4,317	\$1,407,070
57	Sequoias	Sequoias CCD	2024-25	Direct Funding	CCD	\$237,781	\$732	\$238,513
57	Sequoias	Corcoran Joint Unified	2024-25	Direct Funding	K-12	\$291,914	\$898	\$292,812
57	Sequoias	Cutler-Orosi Joint Unified	2024-25	Direct Funding	K-12	\$309,494	\$953	\$310,447
57	Sequoias	Farmersville Unified	2024-25	Direct Funding	K-12	\$69,955	\$215	\$70,170
57	Sequoias	Hanford Joint Union High	2024-25	Direct Funding	K-12	\$868,735	\$2,674	\$871,409
57	Sequoias	Lindsay Unified	2024-25	Direct Funding	K-12	\$111,061	\$342	\$111,403
57	Sequoias	Tulare Joint Union High	2024-25	Direct Funding	K-12	\$3,603,023	\$11,089	\$3,614,112
57	Sequoias	Visalia Unified	2024-25	Direct Funding	K-12	\$6,397,150	\$19,689	\$6,416,839
	Total					\$11,889,113	\$36,591	\$11,925,704
58	Shasta-Tehama-Trinity	Shasta-Tehama-Trinity Joint CCD	2024-25	Fiscal Agent	CCD	\$1,381,308	\$4,251	\$1,385,559
59	Sierra Joint	Roseville Joint Union High	2024-25	Fiscal Agent	K-12	\$4,149,976	\$12,772	\$4,162,748
60	Solano	Solano CCD	2024-25	Direct Funding	CCD	\$45,955	\$141	\$46,096
60	Solano	Benicia Unified	2024-25	Direct Funding	K-12	\$186,475	\$574	\$187,049
60	Solano	Fairfield-Suisun Unified	2024-25	Direct Funding	K-12	\$2,032,875	\$6,257	\$2,039,132
60	Solano	Solano Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$26,711	\$82	\$26,793
60	Solano	Vacaville Unified	2024-25	Direct Funding	K-12	\$596,944	\$1,837	\$598,781
60	Solano	Vallejo City Unified	2024-25	Direct Funding	K-12	\$1,973,978	\$6,075	\$1,980,053
	Total					\$4,862,938	\$14,967	\$4,877,905
61	Sonoma	Sonoma County CCD	2024-25	Direct Funding	CCD	\$1,222,666	\$3,763	\$1,226,429
61	Sonoma	Petaluma Joint Union High	2024-25	Direct Funding	K-12	\$1,672,262	\$5,147	\$1,677,409
61	Sonoma	Sonoma Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$242,525	\$746	\$243,271
	Total					\$3,137,453	\$9,656	\$3,147,109
62	South Orange	Irvine Valley College	2024-25	Direct Funding	CCD	\$567,110	\$1,745	\$568,855
62	South Orange	Saddleback College	2024-25	Direct Funding	CCD	\$3,050,824	\$9,390	\$3,060,214
62	South Orange	College and Career Advantage	2024-25	Direct Funding	County Office of Education (COE)/RO	\$509,266	\$1,567	\$510,833
62	South Orange	Irvine Unified	2024-25	Direct Funding	K-12	\$620,183	\$1,909	\$622,092
62	South Orange	Laguna Beach Unified	2024-25	Direct Funding	K-12	\$135,963	\$418	\$136,381
62	South Orange	Tustin Unified	2024-25	Direct Funding	K-12	\$1,079,953	\$3,324	\$1,083,277
	Total					\$5,963,299	\$18,353	\$5,981,652
63	South Bay (Southwestern)	Sweetwater Union High	2024-25	Fiscal Agent	K-12	\$17,878,725	\$55,026	\$17,933,751
64	State Center	State Center CCD	2024-25	Fiscal Agent	CCD	\$18,599,940	\$57,245	\$18,657,185
65	Ventura County	Conejo Valley Unified	2024-25	Direct Funding	K-12	\$1,762,846	\$5,426	\$1,768,272
65	Ventura County	Fillmore Unified	2024-25	Direct Funding	K-12	\$688,315	\$2,118	\$690,433
65	Ventura County	Moorpark Unified	2024-25	Direct Funding	K-12	\$478,484	\$1,473	\$479,957
65	Ventura County	Ojai Unified	2024-25	Direct Funding	K-12	\$426,364	\$1,312	\$427,676
65	Ventura County	Oxnard Union High	2024-25	Direct Funding	K-12	\$3,468,868	\$10,676	\$3,479,544
65	Ventura County	Santa Paula Unified	2024-25	Direct Funding	K-12	\$435,418	\$1,340	\$436,758

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65	Ventura County	Simi Valley Unified	2024-25	Direct Funding	K-12	\$6,233,638	\$19,185	\$6,252,823
65	Ventura County	Ventura Unified	2024-25	Direct Funding	K-12	\$5,247,064	\$16,149	\$5,263,213
	Total					\$18,740,997	\$57,679	\$18,798,676
66	Victor Valley	Victor Valley CCD	2024-25	Fiscal Agent	CCD	\$2,694,799	\$8,294	\$2,703,093
67	West Hills College Consortium	West Hills CCD	2024-25	Fiscal Agent	CCD	\$1,378,162	\$4,242	\$1,382,404
68	West Kern Consortium	West Kern CCD	2024-25	Fiscal Agent	CCD	\$1,006,673	\$3,098	\$1,009,771
69	Stanislaus Mother Lode (Yosemite)	Yosemite CCD	2024-25	Fiscal Agent	CCD	\$5,399,989	\$16,620	\$5,416,609
70	North Central (Yuba)	Sutter County Office of Education	2024-25	Fiscal Agent	County Office of Education (COE)	\$3,903,866	\$12,015	\$3,915,881
71	Adult Education Pathways (Siskiyou)	Siskiyou Co. Office of Education	2024-25	Fiscal Agent	County Office of Education (COE)	\$1,173,233	\$3,611	\$1,176,844

16 Feather River Adult Education Consortium

DRAFT

2024-25

Plans & Goals**Executive Summary**

The Feather River Adult Education Consortium (FRAEC) is located in California's Plumas National Forest and covers mostly rural geography across Plumas and Sierra Counties. FRAEC consists of five Member districts: Feather River College, Plumas County Office of Education (Consortium Administration Funding), Plumas Unified School District, Sierra County Office of Education, and Sierra-Plumas Joint Unified School District. NoRTEC serves as the 11 county Workforce Development Board and the Alliance for Workforce Development (AFWD) serves as the regional AJCC, providing services to the following counties: Butte, Del Norte, Lassen, Modoc, Nevada, Plumas, Shasta, Sierra, Siskiyou, Tehama, and Trinity. With such a vast area to cover, the AFWD's engagement with the FRAEC has been limited, but the Member Districts continue to reach out in the hopes of improvement.

During the prior Annual Plan period, adult education services were expanded at the adult schools in both Plumas and Sierra Counties. Curriculum has been standardized across all Member Districts, and student assessment and data management now reflect strong student engagement and persistence. CTE has been growing as a key component to all Member program offerings, with Hospitality, Early Childhood Education, Construction, and Health Care being of primary community need.

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 while maintaining alignment to the Workforce Development Board's mission. FRAEC envisions working together and leveraging resources to create regional stability among Adult Education providers, while being flexible in meeting the every changing needs in the communities we serve. With a renewed commitment to the CAEP initiative, this plan was developed in a spirit of collaboration and partnership. AFWD was invited to attend the planning session, and despite an initial acceptance of the invitation, did not provide updated documents or attend the meeting. During the 2024-2025 program year, FRAEC will deploy methods to support accelerated learning programs for students in their academic pathways and/or career goals.

The Consortium will continue to work on building relationships with community partners to best leverage existing resources. To address the needs of rural areas, FRAEC will continue to promote and implement Distance Learning best practices for all program participants, in alignment with the California Digital Learning Guide. FRAEC Adult School Members are proud of their WASC Accreditation and strive to continue best-in-class services. Member Districts are, however, frustrated that Perkins funding for their CTE programs is not possible due to the small number of students served in the region. The FRAEC Board encourages the California Department of Education to address this inequity for rural areas that are primarily CTE focused. Doing so would be recognition of the importance of braided/blended funding models to that ensure the stability of programs in rural areas of the state.

FRAEC Member Districts 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 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 District faculty/staff will attend annual adult education professional development events. The FRAEC Board recognizes that Adult Education plays a strategic role to building community equity across the region we serve and to the ideals of collective impact.

In addition to the impact of the global COVID-19 pandemic, the region has been severely impacted by a series of fires that impaired service delivery in the region. These disruptions are still being addressed by local agencies as communities rebuild and the economy begins to recover. Specifically, Plumas is offering Basic Fire Training courses (S-130, S-190, and L-180) and Sierra is offering EMR, EMT-Basic, A-EMT, and PSFA (Public Safety First Aid) for first responders as well as all levels of CPR/First Aid and AED training. These courses serve as career pathways into CalFire and Medic hiring, while also strongly supporting the

local need to address seasonal fires. Finally, the barriers of technology access, transportation to education sites, and distances students need to travel to be at an adult school remain significant barriers for academic engagement in the region.

Regional Planning Overview

The Feather River Adult Education 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 has developed and implemented a Distance Learning policy to address the CAEP State Priority on Technology and Distance Learning. While this might not be possible for every geography served, the FRAEC Board commits to exploring options to increase the rigor and credibility of all programs across the Consortium. The Consortium will continue to focus on team building and refining the internal management and leadership structure.

The FRAEC Board is committed to full implementation of the adopted 2022-2025 Three-Year Plan as well as creating a new 2025-2028 Three Year Plan. The 2023-2024 Annual Plan is directly linked to the current Three-Year Plan through the strategies, objectives, and metrics.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Plumas County Occupational Highlights

Plumas County's largest industry sectors include Government; Hospitality (Accommodation and Culinary/Food Services); Retail Trade; Construction; Health Care and Social Assistance; and Manufacturing. Government has more jobs than the next three industries combined in Plumas County. Industries projected to add the most jobs in Plumas County in the next five years include Hospitality (Accommodation and Food Services), and Health Care and Social Assistance. The top occupations in Plumas County by employment include Cashiers; Secretaries and Administrative Assistants; Personal Care Aides; Building Cleaning Workers; and Laborers and Material Movers.

Sierra County Occupational Highlights

Sierra County's largest industry sectors include Government; Hospitality (Accommodation and Food Services); Construction; and Retail Trade. Government has more jobs than the next six sectors combined. Industries adding the most jobs in Sierra County over the last five years include Hospitality (Accommodation and Food Services); Administrative and Support Services; Waste Management and Remediation Services; and Agriculture, Forestry, Fishing and Hunting. The Program Administrator will meet monthly with staff to discuss student learning objective attainment and student perseverance. Using our vision and mission and WASC action Plan discuss interventions and ways to best serve our students to assist them with their goal attainment. Since most of our courses are short term CTE certificate and industry credentials we will also be aligning with our business partners on a quarterly basis. How do you know? What resources did you use

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

To prepare for drafting the Annual Plan, FRAEC engaged in a series of activities:

- Member District Meetings with Staff and Faculty
- The NoRTEC Labor Market Intelligence Report was used to identify industry trends and inform educational program offerings
- Updated NoRTEC Industry Profiles for the region
- Launchboard Data Review
- TOPS Pro Data Review
- Member District Quarterly Expense Review

To assess the needs of the region, the FRAEC Board undertook a series of activities to better understand the needs, customers, and demographics of the communities served by the Consortium. Monthly Board Meetings Focused on Annual Plan Sections Facilitated Steering Committee. Between August 2023 and June 2024, the FRAEC Board spent time at each monthly

Board meeting to discuss the status of Member Districts. The meetings yielded information about the goals of each Member District, shifts in regional needs, and the areas of focus for the coming 12-month period and beyond.

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

Effectiveness is evaluated quarterly by the FRAEC Consortium Board. Included in this review are TOPSPro DIR submissions, Quarterly Fiscal Expense Reporting, and student persistence rates.

Address Educational Needs

2024-25 Strategies

Strategy Name

Gaps in Service - Digital Literacy

Activity that Applies to this Strategy

Internet Access

Metrics that Apply to this Activity/Strategy

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

Member districts will adopt a curriculum to address the digital, computer, and technology learning needs of the students served. Sierra county will reach out to the California Department of Aging in pursuit of reapplying or renewing the current grant we are using to expand our ability to serve our seniors and disabled adults regarding technology classes that teach the basics. The advent of this program has attracted a variety of participants and more are coming in everyday with different needs regarding technology use and safety issues. We will continue to work with our senior center and the department of human services to expand the courses we can offer based on community need.

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

Strategy Name

Gaps in Service - Marketing & Outreach

Activity that Applies to this Strategy

Marketing and Outreach

Metrics that Apply to this Activity/Strategy

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)

- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

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 continue to support site-specific web sites for each Adult School.

This strategy addresses the CAEP State Priority of Marketing.

Strategy Name

Increased Career Course Offerings

Activity that Applies to this Strategy

Increased Course Offerings

Metrics that Apply to this Activity/Strategy

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

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. Sierra County is partnering with SRJUSD to offer encore courses in EMS, and ECE for high school seniors, as for credit courses at the entry level. Once they have graduated they will transition into the courses that have national licensing as a final step of the course and can enter directly into the work force upon completion of the course and the successful completion of national exam process. Included in new offerings are MOS certification, welding, culinary, office applications, and basic accounting.

This strategy addresses the CAEP State Priority of Program Development/Curriculum/Classroom.

Strategy Name

Gaps in Service - Hospitality & Tourism

Activity that Applies to this Strategy

Short-Term CTE Certificate Programs

Metrics that Apply to this Activity/Strategy

- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

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

This strategy addresses the CAEP State Priority of Program Development/Curriculum/Classroom.

Strategy Name

Gaps in Service - WBL

Activity that Applies to this Strategy

Work-based Learning

Metrics that Apply to this Activity/Strategy

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

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.

This strategy addresses the CAEP State Priority of Learner Transition.

Strategy Name

Gaps in Service - Increased Course Offerings

Activity that Applies to this Strategy

Increase Program Completion Rates

Metrics that Apply to this Activity/Strategy

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

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, increased completion rates, and a better understanding of data-driven instruction guided by best practices.

This strategy addresses the CAEP State Priorities of Program Development/Curriculum/Classroom and Equity.

Strategy Name

Gaps in Service - Serving Rural Communities with Internet

Activity that Applies to this Strategy

Internet Access

Metrics that Apply to this Activity/Strategy

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

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 increased enrollment. In areas where no access is possible, expanded purchasing of print-based curriculum will be implemented as well as providing access to the internet via mobile hotspots.

This strategy addresses the CAEP State Priorities of Technology and Distance Learning and Equity.

Strategy Name

Gaps in Service - Implement Jail Education Program

Activity that Applies to this Strategy

Increased Course Offerings

Metrics that Apply to this Activity/Strategy

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Expand services offered at the Plumas County Jail through ABE, HSD, and Reentry program offerings.

This strategy addresses the CAEP State Priorities of Program Development/Curriculum/Classroom and Equity.

Strategy Name

Gaps in Service - Consortium Leadership

Activity that Applies to this Strategy

Professional Development

Metrics that Apply to this Activity/Strategy

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

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.

This strategy addresses the CAEP State Priority of Leadership.

Strategy Name

Leveraging Resources - Apply for ESL Round 2 Healthcare Funding

Activity that Applies to this Strategy

Increased Course Offerings

Metrics that Apply to this Activity/Strategy

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Apply as a Consortium for the ESL Round 2 Healthcare funding.

Strategy Name

Leveraging Resources - Employability

Activity that Applies to this Strategy

Short-Term CTE Certificate Programs

Metrics that Apply to this Activity/Strategy

- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

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

This strategy addresses the CAEP State Priorities of Program Development/Curriculum/Classroom and Program Evaluation.

Strategy Name

Leveraging Resources - Expand Agency Partnerships

Activity that Applies to this Strategy

Increased Course Offerings

Metrics that Apply to this Activity/Strategy

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

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. Partner with SPI, Modoc, and Shasta as potential partners, particularly for the trades. Partner with Lassen College as needed.

This strategy addresses the CAEP State Priorities of Program Development/Curriculum/Classroom and Learner Transition.

Strategy Name

Leveraging Resources - Reentry

Activity that Applies to this Strategy

Short-Term CTE Certificate Programs

Metrics that Apply to this Activity/Strategy

- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

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. Explore adding High School Diploma completion (HSD) to probation requirements. This program will dovetail with Feather River College's ServSafe program.

This strategy addresses the CAEP State Priorities of Program Development/Curriculum/Classroom and Learner Transition.

Strategy Name

Leveraging Resources - Cross Agency Referrals

Activity that Applies to this Strategy

Increase Program Completion Rates

Metrics that Apply to this Activity/Strategy

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

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.

This strategy addresses the CAEP State Priorities of Program Evaluation and Learner Transition.

Strategy Name

Leveraging Resources - Employability

Activity that Applies to this Strategy

Short-Term CTE Certificate Programs

Metrics that Apply to this Activity/Strategy

- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Partner with the WDB/AFWD 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.

This strategy addresses the CAEP State Priorities of Program Development/Classroom/Curriculum and Learner Transition.

Strategy Name

Leveraging Resources - Probation HSD/HSE

Activity that Applies to this Strategy

Increase Program Completion Rates

Metrics that Apply to this Activity/Strategy

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

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

This strategy addresses the CAEP State Priorities of Program Development/Classroom/Curriculum and Learner Transition.

Improve Integration of Services & Transitions

2024-25 Strategies

Strategy Name

Seamless Transitions - Student Data

Activity that Applies to this Strategy

Improved Data Collection

Metrics that Apply to this Activity/Strategy

- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)

Strategy Description

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.

This strategy addresses the CAEP State Priority of Program Evaluation.

Strategy Name

Seamless Transitions - Increased Course Offerings

Activity that Applies to this Strategy

Increased Course Offerings

Metrics that Apply to this Activity/Strategy

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

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.

This strategy addresses the CAEP State Priorities of Program Evaluation, Program Development/Curriculum/Classroom, Equity and Marketing.

Strategy Name

Seamless Transitions - Enrollment

Activity that Applies to this Strategy

Increase Program Completion Rates

Metrics that Apply to this Activity/Strategy

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

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

This strategy addresses the CAEP State Priorities of Equity and Learner Transition.

Strategy Name

Seamless Transitions - Postsecondary Pathways

Activity that Applies to this Strategy

Articulation Agreements

Metrics that Apply to this Activity/Strategy

- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Develop pathways agreements between Adult Schools and Feather River College, resulting in greater transition of students to postsecondary, enrollment in for-credit programs, bootcamps for culinary, and the development of two pathways aligned to FRC courses. The goal is to have a formal MOU in place for ECE that will create a flow-through for GoTeach graduates from SCOE to FRC. This would reduce referrals to Lassen College, Sierra College, Truckee Meadows college, and Western Nevada College. The MOU would make FRC the preferred referral point to reduce out of state referrals and to meet enrollment goals at FRC.

This strategy addresses the CAEP State Priorities of Equity, Program Development/Curriculum/Classroom, and Learner Transition.

Strategy Name

Seamless Transitions - Career Pathways

Activity that Applies to this Strategy

Articulation Agreements

Metrics that Apply to this Activity/Strategy

- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Develop pathway agreements between Adult Schools resulting in increased transitions of students between programs and articulation agreements for enrollment in ECE, CalFire, EMT, and paramedic programs.

This strategy addresses the CAEP State Priorities of Equity, Program Development/Curriculum/Classroom, and Learner Transition.

Strategy Name

Seamless Transitions - Partnerships

Activity that Applies to this Strategy

Increase Program Completion Rates

Metrics that Apply to this Activity/Strategy

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

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 Alliance for Workforce Development to identify a job coach and develop cross-referrals to the county ROP program.

This strategy addresses the CAEP State Priorities of Equity, Program Development/Curriculum/Classroom, and Learner Transition.

Strategy Name

Student Transitions - CTE Short/Long Term

Activity that Applies to this Strategy

Short-Term CTE Certificate Programs

Metrics that Apply to this Activity/Strategy

- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Increase enrollment in 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, Hospitality, Culinary, Outdoor Recreation, Early Childhood Education courses. ESL will be added to course offerings to create industry-focused, vocational ESL programs of study (assuming funding for Round 2 Healthcare ESL). This strategy will enhance the certification via NorCal to be a continuing education provider for healthcare providers (CEUs); while exploring ECE as CEU.

This strategy addresses the CAEP State Priorities of Program Evaluation and Learner Transition.

Strategy Name

Seamless Transitions / Student Acceleration - Course Catalogue

Activity that Applies to this Strategy

Marketing and Outreach

Metrics that Apply to this Activity/Strategy

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

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 Member-Specific Student Handbook and a Course Catalogues (available on each district's website), and conduct a study to determine community needs for CareerPathways, including EMS and ECE and Bootcamps.

This strategy addresses the CAEP State Priorities of Program Evaluation and Learner Transition.

Strategy Name

Student Acceleration - CTE Programs of Study

Activity that Applies to this Strategy

Short-Term CTE Certificate Programs

Metrics that Apply to this Activity/Strategy

- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Increase enrollment in 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, Culinary, Fire Classes, Early Childhood Education, Water Certification, and Hospitality courses. ESL will be added to course offerings to create industry-focused, vocational ESL programs of study.

This strategy addresses the CAEP State Priorities of Program Development/Curriculum/Classroom, and Learner Transition.

Improve Effectiveness of Services

2024-25 Strategies

Strategy Name

Professional Development - Site Specific Training

Activity that Applies to this Strategy

Professional Development

Metrics that Apply to this Activity/Strategy

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

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

This strategy addresses the CAEP State Priority on Program Development/Curriculum/Classroom.

Strategy Name

Professional Development - Conferences

Activity that Applies to this Strategy

Professional Development

Metrics that Apply to this Activity/Strategy

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

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 Priorities on Leadership and Program Development/Curriculum/Classroom.

Strategy Name

Effectiveness of Services - WIOA CIPs

Activity that Applies to this Strategy

Increase Program Completion Rates

Metrics that Apply to this Activity/Strategy

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

WIOA CIP Plans - Plumas Unified; Feather River Adult School

Goal 1

By the end of the 2024-25 program year, improve the percentage of ESL client participants achieving a measurable skills gain (Table 4) by 5% from 32% currently to 37%. Through the implementation of professional development targeting instruction in areas of low student achievement informed by CASAS pretesting as part of the intake process along with the resulting TOPSpro Enterprise (TE) reports in the categories of Content Standards, Competency Performance, and Skills Profile, learners will have access to the appropriate curriculum to score a level gain. CASAS post-test scores will measure the effectiveness of the teacher's professional development and continue to guide the PD in targeted instruction to support the goal.

Goal 2

By the end of the 2024-25 program year, improve the number of ABE Level 3 clients who achieved at least one educational functioning level gain through CASAS post-testing to three participants, from one of 19 participants in 23-24, two out of 19 participants in 22-23, and two out of 13 participants in 21-22. Through the implementation of professional development targeting instruction in areas of low student achievement informed by CASAS pretesting as part of the intake process along with the resulting TOPSpro Enterprise (TE) reports in the categories of Content Standards, Competency Performance, and Skills Profile, learners will have access to the appropriate curriculum to score a level gain. Quarterly CASAS post-test scores will measure the effectiveness of the teacher's professional development and continue to guide the PD in targeted instruction to support the goal.

Goal 3

By the end of the 2024-2025 program year, increase the percentage of ESL/ABE/ASE clients issued school Chromebooks from the current 33% to 50%, who respond 'I don't have a device' or 'Cell Phone' only to the California Adult Education Student Technology Intake Survey question, 'Which device(s) do you or can you use for online learning?'

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, via the direct funding model, to support the implementation of the 2022-2025 Three-Year Plan. The FRAEC Board adopted a direct-funding model starting with the 2020-2021 fiscal year and a Multiple Measures Funding Formula during the 2021 Summer Board Retreat. These models have proven successful and the Consortium will continue under these funding models.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2024-25.

The FRAEC Board and Leadership Committee meet regularly to discuss the allocation of funds, taking into account the multiple funding streams available to each Member District. These include, but are not limited to WIOA and other grants awarded to each Member District. Further, the FRAEC Board look forward to applying for the 2nd round of Healthcare Career Pathway funding for ESL students and expanding career pathways in this quickly growing industry sector. Carry-over funds are regularly evaluated and, when needed, reallocated among Member Districts to ensure continuity of program, address shifting enrollments, and program needs. To determine reallocation, a multiple-measure formula was discussed in a public forum and agreed to by all Member Districts at a July 21, 2021, Board Retreat.

Certification

No approver contacts.



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