

16 Feather River Adult Education Consortium (2022-25) CERTIFIED

Details

Consortium Information

**Consortium Name:**  
16 Feather River Adult Education Consortium

**Consortium Short Name:**  
16 16 Feather River Adult Education Consortium

**Address:**  
1446 E. Main St. | Quincy, CA | 95971

**Website:**  
<https://www.FeatherRiverAdultEd.org>

**Funding Channel 2024-25:**  
Direct Funded

**CAEP Funds 2024-25:**  
\$1,009,771

**CAEP Funds 2023-24:**  
\$999,079

**CAEP Funds 2022-23:**  
\$923,193



Consortium Contacts

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Primary Contact	Mitch Rosin	<a href="mailto:mitch.rosin2@gmail.com">mitch.rosin2@gmail.com</a>		
Fiscal Contact	James Berardi	<a href="mailto:jberardi@tresd.org">jberardi@tresd.org</a>		

Member Agencies

Member Agency	Member Type	Contact	Phone
<a href="#">Feather River CCD</a>	District	Derek Lerch FRC	(530) 283-0202 ext: 321
<a href="#">Plumas Co. Office of Education</a>	County Office of Education (COE)	Steven Dutton	(530) 283-1003
<a href="#">Plumas Unified</a>	Unified School District	Steven Dutton	(530) 283-1003
<a href="#">Sierra Co. Office of Education</a>	County Office of Education (COE)	Wendy Jackson	
<a href="#">Sierra-Plumas Joint Unified</a>	Unified School District	Wendy Jackson	

Executive Summary

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 (AWD) 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 AWD's engagement with the FRAEC has been limited, but continues to improve.

The Feather River Adult Education Consortium consists of the following Member Districts:

- Feather River College
- Plumas Unified School District
- Plumas County Office of Education
- Sierra County Office of Education

- Sierra-Plumas Joint Unified School District

During the prior Three-Year Plan period, adult education services were expanded to include the addition of an adult school in both Plumas and Sierra Counties. Curriculum has been standardized across all Member Districts, and student assessment and data management are now in alignment with state guidelines and mandates. CTE has been added as a key component to all Member program offerings, with Hospitality and Health Care being of primary community need. During the summer of 2021, the FRAEC Board held a retreat during which a Multiple Measures Funding Formula was Board voted and approved.

FRAEC holds Member Districts to a spirit of collaboration in all decision making. This Three-Year 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. With a renewed commitment to the CAEP initiative, this plan was developed in a spirit of collaboration and partnership. During the 2022-2025 time frame, FRAEC will primarily address gaps in service and seamless transitions. Additionally, the Consortium will deploy methods to support accelerated learning programs for students in their academic pathways and/or career goals.

The Consortium will work on building relationships with more community partners to leverage existing resources. To address the needs of rural areas, FRAEC will continue to promote and implement a Distance Learning policy for all program participants. FRAEC Members are proud of their newly received WASC Accreditation as well as being WIOA federally funded. Member Districts will now explore Perkins and RISE funding for their CTE programs. This is in full recognition of the importance of braided/blended funding to ensure ongoing programming. The FRAEC Board commits to exploring options to increase the rigor and credibility of all programs across the Consortium.

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 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 was severely impacted in 2021 by a series of fires which impacted 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 Mediac 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.

## Assessment

### Overview and Preparation \*

To prepare for drafting the Three-Year Plan, FRAEC engaged in a series of activities:

- The CAEP Three-Year Planning Self-Assessment Tool was utilized by the FRAEC Board of Directors to assist in the process of planning for this report.
- American Community Survey; Self-Sufficiency Standard was reviewed
- Member District Meetings with Staff and Faculty
- The NoRTEC Labor Market Intelligence Report was used to identify industry trends and inform educational program offerings
- CAEP Consortium Factsheet, released in January 2021, was used as a cross-reference tool in developing this Plan

### Regional Alignment and Priorities \*

#### NoRTEC Labor Market Intelligence Report

The Northern Rural Training and Employment Consortium (NoRTEC) is responsible for providing Labor Market Information (LMI) for the region. The 2021 LMI report was used to identify industry trends and inform educational program offerings. The report includes both quantitative and qualitative data regarding past, current and projected economic trends for the region's 11 counties: Butte, Del Norte, Lassen, Modoc, Nevada, Plumas, Shasta, Sierra, Siskiyou, Tehama, and Trinity counties. The Feather River Adult Education Consortium focuses on the Healthcare and Hospitality industry sectors.

The NoRTEC region is located at the northern end of California and includes the 11 counties of Butte, Del Norte, Lassen, Modoc, Nevada, Plumas, Shasta, Sierra, Siskiyou, Tehama, and Trinity. NoRTEC boundaries contain over 24% of the land area in California, covering approximately 32,000 square miles. To put this into perspective, it is more than an 850-mile round trip from the Sierraville America's Job Center (AJCC) in Sierra County to the Crescent City AJCC in Del Norte County. Although the NoRTEC population is sparse in some of the areas, the overall regional population has increased from 703,017 to 712,382 over the past ten years.

#### NoRTEC Occupational Outlook Reports

NoRTEC published occupational outlook reports in November 2021. These reports contain information for the entire north region and address the following industry sectors: agriculture, construction, healthcare, hospitality, information technology, manufacturing, professional services, and public services. The FRAEC Board decided to focus on those industry sectors identified with an asterisk.

- Agriculture: 4.5% decrease in job postings. Occupations that experienced greatest increase in employment: Farmworkers and Laborers, Industrial Truck and Tractor Operators, Inspectors, Testers, Sorters, Samplers, Weighers
- Construction: 14% decrease in job postings. Occupations that experienced greatest increase in employment: Plumbers, Pipefitters, Steamfitters: First-Line Supervisors of Construction Trades and Extraction Workers, Heating, Air Conditioning, and Refrigeration Mechanics and Installers
- \*Healthcare: 4.7% increase in job postings. Occupations that experienced greatest increase in employment: Nursing Assistants, Emergency Medical Technicians and Paramedics, Licensed Practical and Licensed Vocational Nurses
- \*Hospitality: 17.1% increase in job postings. Occupations that experienced greatest increase in employment: Childcare Workers, Waiters and Waitresses, Maids and Housekeeping Cleaners
- Information Technology: 16.8% increase in job postings. Occupations that experienced greatest increase in employment: Broadcast Technicians, Electrical Engineers, Computer User Support Specialists
- Manufacturing: 20.7% decrease in job postings. Occupations that experienced greatest increase in employment: Cutting, Punching, Press Machine Setters, Operators, and Tenders, Metal and Plastic, Industrial Truck and Tractor Operators, Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders
- Professional Services: 16.3% increase in job postings. Occupations that experienced greatest increase in employment: Maids and Housekeeping Cleaners, Insurance Underwriters, Software Developers and Software Quality
- Public Services: 14.5% decrease in job postings. Occupations that experienced greatest increase in employment: Preschool Teachers, Teaching Assistants

#### Plumas County Occupational Highlights (2019)

- Plumas County's largest industry sectors include Government; Accommodation and 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 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, Hand.

#### Sierra County Occupational Highlights (2019)

- Sierra County's largest industry sectors include Government; 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 Accommodation and Food Services; Administrative and Support and Waste Management and Remediation Services; and Agriculture, Forestry, Fishing and Hunting.
- Individual industries with strong growth prospects for the county include: Individual and Family Services; Services to Buildings and Dwellings; and Traveler Accommodation.

### Evaluate the Educational Needs of Adults in the Region \*

To assess the needs of the region, the FRAEC Executive Committee undertook a series of activities to better understand the needs, customers, and demographics of the communities served by the Consortium.

#### A. Three-Year Planning Self-Assessment Tool

The CAEP Three-Year Planning Self-Assessment Tool was used by the FRAEC Board as a means of better understanding the current strengths and opportunities of the Consortium. The tool was used as a launch point of discussion, and resulted in a consensus outcome. The Consortium Board found that the tool helped to shine light on areas where improvement could be found. Of the five areas of evaluation, the average scores, reached by consensus, include:

- Capacity = 5.0
- Connection = 5.0
- Entry = 4.7
- Progress = 5.0
- Completion/Transition = 4.7

Compared to the previous scores, this represents significant achievements in program improvement over the past three-year implementation period for the Consortium.

#### B. Monthly Board Meetings Focused on Three-Year Plan Sections Facilitated Steering Committee

Between October 2021 and March 2022, the FRAEC Board spent time at each monthly Board meeting to discuss the Three-Year Plan, section by section. The meetings yielded information about the goals of each Member District, and the areas of focus for the coming 12-month period and beyond.

#### C. Review of Regional Demographics

The overall adult population of the area is roughly 15,000 with a breakdown of 47% female and 53% male. Hispanic residents make up 13% of the residents with 72% being white, and the remainder comprising Asian, Black/African American, American Indian, and Pacific Islander. Eleven percent speak English "less than well" and the region contains 16% of the population without a high school diploma or equivalency. The current unemployment rate is 5% representing 760 residents, with 55% opting out of the labor force due to the high level or retraining in the region. The poverty rate shows 2,700 people near or below the poverty line. The predominant languages spoken at home are English (90%) and Spanish (7%). There are approximately 3,000 adults with disabilities in the service area.

### Contributions by Entities \*

To prepare for drafting the Three-Year Plan, FRAEC Member Districts engaged in a series of activities:

- FRAEC Board Meetings:** Monthly Board meetings focused on each Section of the Three-Year Plan and Guidance Memo. Discussions were held regarding needed updates to the previous Three-Year Plan and new objectives, activities, and outcomes were identified. The public was welcome to attend all of these meetings and participate in discussions.
- North/Far North PLC:** Regular meetings were held with the ten (10) CAEP Consortium Directors in the North/Far North Region where the NoRTEC Workforce Development Board operates. Included in the discussions were reviews of CAEP Three-Year Planning guidance, templates, and labor market information.

**C. Workforce Board Engagement:** Regular communication with NoRTEC takes place to share information both at the Consortium level. In addition, as WIOA-mandated partners, the Adult School Member Districts engage regularly with the AJCCs and join the CASAS-hosted WIOA webinars.

**D. Weekly Planning Sessions:** Weekly meeting are held with the Adult School principals to discuss trends, program adjustments, and other issues related to creating a sustainable Consortium.

**E. Community Meetings:** Due to COVID-19 restrictions, community meetings were not held, as they were for the prior Three-Year Plan.

**F. Employer Engagement:** FRAEC actively engages with local employers within each community through fact-to-face meetings. The goal was to obtain specific information regarding employer needs for skill sets and employee assets to facilitate faster new hires of exceptional candidates. Additionally, information for internal promotion and job retention was identified as key in importance and providing training for such skills can lead to partnerships for workplace training programs.

**Regional Service Providers**

For each Member Agency service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area									Total Participants
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	
*Feather River CCD	Member Representative	0	0	0	0	0	0	120	0	0	
*Plumas Co. Office of Education	Member Representative	0	0	0	0	0	0	0	0	0	
*Plumas Unified	Member Representative	29	24	21	0	0	0	59	0	0	
*Sierra Co. Office of Education	Member Representative	0	24	9	0	3	3	132	0	8	
*Sierra-Plumas Joint Unified	Member Representative	0	0	0	0	0	0	0	0	0	
<b>Total Participants</b>		<b>29</b>	<b>48</b>	<b>30</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>311</b>	<b>0</b>	<b>8</b>	<b>432</b>

\* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Alliance for Workforce Development	Community Organization	×	×	×	×	×	×	×	✓	×
Plumas County Public Health	Other	×	×	×	×	✓	×	×	×	×
Plumas County Jail	Other	✓	✓	×	×	×	×	✓	✓	×
Plumas County Library	Other	✓	×	×	×	×	×	×	×	×
First Five	Community Organization	×	×	×	×	×	✓	✓	×	×
Sierra Nevada Children's Council	Community Organization	×	×	×	×	×	✓	✓	×	×

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region \*

As outlined in the NoRTEC Local Plan, the region's demographics have changed over the prior few years due to an influx of retirees. This has resulted in a shift of people in the labor market and a reduction of services needed by community members. The region remains heavily rural with a limited number of service providers.

**Metrics: CAEP Barriers & Metrics**

✓ **Student Barriers**

**Adult Ed Metrics**

- Low Literacy (AE 311 - Overall)

✓ **Progress:** Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

**Adult Ed Metrics**

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

✓ **Transition:** Learn about student transition into postsecondary education and college credit pathways.

**Adult Ed Metrics**

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

✓ **Success:** Information on completion of diplomas, certificates, and college credit awards.

**Adult Ed Metrics**

- Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

× **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

**Consortium Level Metric Targets**

\* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	259	308	267	270	284	298
Student Barriers	Low Literacy (AE 311 - Overall)	99	98	103	105	109	114

**Member Level Metric Targets**

\* Mandatory for all members

**Feather River CCD (Reported by Feather River District)**

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)		31	39	126	132	138
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)		0	0	0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)		0		0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				126	132	138
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

**Plumas Co. Office of Education (No reporting institution)**

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

**Plumas Unified (Reported by Plumas Unified School District)**

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	111	191	135	200	210	220
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	12	21	30	15	17	19
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)		23	31	13	17	20
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)		0		7	9	12
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	0	0	13	12	13	14
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)		24	25	25	28	30
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	59	75	53	45	47	49
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)	27	41		35	36	37

Sierra Co. Office of Education (Reported by Sierra County Office of Education)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	74	70	45	85	88	92
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)		0		4	5	6
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)		0		6	8	10
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	0	0	0	0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)		0		6	8	10
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	39	47	23	54	56	58
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	0	0		8	10	12
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	14			4	5	6
Transition	Participants with Transition to ASE (AE 500 - Overall)	13			5	6	7

Sierra-Plumas Joint Unified (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Feather River CCD	100%	100%	100%	60%	60%	60%
Plumas Co. Office of Education	100%	100%	100%	60%	60%	60%
Plumas Unified	0%	100%	100%	60%	60%	60%
Sierra Co. Office of Education	100%	100%	100%	60%	60%	60%

Objectives

Address Educational Needs

Description of Objective \*

FRAEC will address the educational needs of the communities serve by focusing on Gaps in Service and Leveraging Resources across the region. The activities and objectives have been written to provide a high-level approach to expanding on the successes realized during the implementation of the last Three-Year Plan and to address the ever-changing regional needs as communities emerge from the hardships of the COVID-19 global pandemic.

Gaps in Service

To continue to focus on gaps in services, FRAEC will engage in the following activities in addition to those ideated in the Activities & Outcomes section:

- Engage in quarterly reviews of student data from MIS and DIR
- Engage in quarterly reviews of fiscal reporting data from NOVA
- Conduct biannual economic and workforce analysis to determine shifts in the labor market in alignment with the NORTEC Workforce Development Boards
- Add classes to meet labor demands if qualified teachers are available
- Continue to offer programs of study that align to the high growth industry sectors identified by NoRTED: Hospitality, Healthcare (EMS/Paramedic), Fire Training

Leveraging Resources

To fully leverage the resources of the region FRAEC Member Districts will engage in the following activities in addition to those ideated in the Activities & Outcomes section:

- Continue to engage with Strong Workforce to identify emergent of career pathways
- Expand opportunities for internship/apprenticeship programs
- Explore options for the community colleges to provide classes on the Adult School campuses to help with transition and dual enrollment
- Create a closer collaboration with NoRTEC (Alliance for Workforce Development) to respond to labor market/ employer needs by connecting students to job fairs/ employment agencies/ employment opportunities
- Continue the work to identify and address emergent issues
- Work with community partners to address the transportation needs faced by adult learners
- Explore options of utilizing RACHEL mobile devices, available from OTAN, to provide internet access to remote areas in the service area

Improve Integration of Services & Transitions

Description of Objective \*

FAEC will Improve Integration of Services & Transitions across the Member Districts by focusing on Seamless Transitions and Student Acceleration across the region. The activities and objectives have been written to provide a high-level approach to expanding on the successes realized during the implementation of the last Three-Year Plan and to address the ever-changing regional needs as communities emerge from the hardships of the COVID-19 global pandemic.

Seamless Transitions Objectives

- Engage in quarterly reviews of student data from MIS and DIR
- Engage in transition planning for graduates within 30 credits of program completion
- Increase engagement of students to ensure regular attendance and completion of programs of study

- Engage guest speakers from the college, trade schools, and employers to raise student awareness about workforce options
- Conduct field trips to employer sites to educate students about job options
- Improve the tracking of student transitions to postsecondary and the workforce
- Explore hiring a transition counselor, or collaborate with NoRTEC to share transition services

**Student Acceleration Objectives**

- Continue to align programs of study across Member Districts to ease and encourage student transitions
- Engage with Strong Workforce to create more programs of study at FRC to increase transitions to the workforce

**Improve Effectiveness of Services**

**Description of Objective \***

FRAEC will Improve Effectiveness of Services across the Member Districts by focusing on Professional Development and Continuous Improvement Planning across the region. The activities and objectives have been written to provide a high-level approach to expanding on the successes realized during the implementation of the last Three-Year Plan and to address the ever-changing regional needs as communities emerge from the hardships of the COVID-19 global pandemic and devastating regional forest fires.

**Professional Development Objectives**

- Continued training that is focused on the needs of high-demand industry sectors and occupations
- Continued professional development in all program areas of CAEP
- Continued focus on best-practice instruction in all program areas for adult learners

**Continuous Improvement Planning Objectives**

To continue to focus on Professional Development, FRAEC will engage in the following activities in addition to those ideated in the Activities & Outcomes section:

- Continue to implement and revise WIOA CIP plans for all Member Districts
- Engage in ongoing WASC reaccreditation activities to maintain the highest level of educational efficacy
- Begin the process of Member District self-evaluation in preparation for reapplying for WIOA

**WIOA CIP Plans**

**Plumas:**

- Grow ESL program by hiring one of more ESL instructors who will assist with recruitment and retainment of students resulting in a 25% increase in enrollment

**Sierra:**

- Increase enrollment of WIOA programs by 5% each program year

**Activities & Outcomes**

**Activity Name \***

Improved Data Collection

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

Improve data collection and review to increase pre- and posttest scores.

This activity aligns with AB104 Objective of Student Acceleration and the CAEP State Priority of Program Evaluation.

**Short-Term Outcomes (12 Months) \***

5% increase in pre-posttest pairs on DIR reporting

**Intermediate Outcomes (1-3 Years) \***

10% increase in pre-posttest pairs on DIR reporting

**Long-Term Outcomes (3-5 Years) \***

15% increase in pre-posttest pairs on DIR reporting

**Proposed Completion Date**

06/29/2027

**Adult Ed Metrics and Student Barriers**

- 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)

**Responsible person(s)**

Name
Brad Miller
Wendy Jackson

**Activity Name \***

Increase Program Completion Rates

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Increase completion rates in all program areas resulting in a greater number of students transitioning to postsecondary programs and the workforce.

This activity aligns with AB104 Objective of Seamless Transitions and the CAEP State Priority of Learner Transition.

**Short-Term Outcomes (12 Months) \***

5% increase in program completion

**Intermediate Outcomes (1-3 Years) \***

10% increase in program completion

**Long-Term Outcomes (3-5 Years) \***

15% increase in program completion

**Proposed Completion Date**

06/29/2027

**Adult Ed Metrics and Student Barriers**

- 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)

**Responsible person(s)**

Name
Brad Miller
Derek Lerch
Wendy Jackson

**Activity Name \***

Articulation Agreements

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Develop articulation agreements between Adult Schools and the College resulting in greater transition of students to postsecondary, for credit programs. This activity aligns with AB104 Objective of Seamless Transitions and the CAEP State Priority of Learner Transition.

**Short-Term Outcomes (12 Months) \***

One pathway aligned to college courses

**Intermediate Outcomes (1-3 Years) \***

Three pathways aligned to college courses

**Long-Term Outcomes (3-5 Years) \***

Pathways for all relevant courses

**Proposed Completion Date**

06/29/2027

**Adult Ed Metrics and Student Barriers**

- 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)

**Responsible person(s)**

Name
Brad Miller
Derek Lerch
Wendy Jackson

**Activity Name \***

Marketing and Outreach

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

Expand and improve outreach and marketing to target identified populations which will result in increased enrollment for all Member Districts. This activity aligns with AB104 Objective of Gaps in Service and the CAEP State Priority of Marketing.

**Short-Term Outcomes (12 Months) \***

Increased social media presence; Enhanced print marketing campaign; Ongoing radio PSAs

**Intermediate Outcomes (1-3 Years) \***

Increased social media presence; Enhanced print marketing campaign

**Long-Term Outcomes (3-5 Years) \***

Increased social media presence; Enhanced print marketing campaign

**Proposed Completion Date**

06/29/2027

**Adult Ed Metrics and Student Barriers**

- 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)

**Responsible person(s)**

Name
Brad Miller
Derek Lerch
Mitch Rosin
Wendy Jackson

**Activity Name \***

Increased Course Offerings

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

Increase number of ABE/ASE/ESL/CTE courses based on community need and enrollment demand resulting in an increase in class scheduling and greater student persistence. This activity aligns with AB104 Objective of Seamless Transitions and the CAEP State Priority of Learner Transition.

**Short-Term Outcomes (12 Months) \***

Faster literacy gains; better understanding of data usage

**Intermediate Outcomes (1-3 Years) \***

Additional funding streams due to increased performance outcomes and graduation rates

**Long-Term Outcomes (3-5 Years) \***

Ongoing community needs evaluation

**Proposed Completion Date**

06/29/2027

**Adult Ed Metrics and Student Barriers**

- 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)

**Responsible person(s)**

Name
Brad Miller
Derek Lerch
Wendy Jackson

**Activity Name \***

Adults with Disabilities Plan

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

Implement a transition plan for students identified with disabilities from the K-12 programs into Adult Education. This activity aligns with AB104 Objective of Gaps in Service and the CAEP State Priority of Program Development/Curriculum/Classroom.

**Short-Term Outcomes (12 Months) \***

Implementation of processes and procedures for students

**Intermediate Outcomes (1-3 Years) \***

5% increase in the number of adults with disabilities enrolled in Adult Schools

**Long-Term Outcomes (3-5 Years) \***

10% increase in the number of adults with disabilities enrolled in Adult Schools

**Proposed Completion Date**

06/29/2027

**Adult Ed Metrics and Student Barriers**

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

**Responsible person(s)**

Name
Brad Miller
Derek Lerch
Wendy Jackson

**Activity Name \***

Transition Counselor

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

Hire a transition counselor to facilitate a greater level of transition from Adult Schools into Feather River College, or partner with the Alliance for Workforce Development (AJCC) to provide transition services under an MOU. This activity aligns with ABI04 Objective of Seamless Transitions and the CAEP State Priority of Learner Transition.

**Short-Term Outcomes (12 Months) \***

Hire a part-time counselor; Engage with the Alliance for Workforce Development for transition counseling services

**Intermediate Outcomes (1-3 Years) \***

Increase transitions of adult students by 5%; Evaluate need and adjust hours to meet local needs

**Long-Term Outcomes (3-5 Years) \***

Increase transitions of adult students by 10%; Evaluate need and adjust hours to meet local needs

**Proposed Completion Date**

06/29/2027

**Adult Ed Metrics and Student Barriers**

- 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)

**Responsible person(s)**

Name
Brad Miller
Derek Lerch
Wendy Jackson

**Activity Name \***

Short-Term CTE Certificate Programs

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

Increase number of short-term certification programs. This activity aligns with ABI04 Objective of Gaps in Service and the CAEP State Priority of Program Evaluation.

**Short-Term Outcomes (12 Months) \***

Add two short-term CTE programs of study

**Intermediate Outcomes (1-3 Years) \***

Add two additional short-term CTE programs of study

**Long-Term Outcomes (3-5 Years) \***

Reevaluate workforce needs in the region and adjust programs of study

**Proposed Completion Date**

06/29/2027

**Adult Ed Metrics and Student Barriers**

- 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)

**Responsible person(s)**

Name
Brad Miller
Derek Lerch
Wendy Jackson

**Activity Name \***

Entrepreneurship Program of Study

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

Develop a career pathway for entrepreneurship to provide entrepreneurship programs of study to a greater number of people opening and operating small business in the region. This activity aligns with ABI04 Objective of Gaps in Service and the CAEP State Priorities of Program Evaluation and Equity.

**Short-Term Outcomes (12 Months) \***

Establish a pilot program

**Intermediate Outcomes (1-3 Years) \***

Reevaluate program success and create next-steps

**Long-Term Outcomes (3-5 Years) \***

Reevaluate and adjust per community needs for industry specific sectors

**Proposed Completion Date**

06/29/2027

Adult Ed Metrics and Student Barriers

- 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)

Responsible person(s)

Name
Brad Miller
Derek Lerch
Wendy Jackson

Activity Name \*

Work-based Learning

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity \*

Increase student participation in work-based learning activities leading to a greater transition to the workforce and job promotion.  
 This activity aligns with AB104 Objective of Gaps in Service and the CAEP State Priority of Learner Transition.

Short-Term Outcomes (12 Months) \*

Expand GoTeach and Jail CTE programs

Intermediate Outcomes (1-3 Years) \*

Develop a partnership with Industry Sectors and the Alliance for Workforce Development for IET site-based programs

Long-Term Outcomes (3-5 Years) \*

Full implementation of site-based programs

Proposed Completion Date

06/29/2027

Adult Ed Metrics and Student Barriers

- 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)

Responsible person(s)

Name
Brad Miller
Derek Lerch
Wendy Jackson

Activity Name \*

Internet Access

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity \*

Provide access to online curriculum in rural areas of the Consortium resulting in greater student access to learning through the established distance learning plan

Short-Term Outcomes (12 Months) \*

Pilot of RACHEL devices in rural areas; Increased enrollment of distance learning students

Intermediate Outcomes (1-3 Years) \*

5% increase in enrollment from rural areas of the Consortium

Long-Term Outcomes (3-5 Years) \*

10% increase in enrollment from rural areas of the Consortium

Proposed Completion Date

06/29/2027

Adult Ed Metrics and Student Barriers

- 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)

Responsible person(s)

Name
Brad Miller
Derek Lerch
Wendy Jackson

Activity Name \*

Professional Development

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity \*

Develop an ongoing professional development plan for all Member District to meet their individual needs and to develop 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. Member District Faculty/Staff will attend regional, state and national conferences and convenings; Information gathered will be used to provide ongoing internal professional development by attendees. Program Area-specific professional development will result in a greater depth of knowledge for adopted assessments, programs, and curricula; Andragogical Instructional Best Practices (differentiated instruction to meet varied learning styles); working with adults with disabilities. All FRAEC Board Members, Member District administrators, faculty and staff will participate in ongoing professional development.

This activity aligns with AB104 Objectives of Professional Development and the CAEP State Priorities of Program Evaluation, Leadership, Equity, and Program Development/Curriculum/Classroom

Short-Term Outcomes (12 Months) \*

All Member Districts will send faculty/staff to attend state and national conferences, both virtual and in-person, will result in increased levels of data-driven placement, data-driven instruction, and performance outcomes as shown on quarterly DIR and MIS submissions

Intermediate Outcomes (1-3 Years) \*

Increased WIOA National Reporting System Educational Functioning Level gain and Measurable Skill Gains; Increased CTE outcomes

Long-Term Outcomes (3-5 Years) \*

Ongoing participation in professional development opportunities by Board, Faculty and Staff

Proposed Completion Date

06/29/2027

Adult Ed Metrics and Student Barriers

- 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)
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- 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)

Responsible person(s)

Name
Adrienne Garza
Brad Miller
Derek Lerch
James Berardi
Kristy Warren
Lisa Cavin
Mitch Rosin
Nona Griesert
Terry Oestreich
Wendy Jackson

Activity Name \*

Site-Specific Professional Development

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity \*

On-site, program-specific professional development which will result in greater depth of knowledge for NEDP, GED, Aztec, Burlington, CASAS, and other program implementations.

Short-Term Outcomes (12 Months) \*

Increased level of data-driven placement and instruction

Intermediate Outcomes (1-3 Years) \*

5% increase in course completions

Long-Term Outcomes (3-5 Years) \*

10% increase in course completions

Proposed Completion Date

06/29/2027

Adult Ed Metrics and Student Barriers

- 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)
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- 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)

Responsible person(s)

<b>Name</b>
Brad Miller
Derek Lerch
Wendy Jackson

**Funds Evaluation**

**Member Allocations and Expenditures**

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
<a href="#">Feather River CCD</a>	\$297,019	Certified
<a href="#">Plumas Co. Office of Education</a>	\$0	Certified
<a href="#">Plumas Unified</a>	\$409,754	Certified
<a href="#">Sierra Co. Office of Education</a>	\$296,675	Certified
<a href="#">Sierra-Plumas Joint Unified (Optional)</a>	\$0	Draft
<b>Totals</b>	<b>\$1,003,448</b>	<b>4/5 Certified</b>

**Funds Evaluation \***

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, Perkins, and grants awarded to each Member District. Further, the FRAEC Board look forward to applying for the expected Healthcare Career Pathway funding for ESL students and expanding career pathways in this quickly growing industry sector.

**Certification**

**Feather River CCD - Member Representative**

Derek Lerch FRC  
 VPI/CIO  
[dlerch@frc.edu](mailto:dlerch@frc.edu)  
 (530) 283-0202 ext: 321

Approved by Derek Lerch FRC

04/05/2022 08:23 AM PDT

**Plumas Co. Office of Education - Member Representative**

Steven Dutton  
[sdutton@pcoe.k12.ca.us](mailto:sdutton@pcoe.k12.ca.us)  
 (530) 283-1003

Andrea Cerasola  
 Director of Student Services  
[awhite@pcoe.k12.ca.us](mailto:awhite@pcoe.k12.ca.us)  
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Approved by Kristy Warren

04/05/2022 08:45 AM PDT

**Plumas Unified - Member Representative**

Steven Dutton  
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 (530) 283-1003

Andrea Cerasola  
 Director of Student Services  
[awhite@pcoe.k12.ca.us](mailto:awhite@pcoe.k12.ca.us)  
 (530) 283-6500 ext: 5276

Approved by Kristy Warren

04/05/2022 08:46 AM PDT

**Sierra Co. Office of Education - Member Representative**

Wendy Jackson  
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James Berardi  
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Approved by Wendy Jackson

04/05/2022 09:16 AM PDT

**Sierra-Plumas Joint Unified - Member Representative**

Wendy Jackson  
[wjackson@spjUSD.org](mailto:wjackson@spjUSD.org)

James Berardi  
[jberardi@spj.usd.org](mailto:jberardi@spj.usd.org)

Approved by Wendy Jackson

04/05/2022 09:16 AM PDT



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