Feather River Adult Education Consortium – Board Meeting <u>MINUTES</u>
Monday May 5, 2025 (1:00 p.m. – 2:00 p.m.)
THIS MEETING WILL BE HELD VIA ZOOM; THE PUBLIC IS INVITED TO PARTICIPATE
https://us02web.zoom.us/j/89416234081
¤ 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	☐ Derek Lerch (v)	☐ Kevin Trutna (v)	☐	☐
PUSD/PCOE	☐ Andrea Ceresola (v)	☒ Steve Dutton (v)	☐	☐
SJUSD/SCOE	☒ Wendy Jackson (v)	☐ James Berardi (v)	☐	☐

Community Stakeholders

☐	☐	☐

Call to Order: 1:01pm

1. ¤Approval of Agenda

Agenda Item Number: 1 **Motion**: Approval of Agenda **Motion by**: W. Jackson **Second b**y: S. Dutton			
Member Name	**YEA**	**NAY**	**Abstain**
Feather River College – Derek Lerch			
Plumas USD – Steve Dutton	X		
Sierra COE – Wendy Jackson	X		

2. ¤Approval of Minutes: March 3, 2024

Agenda Item Number: 2 **Motion**: Approval of Minutes – April 7, 2024 **Motion by**: S. Dutton **Second b**y: W. Jackson			
Member Name	**YEA**	**NAY**	**Abstain**
Feather River College – Derek Lerch			
Plumas USD – Steve Dutton	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
    5.1   ELL Healthcare Pathway Grant – Update (W. Jackson)
             - Notification was received for signed MOU. Waiting on directions on how to invoice for initial 60%. Rancho Santiago is the fund administrator.

    5.2   Reconciliation of $40,387.00 in funding from prior years between PUSD and FRC (D. Lerch/S. Dutton)
             - No updates. Business office at FRC discussing.

6. Action Items
    6.1   Approve 2025-2028 FRAEC Three-Year Plan

Agenda Item Number: 6.1			
Motion: Approve 2025-2028 FRAEC Three-Year Plan			
Motion by: W. Jackson			
Second by: S. Dutton			
Member Name	**YEA**	**NAY**	**Abstain**
Feather River College – Derek Lerch			
Plumas USD – Steve Dutton	X		
Sierra COE – Wendy Jackson	X		

    6.2   Proposal from P2C Solutions, LLC for 2025-2026: $58,800.00

Agenda Item Number: 6.2			
Motion: Approval of P2C Solutions, LLC, contract for 2025-2026 for $58,800.00			
Motion by: W. Jackson			
Second by: S. Dutton			
Member Name	**YEA**	**NAY**	**Abstain**
Feather River College – Derek Lerch			
Plumas USD – Steve Dutton	X		
Sierra COE – Wendy Jackson	X		

- Invoices need to be sent from FRC to Members for $400 each to cover increased cost and an allocation amendment processed in NOVA.

7. Consortium Director's Report
    7.1   CAEP Deadlines

          January 2025
             o Jan 31: Student Data due in TOPSPro (Q2) – COMPLETED
             o Jan 31: Employment and Earnings Follow-up Survey – COMPLETED
          February 2025
             o Feb 28: Preliminary allocations for 2025-26 and 2026-27 released by this date.
          March 2025
             o Mar 1: 22/23 and 23/24 and 24/25 Member expense report is due in NOVA. (Q2) – COMPLETED
             o Mar 31: End of Q3
             o Mar 31: 22/23 and 23/24 and 24/25 Member Expense Report certified by Consortia in NOVA (Q2) – COMPLETED
          April 2025
             o Apr 30: Student Data due in TOPSPro (Q3) – COMPLETED
             o Apr 30: Employment and Earnings Follow-up Survey – COMPLETED
          May 2025
             o May 2: CFAD for 2025-26 due in NOVA – COMPLETED

June 2025
- o Jun 1: 24/25 Member Expense Report due in NOVA (Q3)
- o Jun 20: CAEP Three-Year Plan Due
- o Jun 30: 24/25 Member Expense Report certified by Consortia in NOVA (Q3)
- o Jun 30: End of Q4

7.2 Conference Report-Outs
- CCAE – May 1-3, 2025 – Fresno, CA
  - Fresno, Next year in San Diego.

7.3 Plumas USD Program Update (S. Dutton)
- Working to reach 20% carryover. Adding CMAA to the programs of study. Exploring Entrepreneurship classes for Fall '25. Sierra will make referrals to the course.

7.4 Sierra County Program Update (W. Jackson)
- Offering Brown Act Training on May 21. Culinary program is fully operational for the new PY; seeking chef and sous chef. 28% on spend down. Attended small rural schools conference in Anchorage, Alaska; was positive and others are encouraged to attend next year; always last week of April.

7.5 Feather River College Program Update (D. Lerch)

7.6 ¤Marketing & Social Media Update: Phoenix Design
- Summer 2025 Postal Mailer to be sent August 7-12, 2025.

8. Announcements

8.1 2024-2025 FRAEC Board Meetings (All meetings at 1:00 pm unless noted)

2024-2025 FRAEC Board Meeting Dates	
July 2024 – NO MEETING	Tuesday, January 7, 2025 – IN PERSON @ Feather River Adult School – Three-Year Plan Planning
Monday, August 5, 2024 @ 4pm – VIRTUAL – Annual Plan Vote	Monday, February 3, 2025 – VIRTUAL – CFAD Discussion & Three-Year Plan Planning – CANCELLED
Monday, September 9, 2024 – VIRTUAL	Monday, March 3, 2025 – CFAD Discussion & Three-Year Plan Planning
Monday, October 7, 2024 – VIRTUAL	Monday, April 7, 2025 – CFAD Vote
November 2024 – NO MEETING	Monday, May 5, 2025 – VIRTUAL & Three-Year Plan Vote
Monday, December 2, 2024 – VIRTUAL – Three-Year Plan Planning	Tuesday, July 1, 2025 – Annual Plan Retreat – Sierra County Schools for Adults

8.2 Upcoming Conferences and Professional Development Opportunities
- CASAS Summer Institute – Anaheim, CA – June 9-12, 2025

Adjournment: 1:18pm

Produced: Aug 6, 2024, 07:39 PM UTC - By Wendy Jackson

16 Feather River Adult Education Consortium   CONSORTIUM APPROVED

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 countyWorkforce 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);RetailTrade; Construction; Health Care and Social Assistance; and Manufacturing. Government has more jobs than the nextthree industries combined in Plumas County. Industries projected to add the most jobs in Plumas County in the next five yearsinclude 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;BuildingCleaning 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 jobsin SierraCounty over the last five years include Hospitality (Accommodation and Food Services); Administrative and SupportServices;Waste Management and Remediation Services; and Agriculture, Forestry, Fishing and Hunting. The Programadministrator will meet monthly with staffto discuss student learning objective attainment and student perseverance. Usingour vision and mission and WASC action Plan discuss interventions and ways to best serve our students to assist them withtheir goal attainment. Since most of our courses are short term CTE certificate and industry credentials we will also be aligningwith 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
- TOPSPro 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 SectionsFacilitated 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 studentsserved. Sierra county will reach out to the California Department of Aging in pursuit of reapplying or renewing the current grantwe 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 needsregarding technology use and safety issues. We will continue to work with our senior center and the department of humanservices 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 SPJUSD 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 Loyalton. 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 5and 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, andLearnerTransition.

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 sand 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-YearPlan.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

Feather River CCD - Member Representative

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

Approved by Derek Lerch FRC

08/05/2024 04:41 PM PDT

Plumas Co. Office of Education - Member Representative

Steven Dutton
sdutton@pcoe.k12.ca.us
(530) 283-1003

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

Approved by Steven Dutton

08/06/2024 10:30 AM PDT

Plumas Unified - Member Representative

Steven Dutton
sdutton@pcoe.k12.ca.us
(530) 283-1003

Andrea Cerasola
Director of Student Services

awhite@pcoe.k12.ca.us

(530) 283-6500 ext: 5276

Approved by Andrea Cerasola

08/06/2024 08:12 AM PDT

Sierra Co. Office of Education - Member Representative

Wendy Jackson
wjackson@spjusd.org

James Berardi
jberardi@spjusd.org

Approved by Wendy Jackson

08/06/2024 12:38 PM PDT

Sierra-Plumas Joint Unified - Member Representative

Wendy Jackson
wjackson@spjusd.org

James Berardi
jberardi@spjusd.org

Approved by Wendy Jackson

08/06/2024 12:38 PM PDT

California Community Colleges | NOVA PLAN. INVEST. TRACK.

2024 © California Community Colleges

NOVA Site Version: 7.3.1

Annual Plan Guidance

Funding Source:
AB104, Section 39, Article 9,
in accordance to
California Education Code §84914(a)(2) and §84906(a)(1)

Version 1 Release:
April 25, 2025

OVERVIEW

The California Adult Education Program (CAEP) annual planning process along with the member work plan and budget, in accordance with Education Code §84914(a)(2) and §84906(a)(1), is designed to provide consortia and members an opportunity to review the current Three-Year Plan, consider key accomplishments and challenges from the prior year, and outline goals and activities for the upcoming program year. The CAEP Annual Plan is a condition of receipt of an apportionment from CAEP and is a justification demonstrating how planned allocations are consistent with the adult education plan (as mandated in Education Code §84914(a)(2).

This document provides guidance and establishes procedures to complete and submit the CAEP Annual Plan using the California Community College Chancellor's Office (CCCCO) NOVA online platform. Sections of this document correspond to sections outlined in the Annual Plan as it appears in NOVA and describes the content that must be included in the consortium's response, per requisite Education Code. This document also provides step-by-step directions to complete in NOVA.

ANNUAL PLANNING PROCESS

The annual planning process is designed to be inclusive and collaborative among consortium members and entities that provide education and workforce services for adults in the region. Education Code §84914(a)(2) and §84906(a)(1) outline the requirements of the Annual Plan. To develop the Annual Plan, consortium members will review the current Three-Year Plan, including the identified objectives, the activities to address the objectives, and the metrics that apply to the activity. Additionally, consortium members will examine the planned allocations, including carryover, and how the allocations will be consistent with the Annual Plan. The Annual Plan will serve as a guide for the consortium and its members over one program year.

The Annual Plan guidance is organized around the following sections:

Section	Instructions
Section 1: Plans & Goals	Provide an executive summary, assess previous years goals, and describe your current year goals.
Section 2: Assessment	Identify regional needs, provide descriptions of needs measures, and any additional context around needs assessment.
Section 3: Activities & Outcomes	Describe activities, barriers, and metrics for each objective (Address Educational Needs, Improve Integration of Services & Transitions, and Improve Effectiveness of Services). Metrics are automatically populated from the Three-Year Plan.

Section	Instructions
Section 4: Fiscal Management	Describe how the consortium plans usage of funds, including carryover funds. Describe how usage of funds aligns with the Three-Year Plan.
Section 5: Consortium Objectives & Activities Overview	Review the activities for each objective (Address Educational Needs, Improve Integration of Services & Transitions, and Improve Effectiveness of Services).
Section 6: NOVA Instructions	Follow the steps provided to complete the Annual Plan in NOVA.
Section 7: Annual Plan Tips	Tips are provided in this section to bring awareness to some of the nuances that could arise and ways in which to mitigate them.
Section 8: Preview & Submit	Review the content of each prior section.

SUBMISSION FORMAT AND TIMELINE

The Annual Plan will be submitted in NOVA. The Annual Plan will become available upon submission and approval of the current year's CFAD. If needed, to request an account or login credentials for the system, please visit the NOVA login page.

Final Annual Plans must be submitted and approved in NOVA by **August 15, 2025** for the FY25-26 program year. After submission and approval of the Annual Plan, consortia member agencies will have until October 30, 2025, to submit and certify their Member Budget & Workplans. The Member Budget & Workplan aligns with the consortium Annual Plan and Three-Year Plan as each member tailors their Member Budget & Workplan to meet their student needs for the upcoming year.

DEVELOPING YOUR ANNUAL PLAN CONTENT

This section of the Annual Plan Guidance will provide a step-by-step guide to developing content for the Annual Plan. Use this guide to complete the Annual Plan and enter the final plan content into NOVA.

Section 1: Plans & Goals

The plans and goals section includes an executive summary, an assessment of the consortium's progress made towards the previous program year goals, and the consortium's current program year goals.

In the first part of this section, consortia and members will provide an executive summary of their implementation plan for the FY 25-26 program year. The executive summary will include a narrative justifying how the planned allocations are consistent with the consortium's current

three-year adult education plan. Additionally, the executive summary will be a clear and concise description of the consortium's vision and list accomplishments made during the prior Program Year. **The executive summary will be used in the consortium snapshot for the California Legislature in the Annual Final Report.** This section is limited to 5,000 characters.

In the second part of this section, the consortium will select if this year's program goals are the same or different than the previous year's goals, as well as select how much progress was made toward the previous program year goals. Additionally, there is space for a narrative to provide further context on the progress made towards the previous program year goals, including goals that were accomplished and any success stories.

Using the list provided, the consortium will then select one or more barriers faced toward achieving the previous year's goals. There is also space for a narrative to provide further context on the barriers faced toward achieving the consortium's previous program year goals.

Next, the consortium will select all applicable goals for the current program year's goal(s) from a predetermined list. The consortium can provide further narrative context on the goals for the current program year.

In the last part of this section, the consortium will use a predetermined list to identify how progress will be measured toward the goal(s) for the current program year. The consortium will select all applicable measurements. The consortium can provide further narrative context on how the consortium will measure progress.

Each of the "Plans & Goals" narrative subsections are limited to 5,000 characters and are considered optional.

Section 2: Assessment

In this section, the consortium will provide an assessment of current program year needs, as well as a plan for fund usage in the next year. The consortia will:
- identify categories of needs in their region by selecting all applicable checkboxes (including an "Other" option), and
- identify resources used to identify those gaps by selecting all applicable checkboxes (including an "Other" option)

The last two parts of this section ask the consortia to describe how they will measure the effectiveness/progress toward meeting the need and provide further context on the need gap(s), the process for collecting data, how needs are being/plan to be met, and the unique needs of adults in the region. The last two subsections are required narratives each limited to 5,000 characters.

Section 3: Activities & Outcomes

In this section, the consortium will identify the activities and metrics to address the educational needs, improve integration of services & transitions, and improve effectiveness of services in accordance with the three objectives outlined in Education Code §84906.

There is a section for each of the three objectives. The consortium will add at least one activity for each objective. An activity may be added (auto-copied) from the Three-Year Plan, or a new activity may be established by the Consortium. If an activity is selected that is derived from the Three-Year Plan, the activity becomes editable in the annual plan allowing for updates/revisions, if desired. Please note that Annual Plan selections do not impact or override the certified Three-Year Plan data.

Each added activity contains three sub-sections: Brief Description of Activity and Significance to Outcome; Adult Education Metrics and Student Barriers; and Responsible Positions, Responsible Consortium Members, and Proposed Completion Date.

For each objective, the consortium will describe the activity and significance of the activity to the outcome. The description will include the following:
- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

The activity description for each objective in this section is limited to 5,000 characters.

In the next part of this section, the consortium will identify the adult education metrics and student barriers that align with the proposed strategy/activity for each objective. The adult education metrics and student barriers in this section were integrated from the consortium's 2025-2028 Three-Year Plan and are found by accessing the drop-down menu.

In the last part of this section, for each objective, the consortium will identify the responsible position, responsible member agency, and proposed completion date for the strategy's implementation and oversight.

The consortium has the opportunity to add additional activities for each objective. The consortium will complete each part of the section (activity description, identify metrics and barriers, and responsible entity for the strategy's implementation and oversight) for each new activity.

Section 4: Fiscal Management

The fiscal management section will address the consortium's planned allocations and outline how they will be aligned with the Three-Year Plan. This section will also require the consortium to address how it will incorporate carryover funds into the plan.

In the first part of this section, the consortium will provide a narrative justifying how the planned allocations for the current program year, as outlined in this annual plan, are aligned with the consortium's Three-Year Plan. Next, the consortium will describe its approach to incorporating remaining carryover funds from the prior year(s) into activities planned for the upcoming program year. The "Alignment" and "Approach" narratives are required, and each allows entry of 5,000 characters.

Last, the consortium will make one or more selections from a predetermined list about how the allocated funds will be used in the upcoming year. They also have the opportunity to provide further narrative context on the goals for the current program year. The narrative is optional and allows 5,000 characters.

Section 5: Consortium Objectives & Activities Overview

This section provides an overview of the objectives and activities entered in the previous section. The overview includes a table identifying the activity, origin of the activity (Three-Year Plan 2025-28), and whether or not an activity is included in the Annual Plan. No actions are needed for this section; it is for informational purposes only.

Section 6: NOVA Instructions

This section will provide step-by-step instructions on how to complete the Annual Plan in NOVA. The Consortium Primary Contact will log on to NOVA to complete the following steps:

1. Navigate to the CAEP Program. Click on Consortia & Members. Find your Consortium and click on it.
2. Scroll down to the Annual Plan section (between the Allocations and Supporting Documents sections).
3. Click on 'Annual Plan' for FY25-26.
4. Click 'Plans & Goals' if the section does not automatically appear.
5. Upon completion of this section, select 'Next' to complete the 'Assessment' section.
6. Upon completion of the 'Assessment' section, select 'Next' to complete the 'Activities & Outcomes' section. This section will include activities and outcomes for each objective

(Address Educational Needs, Improve Integration of Services and Transitions, and Improve Effectiveness of Services).

7. Click on Add Activity. The activity description, metrics, and responsible entity information are integrated from the CAEP 2025-28 Three-Year Plan. The activity can be added/copied from either the Three-year Plan, or as a completely new activity.

8. When reviewing activities for each objective, be sure the response includes each part of the bulleted list provided. Make edits as necessary.

9. Select a metric(s) that applies to the activity from the list of metrics included in the Three-Year Plan.

10. Review the responsible entity information. Make edits as needed.

11. At the bottom of the section, select 'Add Activity' if there are additional activities to cover.

12. Follow steps 7-9 for the following two objectives: Improve Integration of Services & Transitions and Improve Effectiveness of Services.

13. Upon completion of this section, select 'Next' to progress to the next section, Fiscal Management.

14. Fill in the narratives in the 'Alignment' and 'Approach' to Incorporating Remaining Carryover Funds' subsections.

15. Select from the options provided on how the allocated funds will be used. Complete the optional narrative if desired.

16. Click 'Next' to reach the 'Consortium Objectives & Activities Overview' screen.

17. This screen shows activities available from an Annual Plan in the current three-year plan time period (including the current Annual Plan) as well as what was available for activities from the current Three-Year Plan. A checkmark indicates if the activity was included in the current Annual Plan, while an 'X' indicates it was not included. This can help the consortium to review activities selected vs. available, as well as ensure that there is at least one activity for each objective.

18. Click 'Next' to progress to the 'Preview' screen.

19. Preview each section an verify that it is correct.

20. Click the 'Submit' button in the upper right-hand corner. At this time, the person completing the Annual Plan may enter a comment which will be included for the Member Representative(s) to review. Click 'Ok."

21. The Member Representative(s) will be notified to 'Approve' or 'Reject' the Annual Plan.

Section 7: Annual Plan Tips

The last section of the Annual Plan Guidance document will provide consortia and members helpful tips as they navigate completing the Annual Plan.

1. A consortium can refer to the prior year's Annual Plan. If a consortium's Annual Plan is similar to the prior year, please do your best to describe what is different from last year to this year (i.e. maybe you have completed some of the goals or activities, but not all) and how it is responsive to current events described in this Annual Plan.

2. The Annual Plan can consist of implementing existing activities from the Three-Year Plan as the CAEP State Leadership Office knows some activities are long-term in nature.

3. CAEP planning is hierarchical: The Three-Year Plan aligns with the State's CAEP vision and goals. It must be completed before the Annual Plan will become available. The Annual plan contains those activities that help consortia achieve those goals. It must be completed before the Member Budget & Workplan will become available. The Member Budget & Workplan supports one or more specific activities.

4. Annual Plans can be amended throughout the program year.

5. Use the 'Send Reminder' feature in NOVA to notify Member Representatives to approve.

6. The consortium Annual Plan activities will be used by consortium members to drive their Member Budget & Workplans, which will be consortium certified by October 30th. Members will select a specific number of activities from the Annual Plan to focus on from July 1st to June 30th.

7. The activities are selected by checking a box (no need to rewrite the activities or provide additional information).

Section 8: Preview & Submit

Review the content of each prior section. To edit any of the content, click on the section name in the workflow menu to be taken to an editable version of that section. When satisfied with all the content in the Annual Plan, click Submit to submit the plan for review by consortium members. Once the plan is submitted, member representatives will be notified via email to review and approve the plan.

If you have any questions regarding this information, the process, or would like assistance completing the Annual Plan, please contact the CAEP Technical Assistance Project (TAP) at tap@caladulted.org (888) 827-2324.

Table of Contents

Overview:

The California Adult Education Program (CAEP) annual planning process along with the Member Work Plan and Budget, in accordance with Education Code §84914(a)(2) and §84906(a)(1), is designed to provide consortia and members an opportunity to review the current Three-Year Plan, consider key accomplishments and challenges from the prior year, and outline goals and activities for the upcoming program year. The CAEP Annual Plan is a condition of receipt of an apportionment from CAEP and is a justification demonstrating how planned allocations are consistent with the adult education plan (as mandated in Education Code §84914(a)(2)).

This document provides guidance and establishes procedures to complete and submit the CAEP Annual Plan using the California Community College Chancellor's Office (CCCCO) NOVA online platform. Sections of this document correspond to sections outlined in the Annual Plan as it appears in NOVA and describe the content that must be included in the consortium's response, per requisite Education Code. This document also provides step-by-step directions to complete in NOVA.

CALIFORNIA ADULT EDUCATION PROGRAM

Section 1: Plans & Goals

Executive Summary

Provide an Executive Summary of your consortium's implementation of the 2025-28 Three-Year Plan during the current Program Year. The summary will include a narrative describing achievements and progress on initiatives from the previous program year, the consortium's vision and primary goals for the current year, and a clear justification for how the planned allocations align with the current three-year adult education plan. B**e clear and concise as this Executive Summary will be used in the consortium snapshot for the California Legislature.** The description is limited to 5,000 characters.

[Helper Text] Text may be copied and pasted from a Google or Word document. NOVA allows for some special characters such as bold, italics, underline, etc. Note that some special characters, graphics, tables, etc. are not allowed in NOVA.

Plans & Goals

How (if at all) do the consortium's previous program year goals differ from the current year's goals?

Goals remain the same

Goals have changed or new goals have emerged for the upcoming year

How much progress did the consortium make towards its previous program year goals?

☐ No progress at all - no goals were met

☐ Very little progress - few goals were met

☐ Some progress - around half of the goals were met

☐ A good deal of progress - most goals were met

☐ Excellent progress - all goals were met

Please provide further context on the progress made towards previous program year goals including goals that were accomplished and any success stories you would like to highlight. (Optional) This section is limited to 5,000 characters.

What barriers did the consortium face in making progress towards its previous program year goals?

Select all that apply.

☐ Lack of financial resources

☐ Lack of human resources

☐ Lack of time

☐ Other

Please provide further context on the barriers faced towards achieving the consortium's previous program year goals. (Optional) This section is limited to 5,000 characters.

CALIFORNIA ADULT EDUCATION PROGRAM

What are the goals for the consortium for the current program year?

Select all that apply

☐ Add new program offerings	☐ Increase awareness of services through marketing and outreach
☐ Add student and staff support	☐ Increase course offerings (new and existing)
☐ Address gaps in services	☐ Increase employer collaboration
☐ Align offering with regional needs	☐ Increase enrollment
☐ Collect and review data	☐ Increase professional development for staff
☐ Develop career pathways	☐ Increase transitions to postsecondary
☐ Develop industry-based programs	☐ Increase transitions to workforce
☐ Diversify program modalities	☐ Increase workforce-specific offerings
☐ Expand program offerings	☐ Provide credentialing opportunities for staff
☐ Hire teachers/teaching assistants/tutors for ESL courses	☐ Restore education plans
☐ Identify community needs	☐ Track transition program for efficiency
☐ Implementing best practices	☐ Update facilities
☐ Improve instruction	☐ Improve support services
☐ Improve the integration of services and transitions	☐ Other

Please provide further context on the consortium's goals for the current program year. (Optional)
This section is limited to 5,000 characters.

How will the consortium measure progress towards the goals set for the current program year?

Select all that apply

☐ Conducting progress review meetings	☐ Student assessment scores
☐ Course completion/graduation	☐ Student enrollment numbers
☐ Gathering feedback from partners/participants	☐ Student retention
☐ Number of courses offered	☐ Students using support services
☐ Participant surveys or interviews	☐ Self-studies
☐ Program assessments	☐ Other

Please provide further context on how the consortium will measure progress towards goals in the current program year. (Optional) This section is limited to 5,000 characters.

Section 2: Assessment

Regional Needs Assessment

Please identify the categories of needs in your region.

☐ Access to technology	☐ Increased awareness of services available to students (incl. educational services, social services, career services, etc.)
☐ Alignment of education and workforce needs (incl. addressing labor shortages)	☐ Literacy programming

☐ Basic/life skills attainment	☐ Living wage job attainment/career attainment
☐ Citizenship support	☐ Rural geographic needs
☐ Digital literacy	☐ Services for adults with disabilities
☐ Educational advancement (degree programs)	☐ Short-term Career Technical Education (CTE) training
☐ English language learner supports (e.g., incl. programming availability)	☐ Strengthening partnerships
☐ High school/equivalency education needs	☐ Student access supports transportation, childcare, etc.
☐ Immigrant/refugee needs	☐ Increased access to, and development of, accelerated learning model programs (e.g., bridge, co-enrollment, dual enrollment, pre-apprenticeship, IET, etc.
☐ Increased awareness of services available to employers	☐ Other

Please identify resources used to identify these gaps.

Select all that apply

☐ CAEP consortium Fact Sheet	☐ Partner meetings
☐ Community stakeholder input	☐ Population demographic data (U.S. Census, etc.)
☐ Data gathering/student needs assessment	☐ Regional plans
☐ DataVista	☐ Student data (TOPSPro, MIS)
☐ Employer input	☐ Survey, interview, and/or focus group data
☐ External consultant/research firm	☐ Labor market data (U.S. Bureau of Labor Statistics, Labor Market Index (LMI), California Employment Development Department (EDD))
☐ Other	

How will you measure effectiveness/progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress. This section is limited to 5,000 characters.

Provide any further context on the need gap(s), your process for collecting data, how needs are being met, how they plan to be met, or how the needs of adults served by your region may be unique. This section is limited to 5,000 characters.

Section 3: Activities & Outcomes

Objective #1: Address Educational Needs

Brief description of activity and significance of activity to outcome. The description is integrated from the CAEP 2025-28 Three-Year Plan.

For each activity listed, provide a description that includes:
- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

This section is limited to 5,000 characters.

Adult Education Metrics and Student Barriers

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include only the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

Example
All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date

Provide the name(s) of the position(s) holding primary responsibility for the strategy's implementation and oversight. Use the **+ Add Responsible Position** button to add as many positions as needed. The data is integrated from the CAEP 2025-28 Three-Year Plan.

Responsible Position	Responsible Member	Proposed Completion Date

+   Add Responsible Position

+   Add Activity (Address Educational Needs)

Objective #2: Improve Integration of Services & Transitions

Brief description of activity and significance of activity to outcome. The description is integrated from the CAEP 2025-28 Three-Year Plan.

For each activity listed, provide a description that includes:
- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

This section is limited to 5,000 characters.

```
                                                                    
                                                                    
                                                                    
                                                                    
                                                                    
                                                                    
                                                                    
                                                                    
```

Adult Education Metrics and Student Barriers

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include only the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

Example
All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date

Provide the name(s) of the position(s) holding primary responsibility for the strategy's implementation and oversight. Use the **+ Add Responsible Position** button to add as many positions as needed. The data is integrated from the CAEP 2025-28 Three-Year Plan.

Responsible Position	Responsible Member	Proposed Completion Date

+   Add Responsible Position

+   Add Activity (Improve Integration of Services & Transitions)

Objective #3: Improve Effectiveness of Services

Brief description of activity and significance of activity to outcome. The description is integrated from the CAEP 2025-28 Three-Year Plan.

For each activity listed, provide a description that includes:
- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

This section is limited to 5,000 characters.

Adult Education Metrics and Student Barriers

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include only the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

Example
All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date

Provide the name(s) of the position(s) holding primary responsibility for the strategy's implementation and oversight. Use the **+ Add Responsible Position** button to add as many positions as needed. The data is integrated from the CAEP 2025-28 Three-Year Plan.

Responsible Position	Responsible Member	Proposed Completion Date

+   Add Responsible Position

+   Add Activity (Improve Effectiveness of Services)

Section 4: Fiscal Management

Alignment & Carryover

Alignment with Three-Year Plan
Please provide a narrative justifying how the planned usage of allocations for the current program year, as outlined in this annual plan, are aligned with the Consortium's Three-Year Plan. This section is limited to 5,000 characters.

Describe the consortium's approach to incorporate carryover funds from prior year(s) into planned activities.
Education code §84914 emphasizes the importance of ensuring consortia do not have carryover greater than 20% from one year to another. This section provides the opportunity for the consortium to plan with members how carryover funds will be used with regard to planned activities that support the three legislative objectives of addressing educational needs, improving integration of services and transitions, and improving effectiveness of services. This section is limited to 5,000 characters.

CALIFORNIA ADULT EDUCATION PROGRAM

Usage

How does the consortium plan to use allocated funds in the upcoming year?

Select all that apply

☐ Acquire new facilities	☐ Provide staff professional development and resources
☐ Fund new adult education programs	☐ Purchase equipment
☐ Fund staff salaries	☐ Purchase program materials
☐ Fund teaching salaries	☐ Purchase software
☐ Improve student learning	☐ Strengthen existing activities
☐ Improve technology	☐ Support existing adult education programs
☐ Increase marketing and outreach	☐ Maintain/improve facilities
☐ Provide new/additional wraparound services	☐ Other

Please provide further context on how funds will be used in the upcoming year. (Optional) This section is limited to 5,000 characters.