



AB104 Adult Education Block Grant - Three-Year Consortia Plan Update from AB86 Final Plan

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

13-328-16

1.2 Consortium Name:

Feather River Adult Education Consortium

1.3 Primary Contact Name:

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1.4 Primary Contact Email:

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Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

2.1 Provide an Executive Summary of your consortium's AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.

Vision: Building on the collaborative work accomplished in the AB86 process, the Feather River Adult Education Consortium will create a more holistic adult education pathway in the Feather River region. Adult learners in Plumas and Sierra Counties will have access to programs and services that address their needs, wherever they fall on the education and employment readiness spectrums. The Consortium will facilitate efforts to ensure that adults in the region have access to quality services within the seven program areas identified by AB104.

Goals:

- 1) Develop a funding plan that addresses the gaps in services identified during the AB86/AB104 collaborative process.
- 2) Promote completion of high school diploma and/or equivalency among adults in the region.
- 3) Strengthen the local field of workforce and life skills preparation available to adult learners.

Within the above goals, the Feather River Adult Education Consortium aims to fund projects utilizing

the Adult Education Block Grant Consortium allocation which respond to the needs and gaps identified in the Regional Comprehensive Plan.

2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document for attachment instructions.

NOTE: The updates shall include data and changes regarding the seven program areas in AB104 (five of which were in AB86):

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
5. Programs for adult with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

2.2a Objective #1: An updated evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.

Current levels and types of adult education programs within the Feather River region are consistent with the levels and types outlined in the original 2014-2015 Regional

Comprehensive Plan submitted as a part of the AB86 process. No substantive changes have occurred in this area since that Plan's submission; one of the major findings in that Plan was the lack of sufficient and reliable funding in the region for partners in adult education to increase or enhance service offerings. Consortium Members expect the AB104 funding to make a significant impact in the region in this regard.

2.2b Objective #2: An updated evaluation of *current needs* for adult education programs within the consortium's region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts' K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (<http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx>).

This should provide an updated overview (if applicable) of the consortium's region including:

- Analysis/description of local regional economy
- Additional analysis utilizing other data

The needs in the Feather River region are relatively unchanged since the AB86 planning process. The Regional Comprehensive Plan attached to this document outlines the needs in each of the AB86 program areas. During the AB86/AB104 alignment process, some of the program area descriptions of existing programs, gaps and needs were shifted into the two new program areas under AB104. The programs that were shifted are a better fit within the two new program areas. The content of those program areas, however, has not substantively changed since the original submission.

Adult learners in the region still need to travel to Chico, CA, (outside the region) in order to complete GED exams. K-12 English Learners comprise 3.3% of student in Plumas County. 54.6% of Plumas County children qualify for free or reduced lunch.

Of the needs identified in the AB86 plan, the following data provide an updated evaluation of the area. 10.1% of adults age 25 and older in Plumas County have not achieved a high school diploma level education, slightly higher than the 9.8% identified in last year's Plan (according to the U.S. Census data, estimating across 2009-2013). In 2013, 22.9% of adults had achieved a Bachelor's Degree or higher; in 2014, this number has fallen slightly to 22.6%. The number of individuals who don't speak English at home has risen from 8.8% in 2013 to 9.7% in 2014. The number of individuals over the age of 65 has also risen during that time, from 24% to 24.7%.

The local regional economy is in a persistent state of stagnation, dating back decades to the decline of the timber industry. Unemployment in the region is consistently among the highest in the state; in 2014, Plumas County's rate was at 11.7% according to the Employment Development Division. While this is lower than the county's unemployment rate in 2013 (12.6%), there has been a general improvement in unemployment numbers across the state during the same two years (8.9% in 2013 to 7.5% in 2014). The county's ranking amongst the state's 58 counties dropped to 45th in 2013 to 52nd in 2014, indicating that the county's unemployment rate rise lags far behind that of its counterparts in the state. The median household income rose slightly from \$45,358 in 2013 to \$45,794 in 2014, but the rate of individuals in poverty rose during the same timeframe from 13.9% to 15.2%.

2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.

2.3a Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED)

One of the primary means for collaboration across agencies in Plumas County providing life skills and support services to adult clients is the 20,000 Lives Initiative, which not only allows organizations to share what upcoming activities they are hosting, but can bring in experts from outside the area to lead trainings. The AB86 meetings themselves have provided a forum for agencies to share their needs and how they might be able to leverage resources.

Adults seeking education and workforce services may be identified through any of a number of educational or community-based organizations throughout the region. The Feather River Adult Education Consortium Members and Partners have developed a brochure that captures the opportunities available to these adults that can be distributed at any of these 'points of entry'. These adults can receive referrals from any Consortium Member or Partner to the appropriate services that may meet their needs. As the field of adult education grows, the list of available education and workforce services will also expand. Adults seeking these services will be able to select the services that best meet their needs, receiving assistance, as appropriate, from staff at the Member and Partner organizations to assess and identify their needs and best fitting services.

2.3b Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards. (REQUIRED)

Other large organizations, such as Northern Rural Training and Employment Consortium (NoRTEC), have discussed the issue of the lack of apprenticeship programs in the North State that are approved by the Division of Apprenticeship Standards. The Feather River Adult Education Consortium will be working with regional partners such as these to identify approved programs that may be available to adults in our region, how to assist adults in our region with accessibility, and potentially how to bring some approved apprenticeship program opportunities to our region. The AB86 Advisory Group representative from the Forest Service provided the group with the main contact for local apprenticeships at the Forest Service. Follow up will include a determination of application procedures to share with the group's students and clients. Collaboration with other regional training programs could allow Plumas County residents a better understanding of the requirements to apply and enter into State-recognized apprenticeship programs.

2.3c Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED)

The ECE program could look to partner with the Eastern Plumas Chamber of Commerce to encourage childcare providers to seek out the training and support to see themselves as business owners and how to link childcare availability to other Chamber clients who need those services.

The Plumas Unified School District is planning a pilot of the "Get Focused, Stay Focused" career exploration course that allows secondary students to earn postsecondary early college credit. Feather River College will also adopt the program to link career awareness into the services already provided through the Student Success class.

2.3d Collection and availability of data. (REQUIRED)

The Feather River Adult Education Consortium will work with its Members, Partners, and any other grantees to align data collection instruments with any tools developed and distributed

by the Chancellor's and Superintendent's offices, as outlined in the Adult Education Block Grant. Outcomes measured will include:

- The number of students served by members of the Consortium (unduplicated)
- The demographics for these students (unduplicated)
- Student enrollment by program (duplicated)
- Improved literacy skills
- Completion of high school diplomas and recognized equivalents
- Completion of post-secondary certificates, degrees, or training programs
- Placement into jobs
- Improved wages
- Transfers from adult school to post-secondary
- Transfers from post-secondary noncredit to credit

The Adult Education Program Director will develop a Regional Assessment Plan for the Consortium in 2015-16 to ensure that funded projects collect data in a uniform way for analysis and reporting, including enrollment, demographic and performance data. The Regional Assessment Plan will aim to promote consistency with WIOA Title II performance measurement and data collection. The Program Director will utilize available resources from the National Reporting System for Adult Education (NRS).

**2.3e Qualifications of instructors (including common standards across entities).
(REQUIRED)**

For those program areas and projects where specific qualifications are required for instructors (i.e., GED, Early Child Education, state-approved classes/programs, etc.), qualifications of instructors will be required to align with the standards for that subject area. However, as much of the focus of the Feather River Adult Education Consortium's Regional Comprehensive Plan entails community-based programming outside of traditional school settings, grantees will be required to submit to the Consortium Members resumes and/or job descriptions for the funded positions that indicate a level of education, training and experience that is acceptable to the Consortium Members as indicative of the ability to provide high quality services within that field.

2.3f Alignment of academic content and curricula (OPTIONAL)

The Feather River Adult Education Consortium (FRAEC) will provide various services to adult learners across the region. In doing so, academic administrators from the college and the school district will consider proposed activities in light of curricular offerings from these two leading educational providers. The governing boards of the Feather River Community College District and the Plumas County Office of Education both selected educational administrators to fill the role as voting members for the FRAEC to ensure alignment of activities and associated content and the curricula of these two institutions.

2.3g Alignment of educational services supported by this grant. (OPTIONAL)

As stated in 2.3f, the voting members for the FRAEC are educational administrators from both institutions. These choices were made deliberately by the respective governing boards to ensure broad alignment of educational services offered across the region in connection with the AEBG.

Section 3: Consortium Member Signature Block

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