



COLLABORATING TO BETTER SERVE
THE EDUCATIONAL NEEDS OF ADULTS

Lassen County AB86 Consortium

Regional Comprehensive Plan

13-328-025

Submitted by the

Lassen County AB86 Consortium

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Lassen County AB86 Consortium Regional Plan

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AB 86 Legislative Overview

- There is \$25 million to provide 2 year planning and implementation grants to regional consortia of community college districts and school districts for the purpose of developing regional plans to better serve the educational needs of adults in the service area.
- Eligibility is limited to consortiums consisting of at least one community college district and at least one school district within the community college district.
- Consortia may include other entities providing adult education courses.
- **The planning and implementation grant funds shall be used to better provide adult learners with the following in the five program areas:**
 1. **Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate**
 2. **Classes and courses for immigrants eligible for education services in citizenship and English as a second language and workforce preparation classes in basic skills**
 3. **Education programs for adults with disabilities**
 4. **Short-term career technical education programs with high employment potential**
 5. **Programs for apprentices**

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DESCRIPTION OF THE REGIONAL AREA

Lassen Community College in Susanville is working with seven of the school districts and multiple business partners in its service area on the AB86 planning grant. Lassen Community College's service area includes Lassen County and neighboring Modoc County. Both counties are remote regions in the high desert mountains of northeastern California, bordering Nevada and Oregon.

Founded in 1864, Lassen County is located 85 miles northwest of Reno, Nevada and 101 miles east of Red Bluff, California. Susanville is the largest township and the county seat. The county population is 36,001, and the county was named for Peter Lassen, a Danish settler. The county encompasses an area of 4,720 square miles and takes several hours to drive across, passing through both high desert and mountainous terrain. "Located at a 4,200 foot elevation, in the high mountain lake country, the county does receive some light snows in the winter and warmer temperatures in the summer. *It offers an outdoor paradise with a clean natural environment and excellent air quality. Its rural communities are ideal for raising families with less crime, traffic, and lower cost of living.*" (Lassen County website: <http://www.co.lassen.ca.us/visiting/default.asp>)

Also included in this consortium is neighboring Modoc County with a population of 9,686. Modoc County has an area of 4,541 square miles and borders Oregon and Nevada, in the very far north eastern corner of California. Modoc County seat is the township of Alturas created on February 17, 1874 from an eastern section of Siskiyou County. It derived its name from a fierce Indian tribe which lived at the Pit River headwaters. One historian suggests that the word Modoc means "the head of the river," and another historian states that the word is derived from the Klamath word Moatakni meaning "southerners" i.e., the people living south of the Klamath tribe.

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Map of Lassen County in California



Map of Modoc County in California



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PROJECT MANAGEMENT PLAN FOR LASSEN COUNTY AB86 CONSORTIUM

In Lassen County, California the AB86 members and partners will utilize this planning year to develop long term strategic planning, a planning document, create local career ladder pathways, and agree upon goals for adult education in the region. Previous partnership efforts are the foundation for working together now and can be leveraged to strengthen the role of workforce training in this region by providing community residents with marketable skills and new opportunities through adult education and training initiatives.

Organizational Structure of the Lassen County AB86 Consortium

The AB86 Consortium Membership includes eight educational school districts:

- Lassen Community College District in Susanville, CA.
- Big Valley Joint Unified School District in Bieber, CA.
- Fort Sage Unified School District in Herlong, CA.
- Lassen Union High School District in Susanville, CA.
- Modoc Joint Unified School District in Alturas, CA.
- Shaffer Elementary School District in Litchfield, CA.
- Surprise Valley Joint Unified School District in Cedarville, CA.
- Westwood Unified School District in Westwood, CA.

These districts have a long history of working together on high school to college transition activities. All of these school districts are served by small rural schools in Lassen and Modoc counties. The service area population has a high need for adult education opportunities to improve literacy skills, English language development, and career readiness. The school districts now serve as a liaison to adults in this area for adult education services, and will continue to provide personal growth for local residents with adult education classes.

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The eighteen Partnerships in the Consortium include:

- Alliance for Workforce Development (AFWD)
- Lassen County Office of Education
- Lassen County Sheriff's Department
- Lassen County Day Reporting Center
- Lassen County Probation Department
- Lassen County Department of Social Services/Cal Works
- Lassen Library District
- Kirack Construction
- Susanville Indian Rancheria
- Long Valley Charter School
- Far Northern Regional (FNRC)
- Federal Correctional Institute (FCI) in Herlong
- CA. Correctional Center in Susanville
- High Desert State Prison in Susanville
- Banner Lassen Medical Center
- Lassen Aurora Network
- Lassen D.E.N. Community Center
- U.S. Forest Service Susanville office

And retired community members:

- Dr. Marshall Leve, retired LUHSD Superintendent
- Bernadette Chavez, retired Lassen College faculty

Previous partnership efforts within this region are the foundation for working together and now can be leveraged to strengthen the role of education and workforce training. Trust and good will already exists between the members and partners due to their prior collective activities for education within the region.

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Lassen County AB86 Consortium Leadership

The officers elected by the Lassen County AB86 Consortium on February 7, 2014 are:

Chairperson Dr. Marlon Hall, Superintendent/President of Lassen College

Co-Chair Terri Daniels, Principal of Shaffer School District

Secretary Fran Oberg, Executive Assistant at Lassen College

Lassen College hired a Coordinator of Special Grant Programs in June 2014, Paige Broglio, to provide coordination and oversight of special grant projects and meetings, with emphasis on compliance for grant objectives. Vice President of Administrative Services David Clausen, at Lassen Community College, is the grant project's fiscal agent.

Consortia Membership

In January 2014, six school districts agreed to be the **Members** in this consortium:

Lassen Community College District (LCCD), Big Valley Joint Unified School District (BVJUSD), Fort Sage Unified School District (FSUSD), Lassen Union High School District (LUHSD), Westwood Unified School District (WUSD) and Shaffer Elementary School District (SESD). In May of 2014 the districts of Modoc Joint Unified School District (MJUSD) and Surprise Valley Joint Unified School District (SVJUSD) also joined the Lassen County AB86 Consortium.

Lassen College offers CTE programs and CTE certificates that meet employability competencies through approved technical preparation and instruction. The high schools offer CTE pathways in several industry sectors as workforce preparation programs that provide a competency-based applied learning in occupational-specific skills. Adult schools that offer a night class for diploma completion are also part of the high schools in the region. Both the college and the high schools offer classes for basic skills and disabled students.

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Consortia Partnerships

In January 2014, the local business partners Alliance for Workforce Development, Lassen County Office of Education, Lassen Sheriff's Department, and Lassen Library District, Lassen County Probation, Lassen County Department of Health and Social Services, Long Valley Charter School, and Kirack Construction, Inc. agreed to be **Partners** in this consortium. Recently recruited partners are Susanville Indian Rancheria, Banner Lassen Medical Center, Far Northern Regional, Lassen Aurora Network, Lassen D.E.N., Federal Correctional Institute at Herlong, California Correctional Center and High Desert State Prison-both in Susanville, California, and the U.S. Forest Service office in Susanville, CA.

The Alliance for Workforce Development brings strength to the consortium by serving as a direct link between community employers and job seekers. The Alliance for Workforce Development is an important recruitment and referral link for individuals seeking higher education beyond high school diplomas. And individuals requiring high school diplomas or GED's needed to obtain higher education, employment opportunities, or to advance professionally. By collaborating with this consortium the Alliance for Workforce Development can provide feedback gathered from both employers and job seekers in regards to what skills and education the employers in our district find necessary and valuable in employees. The educators can then improve or expand their services based on feedback provided by the Alliance for Workforce Development.

Lassen County Office of Education can assist in planning CTE high school to college or career pathways, serve as an additional liaison between K-12 and higher education, and analyze how funding streams can be directed to support this initiative. Serving 4,500 students in grades Pre K-14 in Lassen County schools, the county office is a strong educational system. They offer a wide variety of student-centered services and programs that reach students in over 4,600 square miles of rural areas.

Long Valley Charter School has 87 students in grades 9-12 enrolled in Lassen County. The Long Valley Charter School provides a hybrid model of education, using different

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teaching methods and expanded choices of educational opportunities identified within their charter. Their vision is to prepare students for the challenges of the rapidly changing world.

Lassen Sheriff's Department brings in a real world perspective on the needs of youth and adults in this region. They can provide referrals to training, offer mentoring and support to community members, and serve as a link to the greater community's need for services. Lassen County Probation will be able to make referrals for training and provide support to at risk populations in the community. By interacting with the probationer for purposes of deterring the probationer from re-offending, and encouraging rehabilitation as they return to the community.

Lassen Library District is the only public library in the county and as such will be able to inform the consortium as to the roles and capabilities of public libraries in general, and as they relate to the delivery and improvement of adult education within the consortium. Lassen Library can provide feedback on community needs, offer surveys and distribute information about training programs and services available. The library serves as a hub for dissemination of information to the greater community. The Lassen Library has the only testing license in this region to give the GED test to the public, being a Pearson Vue Testing Center.

The Lassen County Department of Health and Social Services is an excellent source for referrals and can offer valuable insight into services needed in the community. Their input will help inform educators about life skills and basic skills that need to be integrated into curriculums. Their agency is comprised of nine branches with 160 dedicated employees. This super agency of social services under one umbrella is designed to "enhance timely and effective customer services" they say on the county website. They strive to add value to the lives of people in the community, and by collaborating with this consortium they are a liaison to their clients in need of adult education services.

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Kirack Construction, Inc., is a well-recognized local business, and sees the need for a vocational construction or apprenticeship programs. His perspectives from the business and employer side will provide advice that will help guide development of programs to meet the local employer's needs in our region.

Susanville Indian Rancheria has 1,089 enrolled tribal members in Northern California, and 381 tribal members living in Lassen County. They are a large entity in our community, with the four federally recognized tribes of Paiute, Maidu, Pit River, and Washoe. Their facilities include an educational center, teen center, health center, casino, and housing development on the Susanville Rancheria.

Correctional Facilities in Lassen County include two state, one federal, and one county facility. Serving a total of about 10,000 inmates and employing 3,000 workers, they are the largest employers in Lassen County.

Banner Lassen Medical Center is a small rural hospital that serves an estimated 22,000 residents in the community. They offer their support as a partner to assist in achieving an educated workforce that will also meet the needs of healthcare jobs in the area.

These consortium partners bring a broader perspective on regional training needs and link community members in need of services. Many also come with their own funding base or infrastructure that may aid this effort. Trust and good will already exists between the partners from prior work on high school to college transition activities. These partnership efforts will allow members to work together successfully on the AB86 Adult Education Planning Grant in order to leverage funding and strengthen the workforce in the region with marketable skills.

Shared Leadership Strategies

All member schools will participate in meetings and the decision making process for the consortiums to best meet the needs of the individual communities they serve. Each school district Member will appoint a designee whom will represent the district in

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assembling a shared vision of adult education in this region. Designees will work with their own districts to assist with data collection, develop ideas on training needs, curriculum, funding sources, space availability and act as a liaison with other parties who can contribute to the process and the plan. The district representatives will assist in writing and editing the final Regional Comprehensive Plan for Adult Education in Lassen and Modoc County. Addressing the needs of adult education and updating the regional plan will be continual as implementation begins, and participants will need to be active in meetings and planning activities.

The first meeting on January 17, 2014, addressed a need for a shared leadership model, within which each consortium member would have one vote and regular meetings would be held. At this meeting it was established that Lassen College would serve as the project's fiscal agent. It is understood among consortium members and partners that their contributions will be based upon their own local level policies. However, as the consortium grows in shared vision, it is anticipated that its members and partners will direct their own staff and resources to support the vision, as it matches their organizational mission. The consortium organizer requested meeting attendees to identify the individuals from their own organizations who will serve as their representative to the consortium.

The consortium did develop a set of bylaws that provide structure to the operation of the Lassen County AB86 Consortium. The bylaws define the purpose of the consortium, who the members and partners are, how decisions will be reached, voting privileges, meetings required, and a quorum of 50%. Dr. Hall, Lassen College Superintendent/President, volunteered to write the draft bylaws document. These bylaws were approved at the consortium meeting on February 7, 2014. Dr. Vasquez, consortium chair, requested that members or partners recommend potential staff to coordinate this initiative and to identify contacts from their own educational or workforce entity who will represent their membership on the Consortia, and who will also provide the documentation needed by each educational entity to complete the final report.

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Monthly face-to-face meetings of members and partners are scheduled to build ideas and buy-in for the recommendations developed. The coordinator will work with liaison personnel appointed by each school district and share progress updates with the larger group monthly. Attending meetings and communicating with the coordinator will be essential in planning for the local program development for adult classes in all areas and outlying areas in both counties. As the decision making process proceeds, partners will be encouraged to utilize their existing resources to implement some of the regional recommendations and to prioritize what can be provided with existing funding.

Consortium members and partners will also need to prioritize what services need to be added and by whom, should additional funding become available. Employer advisory groups will be used by a member leadership team to discuss employment potential and missing skill sets that need to be developed by the educational agencies. The Alliance for Workforce Development and other partners will assist in identifying industry contacts to guide the adult education programs to meet local employer needs.

As the planning year comes to an end, regional members and partners will be asked to endorse a Regional Strategic Plan for Adult Workforce Development that also identifies each partner's fiscal and programmatic responsibilities. This strategic plan will identify the collaboratively agreed upon "Next Steps" as funding to education improves in California. This agreement may be in the form of an MOU with each member and partner signing off in support of the regional training needs for adults.

Project Planning Process and Responsibilities

Project leadership shall consist of a consortium Chair (Dr. Marlon Hall) and a Co-Chair (Terri Daniels) that will be responsible for the oversight of the project. A Secretary, (Fran Oberg) who will manage tasks and a fulltime Coordinator. The Coordinator will be responsible for implementing the regional planning for adult education and coordinating with member designees and partner agencies. The success of this project planning will be dependent upon the implementation of a Coordinator who will work for the broader vision of this AB86 team and initiative. The Coordinator will help the consortium

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participants to recognize what they can contribute to the development of strong employment training for our region and the necessity to leverage funding and plan cooperatively. The Coordinator will work for Lassen College but report to and serve the consortium. The Coordinator will convene all meetings, assist in securing data for the planning grant, write timely reports for the state, and serve as regional representative and liaison to state meetings and work to secure additional support and resources for the region. The Coordinator will report monthly to the consortium on progress toward meeting their goals and take direction on their recommendations. The Coordinator will be responsible for the final Regional Comprehensive Plan for Adult Education which will be distributed widely.

School district superintendents and principals will be responsible for oversight of projects taking place on their campuses. The Coordinator will be in continual contact with each school district, meeting with them on site individually and talking with them in emails and on the phone. Gathering program information and identifying each community's unique needs for adult education will require alignment and coordinated partnerships among the school districts and partners in the consortium.

Communication Plan

Together as a consortium we will determine the best way to communicate with our stakeholders. The bylaws state that we will meet no less than quarterly in person or via satellite, as well as utilizing email for continued communication purposes. When the time comes to reach out to adults who can benefit from the resources, ideas for communication are via: radio announcements, newspaper and websites, school newsletters, mass phone information services, flyers, and a booth at the Lassen County Fair. Continual discussion with consortium participants will identify additional means of outreach and marketing, in order to inform as many adults with needs in Lassen County.

The college district has already begun a series of planning meetings with school districts, adult education providers and partner organizations. Consortium members and partners have met monthly to understand the intent of the A886 legislation and what is

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expected of educators and stakeholders. This collaborative mission will benefit Lassen and Modoc County through continuous contact and meetings. Face-to-face meetings usually work the best in the startup phase of any regional initiative. Then the Coordinator will rely on traditional means of communication and gaining buy-in and cooperation among consortium participants. These methods include hosting monthly planning meetings, visiting each member and partner, telephone calls, emails, CCC Connect, video conferencing, and monthly written updates developed by the Coordinator and distributed to members, partners and stakeholders. Communication will benefit all stakeholders by the inclusiveness of all entities whose mission it is to educate and train the adults in our regional area for employment.

Description of Teacher and Faculty Involvement

Since the formation of the consortium in January 2014, the teachers and faculty of the participating school districts have contributed their expertise to the planning documents. Working together on the project management plan, bylaws, and vision, they have created strategies to match their consortium mission. That is to “provide preparation and skills needed for employment, career advancement, continuing education, and personal growth for our local residents.” The faculty of each school district will continue to collaborate in the prioritization of their individual community needs for adult education. The coordinator will continue the contact via e-mail, phone calls, face-to-face meetings and on-site visits to ensure their participation in planning for implementation.

Half of the consortium participants are administrators and teachers from the local school districts. With 14 school district members and 16 college district members involved in monthly consortium meetings or individual meetings with the coordinator, the input has been very positive for the plan. As funding becomes available in the region, these members will need to prioritize which programs to implement that will meet the needs of adult education. Each school district faculty will be involved in the ongoing planning process to update the regional plan and program implementation.

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Four members attended the AB86 October Summit in Sacramento, two school district, and two college members. The Chairperson: Dr. Hall, Co-Chair: Terri Daniels, High School Counselor: Chris Todd, and the grant Coordinator: Paige Broglio. At the next consortium meeting in November they gave a recap of the event and updated the consortium on AB86 progress. In October the consortium gathered in four workgroups to work on the different objectives for the regional plan with faculty leading the groups. The coordinator will continue to involve teachers and faculty to discuss opportunities that will address the gaps in adult education.

Strategies to Outreach to Regional Stakeholders

Strategies should include teleconferences, face-to-face meetings, and open communication between partners and stakeholders. In regions such as ours where there are few resources and limited services, information is spread primarily through word of mouth and the internet. The coordinator and members will make presentations to the city councils, city managers, governing boards, tribal councils, and other vested community groups that have access to information about regional adult education needs. The wide distribution of the Regional Comprehensive Plan for Adult Education will help to develop a unified vision of what regional and workforce needs exist in Lassen and Modoc County and outline a plan to achieve those goals.

Other Staff Necessary for Planning

An outside consultant will lead a one day regional planning meeting with all interested constituents invited for input at the end of the planning year and will assemble materials for regional strategic plan updates. Clerical support will lend assistance in preparing written documentation, minutes and logistics of meetings. The college's marketing director will assist in the preparation and distribution of the final Regional Planning document, complete with pictures, which will then be distributed to unified school districts and college members, consortia members, principals, partners, and any interested community members such as local government officials.

Note: The above Project Management Plan was written in February 2014 and edited December 2014 as new Members, Partners, school districts and staff were added.

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Bylaws of the Lassen County Consortium

The Bylaws were approved on February 7, 2014 by the Consortium. The agreement for the purpose of this AB86 Consortium formation is: *“To engage in activities that provide direction to improve the delivery of adult education under AB86.”* They agreed to meet regularly and use this planning year to develop a long term strategic plan and agree upon goals for adult education.

Vision of the Lassen County Consortium

“Providing preparation and skills needed for employment, career advancement, continuing education, and personal growth for our local residents.”

Mission Statement of the Lassen County Consortium

“The Lassen County AB86 Consortium is dedicated to meeting the needs of the community by providing adult educational opportunities in order to acquire and improve literacy skills, English Language development, and career readiness abilities. Adults will gain skills which allow them to obtain meaningful employment in order to participate effectively as productive workers, family members, and citizens in the community.”

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CONSORTIUM PLANNING MEETINGS

January 10, 2014	25 in attendance	Overview, Certificates of Eligibility, Members/Partners
January 24, 2014	15 in attendance	Project Management Plan, ByLaws, Leadership
February 7, 2014	20 in attendance	Intent to Participate forms, ByLaws, Project Management Plan
May 16, 2014	12 in attendance	Programs in our area, Vision, Needs in our area
August 7, 2014	25 in attendance	Timeline, Goals, Budget, Plan draft for Obj. 1,2,5
October 1, 2014	18 in attendance	Regional Plan workgroups for Objectives 3,5,6,7
November 5, 2014	22 in attendance	Summit info, planning groups for 5 program areas of grant
December 3, 2014	16 in attendance	Timeline, plan discussions Implementation of plan draft
February 4, 2015	24 in attendance	Regional plan edits, Surveys for adult learners, community and business

The AB86 Adult Education Lassen Consortium has met nine times between January 2014 and January 2015. The consensus of the group was “*To engage in activities that provide direction and improve delivery of adult education under AB86.*” Collectively they have each provided suggestions on how adult education should be improved within Lassen and Modoc regions. Phone calls and emails are ongoing with the eight school district members, eighteen business partners, and interested community members.

Individual meetings have been held with business partners from Alliance for Workforce Development, Lassen County Probation, Lassen County Sherriff’s Office, Lassen County Day Reporting Center, Lassen County Social Services, Susanville Indian Rancheria, Banner Lassen Medical Center, Lassen Library, Far Northern Regional Agency, Lassen Aurora Network, Long Valley Charter School, and Kirack Construction.

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Phone conversations and emails have been exchanged with the three correctional facility Adult Education School Directors within the county: High Desert State Prison, California Correctional Center, and Herlong FCI. Phone conversations and emails also were completed with high school principals within the region, Patty Gunderson, Superintendent of Lassen County Schools, and Rich DuVarney, prior LCOE Superintendent and business partners. Interested citizens have offered information by phone and emails also to the coordinator, and notes were taken for reference. By utilizing the member school districts, business partners, and community members, this consortium gains a broader perspective of the community needs in adult education. The AB86 Consortium meetings have given them this opportunity to engage in discussions about the needs and gaps, and programs to fill in those needs.

Dr. Marlon Hall, President/Superintendent of Lassen College and Chairperson of the Lassen County AB86 Consortium; has done a whistle-stop tour to the following school districts board meetings to discuss adult education:

- Johnstonville School District
- Big Valley Joint Unified School District
- Susanville School District
- Westwood Unified School District
- Modoc Joint Unified School District
- Surprise Valley Joint Unified School District
- Janesville Union School District
- Fort Sage Unified School District

Dr. Hall is attempting to meet with all the school district boards to discuss the needs for adult education programs to fill the gaps in their outlying communities.

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DEMOGRAPHIC PROFILES OF THE REGION

Demographics-Populations

Lassen County has a population of 36,001 people and a population density of 7.6 people per square mile. This is in contrast to the California state average density of 246.1 people per square mile. Also an above average population for the ages 20-34 years old, that is higher than the U.S. and California percentages.

	Lassen County	% of the Total Population	California	U.S.
Under 5 years	1,625	4.66%,	6.79%	6.54%
5 to 9 years	1,595	4.57%,	6.73%	6.59%
10 to 14 years	1,853	5.31%,	6.95%	6.70%
15 to 19 years	2,107	6.04%,	7.58%	7.14%
20 to 24 years	2,831	8.11%,	7.42%	6.99%
25 to 34 years	6,337	18.16%,	14.27%	13.30%
35 to 44 years	5,513	15.80%,	13.91%	13.30%
45 to 54 years	5,447	15.61%,	14.10%	14.58%
55 to 64 years	4,113	11.79%,	10.84%	11.82%
65 to 74 years	1,984	5.69%,	6.11%	7.03%
75 to 84	1,041	2.98%,	3.68%	4.23%
85 years and over	449	1.29%,	1.61%	1.0%

USA.com 2010

Population growth in: Lassen County 3.15%

California 9.99%

U.S. 9.71%

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Population in the towns within Lassen County

Susanville	17,947	Bieber	312
Janesville	1,408	Litchfield	195
Johnstonville	1,024	Spaulding	178
Standish	752	Milford	167
Patton Village	702	Terro	119
Doyle	678	Wendell	104
Herlong	298	Ravendale	48



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Modoc County has a population of 9,686 people with a population density of 2.1 people per square mile. Modoc County has below average population under age 44, and above average population between the ages of 45-85, compared to California and U.S. data.

	Modoc County	% of the Total Population	California	U.S.
Under 5 years	545	5.63%	6.79%	6.54%
5 to 9 years	564	5.82%	6.73%	6.59%
10 to 14 years	602	6.22%	6.95%	6.70%
15 to 19 years	604	6.24%	7.58%	7.14%
20 to 24 years	422	4.36%	7.42%	6.99%
25 to 34 years	904	9.33%	14.27%	13.30%
35 to 44 years	1,062	10.96%	13.91%	13.30%
45 to 54 years	1,444	14.9%	14.10%	14.58%
55 to 64 years	1,634	16.87%	10.84%	11.82%
65 to 74 years	1,108	11.44%	6.11%	7.03%
75 to 84	570	5.88%	3.68%	4.23%
85 years and over	227	2.34%	1.61%	1.78%

Population Growth in: Modoc County 2.51%

California 9.99%

U.S. 9.71%

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Population in towns within Modoc County

Alturas	2,827	Lookout	84
California Pines	520	Likely	63
Cedarville	514	Lake City	61
Canby	315	Eagleville	59
Fort Bidwell	173		



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Education Levels of the Regional Populations

During the research phase of this report, the number of young adults 18-24 without a high school diploma or GED is estimated to total as high as 34%, and for the over 25 years and older population it was an estimated 20%. Additionally the number of young adults that the Probation Department tracked in Lassen County without a diploma or GED is now estimated as high as 50%. These staggering statistics leave a tremendous gap in the available workforce of our youth under the age of 30. The lack of education in these young adults with little or no vocational employment skills is a real frustration to the region's employers. With below basic reading, writing, and math skills; and little vocational training or on the job basic training, the lack of qualified workers to meet the demands of the employment needs in these communities is a continual discussion among local business leaders.

A comparison of the high school drop-out rates for 2012-13 shows all of the high schools combined in Lassen County total a rate of 14.5% and comparing this to California's rate of 11.4%. (<http://data1.cde.ca.gov/dataquest/DropoutReporting>) This indeed displays the need for intervention, counseling services, and mentoring to assist these young adult students with educational pathways. The data for high school graduates completing college prep classes in 2012 in Lassen County only totaled 14.3% compared to other California students totaling 39.4%. (<http://cde.ca.gov>)

The charts below show a recap of the education levels for the populations aged 25 years and over in both Lassen and Modoc Counties.

Education for the 25 Years and Over in Lassen County

	Lassen County	%	California	U.S.
Total 25 Years and Over Population	24,816	100%	24,117,317	204,336,017
Less Than High School	4,987	20.10%	18.98%	14.28%
High School Graduate	6,207	25.01%	20.68%	28.24%
Some College or Associate Degree	10,267	41.37%	29.88%	28.99%
Bachelor Degree	2,320	9.35%	19.35%	17.88%
Master, Doctorate, or Professional Degree	1,035	4.17%	11.10%	10.61%

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Education for the 25 Years and Over in Modoc County

	Modoc County	%	California	U.S.
Total 25 Years and Over Population	6,844	100%	24,117,317	204,336,017
Less Than High School	1,023	14.95%	18.98%	14.28%
High School Graduate	1,798	26.27%	20.68%	28.24%
Some College or Associate Degree	2,697	39.41%	29.88%	28.99%
Bachelor Degree	903	13.19%	19.35%	17.88%
Master, Doctorate, or Professional Degree	423	6.18%	11.10%	10.61%

*Based on 2008-2012 data.

The lack of community awareness on the facts and statistics of how many youth presently do not have a diploma or GED is now a silent epidemic in these rural California communities. The local workforce has grown depleted with lack of young adults qualified to apply for local employment positions. Higher percentages of youth are unemployed and on probation in Lassen County, and according to county agencies, the numbers keep increasing. Recidivism rates from the county correctional facilities indicate that education is the key for released inmates to function in communities with employment skills.

English Language Learners

English Language Learners within Lassen County public schools totals 3.4% and in Modoc County public schools totals 18.8%, according to the 2013 school data. Much of the English Language Learner's data outside the public schools is undocumented and unable to verify by the U.S. Census Bureau or county agencies.

Language Spoken at Home

	Susanville, CA	%	California	U.S.
English	4,381	91.00%	58.28%	79.64%
Spanish	294	6.11%	24.75%	11.57%
Other Indo-European Languages	38	0.79%	5.78%	4.61%
Asian and Pacific Islander Languages	22	0.46%	10.14%	3.24%
Other	74	1.54%	1.05%	0.94%

*Based on 2008-2012 data.

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Language Spoken at Home

	Modoc County	%	California	U.S.
English	3,511	89.96%	58.28%	79.64%
Spanish	323	8.28%	24.75%	11.57%
Other Indo-European Languages	37	0.95%	5.78%	4.61%
Asian and Pacific Islander Languages	18	0.46%	10.14%	3.24%
Other	14	0.36%	1.05%	0.94%

*Based on 2008-2012 data.

Some of the school districts in Lassen County have a high percentage of English Language Learner parents, and many of the student's parents could benefit from adult education courses in ESL and citizenship. An estimated 9.0% of county families speak a language other than English at home according to school data.

Adults with Disabilities

Lassen County has a 20% population of disabled adults and students, and many adults participating in several programs in the region. Far Northern Regional services persons with developmental disabilities in California and has outreach in the Susanville area. Services are provided for the intellectually disabled and also for the individuals with cerebral palsy, epilepsy, or autism. Age is no limit as there is an early intervention program for 0-3, and services for all ages that continue with the client for life. In Susanville there are two day programs: North Valley Services, and Lassen Life Skills. These are youth and adult community based programs with life skills. Most of these clients have a diploma certificate or GED from their high school program.

At Lassen High School there is a moderate or severely disabled program in a self-contained classroom for students in grades 9-12. These students have an educational IEP that follows them to the adult day program or to the college for the DSPS Program. Lassen College has the DSPS program that offers ten college classes for credit, that include computer classes, reading, writing, math, and fitness. These students also take basic and life skill classes, and participate in work experience for employment skills.

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There are approximately 50 students per year with intellectual disabilities that utilize the Lassen College DSPTS program.

Listed below are the disability statistics for our far northern counties, from Pooled 2005-2007 ACS PUMS Data.

Disability Population Statistics for Del Norte, Lassen, Modoc, and Siskiyou Counties, California

Subject	With a Disability	% With a Disability	Without a Disability	% Without a Disability	Total Population	% of Total Population	Sample Size
Ages 21-64	12,300	20.90%	46,690	79.10%	58,990	59.70%	2,712
Ages 16-64	13,100	19.80%	53,210	80.20%	66,310	67.10%	2,996
Demographic Ages 21-64	Total	% of Ages 21-64 w/ Disability	Total	% of Ages 21-64 w/o Disability	Total	% of Ages 21-64	Sample Size
Male	6,290	51.10%	22,330	47.80%	28,620	48.50%	1,281
Female	6,010	48.90%	24,360	52.20%	30,370	51.50%	1,431
White	11,240	91.40%	42,390	90.80%	53,630	90.90%	2,476
Non-White	1,060	8.60%	4,300	9.20%	5,360	9.10%	236
Hispanic	1,090	8.90%	4,280	9.20%	5,370	9.10%	197
Non-Hispanic	11,210	91.10%	42,410	90.80%	53,620	90.90%	2,515
Education -- Ages 21-64	Total	% of Ages 21-64 w/ Disability	Total	% of Ages 21-64 w/o Disability	Total	% of Ages 21-64	Sample Size
Less Than High School Degree	2,390	19.40%	3,970	8.50%	6,360	10.80%	264
High School Degree (Including GED)	4,110	33.40%	14,370	30.80%	18,480	31.30%	807
Some College or Associate's degree	4,630	37.60%	19,280	41.30%	23,910	40.50%	1,122
Bachelor's Degree or Higher	1,170	9.50%	9,070	19.40%	10,240	17.40%	519
Employed	4,080	31.10%	37,360	70.20%	41,440	62.50%	1,815
In Labor Force, Not Employed	1,020	7.80%	3,230	6.10%	4,250	6.40%	184
Not in Labor Force	8,000	61.10%	12,620	23.70%	20,620	31.10%	997
Employed	3,900	31.70%	34,330	73.50%	38,230	64.80%	1,709
Not in Labor Force	7,400	60.20%	9,770	20.90%	17,170	29.10%	847
Employed, Not Currently at Work	280	7.20%	1,570	4.60%	1,850	4.80%	81
Work at Home	160	4.10%	1,980	5.80%	2,140	5.60%	119

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Ethnicity

The ethnicity of Lassen County is 73.17% Caucasian, 17.53% Hispanic, and 9.3% other races.

Lassen County Population by Races

White:	25,532 (73.17%)
Black:	2,834 (8.12%)
Hispanic:	6,117 (17.53%)
Asian:	356 (1.02%)
Native (American Indian, Alaska Native, Hawaiian Native, etc.):	1,399 (4.01%)
One Race, Other:	3,562 (10.21%)
Two or More Races:	1,212 (3.47%)

USA.com 2010

Modoc county ethnicity is 83.46% Caucasian, 13.86% Hispanic, and 2.68% other races.

Modoc County Population by Races

White:	8,084 (83.46%)
Black:	82 (0.85%)
Hispanic:	1,342 (13.86%)
Asian:	78 (0.81%),
Native (American Indian, Alaska Native, Hawaiian Native, etc.):	391 (4.04%),
One Race, Other:	680 (7.02%)
Two or More Races:	371 (3.83%)

USA.com 2010

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ECONOMIC PROFILES OF THE REGION

Unemployment Levels

Lassen County had an unemployment rate of 10.2% (April 2014), which lowered to 8.7% (Nov 2014) due to seasonal employment in the region. Seasonal employment includes logging, building, and summer tourism.

Unemployment Rate and Labor Force (Not Seasonally Adjusted)

Area	Year	Period	Labor Force	Number of Employed	Number of Unemployed	Unemployment Rate
Lassen County	2014	Nov	13,270	12,300	970	8.7

Modoc County has an unemployment rate of 9.2% (Nov 2014), which has lowered from 18% in 2011 due to recession that was in the region in 2011.

Unemployment Rate and Labor Force (Not Seasonally Adjusted)

Area	Year	Period	Labor Force	Number of Employed	Number of Unemployed	Unemployment Rate
Modoc County	2014	Sep	3,560	3,230	330	9.2

Poverty Levels

The poverty level within the county is now 15.39%; however in recent years the poverty level reached a high of 26% due to the rise in unemployment following the 2008 recession. Many young adults today do not have a diploma or GED, nor the current workforce skills or training needed for local employment. One of the historic industries that originally drove Lassen's local economy was the timber industry. Unfortunately all

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of Lassen's major lumber mills have closed in the last twenty years, due to decreased demand and the more recent adverse economic conditions.

Poverty Level in Lassen County

	Lassen County	%	California	U.S.
Population in Poverty	3,724	15.39%,	15.28%	14.88%
Family in Poverty	629	9.55%,	11.47%	10.92%

USA.com *Based on 2012 data

The population in poverty in Modoc County is 19.94%, much higher than the California poverty level of 15.28% and the U.S. poverty level of 14.88%

Poverty Level in Modoc County

	Modoc County	%	California	U.S.
Population in Poverty	1,829	19.94%	15.28%	14.88%
Family in Poverty	308	12.85%	11.47%	10.92%

*Based on 2008-2012 data.

Member schools in this consortium have a high Free and Reduced Lunch population.

Free or Reduced Price Lunch at Schools

Lassen High School District	30%
Shaffer School District	70%
Westwood School District	64%
Modoc School District	58.6%
Fort Sage School District	75%
Big Valley School District	66%
Surprise Valley School District	69%

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Housing

As of 2008-2012, median price of a house in Susanville is \$172,600, and in Modoc County is \$158,200, which is much lower than the state average of \$383,900 and is lower than the national average of \$181,400. Half of all housing in Lassen County is rented or leased by the occupants. Most of the homes were built over thirty years ago.

Income and Employment

As of 2008-2012, the per capita income of Lassen County is \$19,924, which is lower than the state average of \$29,551 and also lower than the national average of \$28,051. Lassen County median household income is \$51,921, which has grown by 42.99% since 2000. The median household income growth rate is much higher than the state average rate of 29.28% and is much higher than the national average rate of 26.32%. Although incomes are improving, this is not the case for all individuals and averages remain below the state and national averages.

Median Household Income

Lassen County	51,921 USD
California	61,400 USD
U.S.	53,046 USD

Industry Employers in Lassen County

	Susanville, CA	%	California	U.S.
Civilian Employed, 16 Years and Over	4,850	100%	16,614,362	141,996,548
Agriculture, Forestry, Fishing, Hunting, Mining	167	3.44%	2.29%	1.90%
Construction	77	1.59%	6.19%	6.49%
Manufacturing	81	1.67%	10.11%	10.62%
Wholesale Trade	27	0.56%	3.20%	2.83%
Retail Trade	300	6.19%	11.11%	11.57%
Transportation, Warehousing, Utilities	132	2.72%	4.67%	5.00%
Information	56	1.15%	2.87%	2.21%
Finance, Insurance, Real Estate, Rental, Leasing	191	3.94%	6.51%	6.74%
Professional, Scientific, Management, Administrative, Waste Management Services	99	2.04%	12.47%	10.66%
Educational Services, Health Care, Social Assistance	1,588	32.74%	20.91%	22.90%
Arts, Entertainment, Recreation, Accommodation, Food Services	294	6.06%	9.62%	9.18%
Public Administration	1,650	34.02%	4.70%	4.94%
Other Services, Except Public Administration	188	3.88%	5.36%	4.95%

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The largest employers in Lassen County are state government employers for the schools and two correctional facilities, and federal government employers for the U.S. Forest Service, Bureau of Land Management, and one federal prison. The government employees now total 49.4%; private industry employs 44.9%, and the self-employed makeup only 5.7% of Lassen County's workforce.

Lassen County Employers:

Employer Name	Location	Industry
CA. Correctional Facilities	Susanville	State Correctional Facilities
Diamond Mountain Casino	Susanville	Casinos
Eagle Lake Village	Susanville	Residential Care Homes
Family Health	Susanville	Clinics
Forestry & Fire Protection	Susanville	Government-Forestry Services
Janesville Union Elementary	Janesville	Schools
Lassen Community College District	Susanville	Schools-Universities & Colleges
Lassen County Office of Education	Susanville	Schools
Lassen County Adult Detention	Susanville	Government Offices-County
Lassen Indian Health Center	Susanville	Clinics
Lassen National Forest	Susanville	Government-Forestry Services
Lassen Union High School	Susanville	Schools
Mc Kinley Elementary School	Susanville	Schools
Safeway	Susanville	Grocers-Retail
Sierra-Cascade Nursery	Susanville	Nurserymen
Susanville Indian Rancheria	Susanville	Ranches
Susanville Nursing & Rehab Center	Susanville	Nursing & Convalescent Homes
Susanville Supermarket	Susanville	Grocers-Retail
United States Dept. of the Army	Herlong	Federal Government-National Security
Bureau of Prisons FCI	Herlong	Federal Prison Bureau
US Eagle Lake Ranger District	Susanville	Government Offices
Walmart	Susanville	Department Stores

The America's Labor Market Information System (ALMIS)

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In Modoc County as of 2008-2012, the per capita income is \$20,916, which is lower than the state average of \$29,551 and also much lower than the national average of \$28,051. Modoc County median household income is \$37,482 compared to California which is 61,400.

<u>Median Household Income</u>	Modoc County	37,482 USD
	California	61,400 USD
	U.S.	53,046 USD

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The largest employers in Modoc County are state and federal government employers for the forestry occupations, state educational employers for schools, and health/social services.

Modoc County Employers:

Employer Name	Location	Industry
Alturas Elementary School	Alturas	Schools
Alturas Ranches	Alturas	Ranches
Arlington Elementary School	Canby	Schools
Big Valley Ranger District	Adin	Government Offices-Us
Bureau of Land Management	Cedarville	Trucking-Heavy Hauling
Desert Rose Casino	Alturas	Casinos
Eagle Peak Rock & Paving	Alturas	Asphalt & Asphalt Products
Holiday Quality Foods	Alturas	Grocers-Retail
John Cross Potatoes	Tulelake	Potatoes-Wholesale
Modoc County Alcohol & Drug	Alturas	Government Offices-County
Modoc County Health Dept.	Alturas	County Government-Public Health Programs
Modoc County Mental Health Svc.	Alturas	County Government-Public Health Programs
Modoc County School Supt	Alturas	Schools
Modoc County Social Svc	Alturas	County Government-Social/Human Resources
Modoc High School	Alturas	Schools
Modoc Middle School	Alturas	Schools
Modoc National Forest	Alturas	Government-Forestry Services
Newell Potato Co-Op	Tulelake	Potato Products (Mfrs)
South Fork Elementary School	Likely	Schools
Surprise Valley Hospital	Cedarville	Hospitals
Teach Inc.	Alturas	Social Service & Welfare Organizations
Tulelake Horseradish Growers	Tulelake	Associations
US Fire Dispatch	Alturas	Fire Departments
Warner Mountains Group Home	Canby	Group Homes
Warnerview Skilled Nursing	Alturas	Convalescent Homes

The America's Labor Market Information System (ALMIS)

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EDUCATIONAL FACILITIES OF THE REGION

Lassen County Schools

The schools within Lassen County include ten school districts and the community college district. Lassen County Office of Education services about 4,500 students in grades K-12 at seventeen schools across the county. In the Lassen County AB86 Consortium service area there are seven high schools and eleven elementary schools across the region.

The high schools in Lassen County and Modoc County are:

- Big Valley Jr/Sr. High School in Bieber, CA.
- Herlong Jr/Sr. High School in Herlong, CA.
- Lassen High School in Susanville, CA.
- Credence Continuation High School in Susanville, CA.
- Westwood High School in Westwood, CA.
- Modoc High School in Alturas, CA.
- Surprise Valley High School in Cedarville, CA.
- Tulelake High School in Tulelake, CA
- Westwood Charter School in Susanville and Westwood, CA.

The Adult Education Schools in the consortium are:

- Lassen Adult School-Diploma Gold at Lassen High School, Susanville, CA
- Modoc High Adult School in Alturas, CA.
- Herlong High Adult School in Herlong, CA. (A volunteer program, unfunded)

All three of these adult education schools meet in the evenings one night a week, or after school. Their independent study programs only concentrate on diploma completion for the high schools. There is currently no GED independent study program; it is accessed by students independently online. Prior GED software was available at the Lassen Library and the Alliance for Workforce Development; however they have not secured the funds to purchase the new 2014 test software, site license, or books.

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Enrollments in the Lassen County School Districts:

<u>School</u>	<u>Total Enrollment</u>
Lassen County Office of Education	31
Big Valley Joint Unified	184
Janesville Union Elementary	340
Johnstonville Elementary	224
Lassen Union High	939
Ravendale-Termo Elementary	747
Richmond Elementary	228
Shaffer Union Elementary	210
Susanville Elementary	1047
Westwood Unified	180
Fort Sage Unified	295
Total Students Enrolled	4,541

cde.ca.gov 2013-14

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Modoc County Schools

The schools within Modoc County include three school districts. Modoc County Office of Education services about 1,532 students in grades K-12 at seventeen schools across the county. One county office of education services four high schools, six elementary schools, three middle schools, alternative education, community day schools and a preschool, and across the Modoc County.

Modoc Joint Unified School District	823
Surprise Valley Joint Unified District	131
Tulelake Basin School District	539
Total Students Enrolled	1,532

cde.ca.gov 2013-14

Charter Schools

Within the regional area are several charter schools for grades K-12.

Long Valley Charter School	Doyle, CA.	381 students in K-12
Westwood Charter School	Westwood, CA.	215 students in K-12
Mt. Lassen Charter School	Herlong, CA.	124 students in K-12
Juniper Ridge Virtual Academy Charter	Termo, CA.	34 students in K-12
New Day Academy	Termo/Alturas, CA	282 students in K-12
Mt. Lassen Charter School	Alturas, CA.	124 students in K-12

These charter schools also operate outside of our counties service region and the enrollment numbers may include students in the neighboring counties.

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Long Valley Charter School

“Beginning in the 2014-2015 school year they are establishing a CTE program to empower students to be successful in their post-secondary pursuits and become good citizens and leaders” according to their newsletter last spring. With 18 seniors enrolled, and 8 of those over 18 years old and 2 being special needs students, the school is very interested in participating in adult education opportunities.

Susanville Indian Rancheria Education Center

The Rancheria has a large Education Center for students in grades K-8 that offers an after school program and has 41 children enrolled. With after school tutors and a program director, this is a busy facility. Across from the Lassen Indian Health Center is their Teen Center that serves teens from 13-18 years old. This center has computers, tutors, and cultural activities for students ages 13-21. Their summer program includes field trips for grades K-8. They would like to enhance their teen program with more offerings. Their diploma and GED completion program is currently independent study.

Lassen Community College

Lassen Community College had over 4,000 students enrolled on campus, online, or in correspondence programs last year. The Lassen College mission statement states: *“Lassen Community College provides outstanding programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The college serves students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.”* The Institutional Student Learning Outcomes promote students to have the abilities of: Communication, Critical Thinking, Life Long Learning, and Personal/Interpersonal Responsibility. It emphasizes student growth and the pursuit of higher education. Lassen County Schools, Modoc County Schools, and Lassen

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Community College are committed to continuing to work together to meet the diverse needs of all students, young and old.

Lassen Community College offers a total of 444 college courses in their catalog for 64 college programs. With a commitment to deliver a wide range of educational opportunities that includes basic skills instruction, transfer degrees, and economic workforce certificate programs, the college continues to support the needs of the students and adult learners in the community. Offering both credit and non-credit courses, with certificates for employment in vocational areas, Lassen College strives to meet the needs of students in a geographically challenged area.

Providing educational services within the service area region for the two counties is a challenge. To meet the needs of the adults in outlying areas the college uses internet technology for online courses and the college correspondence program with mail packets for those students without computers. AB86 will provide in the near future, new and improved opportunities in adult education for community residents in the townships and the most remote areas of the region.

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Lassen County Correctional Institutions with Adult Education Schools

There are two state prisons and one federal prison in Lassen County that employ over 3,000 workers to care for an average of 10,000 inmates. Within those three facilities, each has an adult school funded by the California Department of Corrections and Rehabilitation or Federal Bureau of Prisons. The focus is for all inmates to learn the basic skills of reading, writing, and math. "Prison inmates who receive general education and vocational training are significantly less likely to return to prison after release and are more likely to find employment than peers who do not receive such opportunities, according to the Rand corporation report."

<http://www.rand.org/news/press/2013/08/22.html>

CALIFORNIA CORRECTIONAL INSTITUTION (CCI)

Located in Susanville, CA. the programs at this institution include Academic Education, Career Technical Education, Substance Abuse Treatment, Cognitive-Behavioral Programs (including criminal thinking, anger management, and family programming), and Employment Training. These programs service 2,000 inmates with staffing of 40 in the education departments per budgeted capacity. CCI had a total of 5,010 inmates in 2013. The CTE programs offered by this facility are HVAC, Auto Body Construction/Painting, and Mechanics, Building Maintenance, Electronics, Office Technology, and Welding. The academic programs offered by this facility are Basic Adult Education, a Literacy program, computer education, and GED or high school diploma programs. Lassen College offers the Correspondence program for the A.A. in Social Science to the inmates also.

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HIGH DESERT STATE PRISON

Programs at this institution include Academic Education and Career Technical Education. These programs served 682 inmates in 2013-2014, with a staffing of 30 in the education departments per budgeted capacity. High Desert had a total of 3,372 inmates in 2013. High Desert offers CTE classes in Auto Body Repair and Finish, Computer Literacy, and Building Maintenance. The Academic program includes Adult Basic Education, GED or high school diploma completion, ESL, and a Literacy program. Also the Lassen College Correspondence program for the A.A. in Social Science is offered to the inmates.

FCI HERLONG

FCI Herlong is a medium security federal correctional institution, with an adjacent minimum security satellite camp, housing a total of 1,649 inmates. The total inmate population is 93% male, 35% Hispanic with 25% not being U.S. citizens, and 20% under the age of 26 years old. Last year 101 inmates completed the GED test prep and passed the GED test. 341 inmates participated in basic education classes in 2013-2014. Also offered are ESL and literacy classes. Their Inmate Transition Branch offers a release preparation class with resume writing, job search and job retention skills. In the past Lassen College offered a CTE class in Auto Body, yet due to the lack of an instructor this was not offered in the current year. Also the Lassen College Correspondence program for the A.A. in Social Sciences is offered to the inmates.

*High Desert State Prison <http://www.cdcr.ca.gov/>

Federal Bureau of Prisons <http://www.bop.gov/locations/institutions/her/>

California Correctional Center http://www.cdcr.ca.gov/Facilities_Locator/CCC.html

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Objective #1 – Current Programs and Types of Adult Education within the Region

1. Elementary and Secondary Basic Skills

Lassen Union High School District-Lassen High School offers a diploma completion program entitled Diploma Gold. The mission of the program is for older high school students to return and finish their high school diplomas. Students must be 18 years or older to enroll in the high school credit program. The Diploma Gold program is only open one night a week, and there is a \$50 fee to register for the program which includes use of the online program. It is an Independent Study program using the computer based software, *Odyssey Ware*. The software program enables students to complete a high school diploma entirely online with the approved high school curriculum for credit. The lead teacher is credentialed and on staff at the high school with many years of experience working in this program. In the 2012-13 academic year a counselor was hired to assist the lead teacher; however, due to lack of funding the counselor was not retained for the 2013-14 year. With a lack of counseling for the students, it is a challenge for one teacher to maintain a mentoring relationship with all students and assist them with advanced planning to reach their educational or career goals.

Last year, of the 42 initially enrolled students, 6 graduated with a high school diploma. This winter the program has 21 students enrolled in the Monday night class. The program is currently funded with carryover funds from Basic Skills Adult Education, and might not be funded in the upcoming school years. Although this is a well-known program within Lassen County and serves the adult learners in the town of Susanville, the drop-out rate of the Diploma Gold program is enormous, due to the lack of engagement. Student commitment to attend the Monday night program tends to decline if the student obtains employment during that time period. Also another factor is the cost for the student to enroll, which is a burden to some low income or often unemployed adults. Diploma Gold is the only opportunity for older high school students in the community that have left high school to complete their high school credits for a diploma.

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Modoc School District offers an Adult Education program that is funded for one high school teacher to meet with students using an Independent Study computerized program for diploma completion. Enrollment numbers have remained consistent with 8 enrolled last year and up to 11 in years prior. The program focuses on the high school curriculum to earn credits for a high school diploma, and every year a few students complete that goal. Since Modoc District is 100 miles north of Susanville, they are in a much more remote area of the high desert, and Internet access is a plus to enable students to complete their educational goals.

Fort Sage Community Adult School offers a similar version of the Diploma Gold program with the one major difference being that it is a volunteer program, with no funding. The counselor from the high school volunteers to assist young adults after school with high school credit completion courses and informal GED prep online. Since it is not a funded program, there is no formal tracking of student success or pass rate on the GED test. The counselor did report that she had two students pass the GED each year, and one high school diploma graduate also in 2013. This counselor uses Nova Net computer programs for the Independent Study in a classroom with 15 computers. She hopes to acquire funding in the future to enhance her program.

Lassen Community College District is a large provider of Adult Education within Lassen County. With Basic Skills classes for non-credit provided in the subjects of: Writing and Math, Career Life Skills, Computer Applications, Counseling, Developmental Studies, and ESL, the college has attempted to meet the diverse needs of the local community. Also offered at the college level are additional courses in Writing and Reading, Math, and ESL for college credit.

Due to lack of enrollment the number of non-credit Basic Skills classes is decreasing each year. For example, in the 2014 college catalog, there are both GED and ESL classes not being offered this fall. If the college were able to recruit students for more interest in those classes, they could be reactivated to meet the community needs. All of the college classes follow the adopted curriculums, and assessment is included to evaluate student's progress. The college offers over a dozen certificated

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career path programs that students are able to enroll in, after completing a Basic Skills program in English and Math to refresh their educational skills.

Another large portion of the college enrollment, 33%, is the Correspondence Program which offers credit classes for an Associate of Arts degree in Social Science. Although this is far beyond the scope of AB86 as students need a high school diploma or GED to enroll, it is worth mentioning that Lassen College services 44 of the California Correctional Facilities and distance learners with this learning modality. Additionally the online classes also offer computer-based classes for distance learners from all over the country. Last fiscal year 740 inmates in California were enrolled in the Lassen College Correspondence program. Lassen College now services 44 California state prison locations and also the general public with correspondence and online modalities.

Lassen County Correctional Facilities The three Correctional Facilities in Lassen County are the largest providers of Adult Education Basic Skills classes. They are two state and one federal facility: In Susanville is the High Desert State Prison and California Correctional Center, and the Federal Correctional Institute is in Herlong.

Within each facility is a fully operational school with teachers, counselors, and aides. Classes taught are for grades 1-12 with emphasis on the basic education and GED test preparation. Inmates without a high school diploma or GED are mandated to participate in their basic educational program. At the federal prison in Herlong the GED pass rate for 2013-14 was 101 students. Upon completion of a high school diploma or GED inmates may be admitted into the community college correspondence program for classes to complete an Associate of Arts Degree in Social Science. The correspondence program is a part of the Voluntary Education Program (VEP). Also there are the vocational programs offered to inmates in Automotive, Building Maintenance, Computer Literacy and Technology, Construction, Office Technology, HVAC, and Welding. Inmates are encouraged to participate and follow through to a vocational career path or to pursue other college degree coursework.

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Lassen Library District is the official GED testing center in Lassen County, certified with Pearson Vue to administer the computer-based 2014 GED test. The Library is only a testing center and does not offer any GED classes, instructors, or tutors. There is a misconception within the area that the library assists with GED preparation and unfortunately they do not. Due to restricted funds and lack of budget, the Library has no resources for GED test preparation, including any GED software or new study guides available. There is online access available at the Library for individuals to engage in GED test preparation without any instructional assistance. Unfortunately in prior years the students that took the GED test at the local library Pearson Vue Testing Center are not tracked, and their pass or non-pass rate is unavailable for this report. During the 2014 year, 8 out of 18 test takers for the GED have passed all sections on the new 2014 computerized GED test at the library. Recently the Library Director stated that the GED math test is the most difficult test to pass and has a low pass rate for young adults.

Alliance for Workforce Development (AFWD) is funded by Workforce Investment Act (WIA). Their programs for youth and job seekers are to “assist those that have barriers to employment.” Those barriers could include educational, low-income, homeless or foster youth, high school drop-outs, probationers, and dislocated workers. The basic skills program described in this report focuses on youth 17-21 years old that are enrolled clients in their program, needing assistance with skills to enter the workforce. For the purpose of adult education focus here, these young adults do not have a GED and lack the resources to obtain one. AFWD offers a GED tutor to assist clients, and a computer lab with online resources for the test preparation. Also AFWD can provide test fee vouchers to their clients with income needs. Additionally AFWD does offer free workshops to the public in resume writing and interviewing skills. AFWD has many more clients enrolled in high school programs, and older adults in the dislocated worker areas. For their young adult clients, the AFWD has partnered with the college CTE programs, and provided uniforms or equipment the students needed. The center is only allowed to work with citizens, male selective service registrants, or clients with I-9 documents for the right

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to work. AFWD clients must pass eligibility and be enrolled in one of their programs to receive these services.

2. Classes and Courses for Immigrants

Lassen College has the ability to offer two non-credit ESL classes, basic and intermediate; and also a non-credit Citizenship preparation test. For the past two years, only one level of basic ESL class has been offered per semester on campus, due to lack of enrollments. No other district in the county offers these type of special classes in adult education for immigrants. In all of the school district's adult education programs, the immigrant students are immersed into the current programs. Enrollment numbers are low for these college ESL classes and there is a need for recruitment in order for the college to add more classes in this area. All classes follow the adopted college curriculum and use assessments to guide each student's progress and track successes.

3. Education programs for Adults with Disabilities

Lassen County Office of Education, a partner, offers a special education program at Lassen High School for moderate to severe students with Intellectual Disabilities, aged 18-22. These students work towards a Certificate of High School Completion, instead of a diploma. Within their program, they are offered basic education, vocational education life skills, work skills, and career transitions. On average two students in the age group 18-22 participate each year, and funding is provided from the Lassen County Office of Education-Special Education department. Required by state special education laws to comply with the American with Disabilities Act, this class is taught by a special education teacher on campus. Enrolled high school students attend in a self-contained classroom which also serves other disabled students in grades 9-12. Known as the Special Day Class this program services all of Lassen County high schools. Students participate for 50% or more of their school day in this program while attending elective classes on campus for the remainder of the school day. This program is successful as it meets the needs of the older disabled student with basic education and everyday life skills with work skills to transition into

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the general population and workforce. Students may also continue their education at Lassen College in the DSPP program.

Far Northern Regional is a state organization that offers services for the intellectual and cognitive disabled in Northern California. This agency partners with the local schools and parents to service individuals ages 0-22, to ensure students receive services and equipment needed. They did offer some community input for this report about their agency and the local services they provide for adults students ages 18-50. Their concentration is centered more towards Life Skills for the disabled and they partner with schools on transitioning students into the community and workforce. Also other programs offered for the older disabled adults (18 and older age group) that Far Northern assists with are the day programs such as North Valley Services and Lassen Life Skills. These are both community based day programs that offer life skills, work skills, and part-time employment to the disabled. All clients must be California residents and most have a high diploma or a completion certificate, GED, or are attempting to complete one.

Lassen Community College offers the Disabled Student Program and Services (DSPP) for students with disabilities. Student services are available for students with disabilities and assist students in obtaining their educational, vocational, and employment goals. For the purpose of this report, the DSPP classes shown on the disability class section of the tables were non-credit community awareness, art, computer, fitness and skill classes. These classes strive to increase skill development and offer life skills for students with disabilities.

Also offered at Lassen College are DSPP credit classes for reading, writing, math, computers, personal assessment and fitness. However, those credit classes may not be considered part of the adult education criteria for AB86, as they are degree applicable, and were not included on the tables, but are a viable program here at Lassen College. The college partners with the local high schools and the student's Individualized Education Plan follows them from high school to college. Also the college partners with Far Northern Regional/Lassen Life Skills and students are able to ride their bus from their day program downtown up to the college for classes.

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4. Short-Term Career Technical Education Programs

Lassen College has credit CTE programs that are all inclusive for credit degrees, certificates, or transfer to a four-year college. Thirty-five certificate programs are offered by Lassen College in the areas of:

- Administration of Justice Certificate of Achievement
- Reserve Officer Training Level III Certificate of Accomplishment
- Safety and Security Personal Certificate of Accomplishment
- Agriculture Science and Technology Certificate of Achievement
- Animal Science Certificate of Accomplishment
- Horsemanship Certificate of Accomplishment
- Agriculture Business Certificate of Accomplishment
- Automotive Technology Engine Repair Certificate of Achievement
- Automotive Technology Advanced Mechanics Certificate of Achievement
- Automotive Technology in Electrical Certificate of Accomplishment
- Automotive Technology General Mechanics Certificate of Accomplishment
- Office Administrative Assistant Certificate of Achievement
- Entrepreneurship Certificate of Accomplishment
- Child Development Certificate of Achievement
- Child Development-Associate Teacher Certificate of Accomplishment
- Correctional Science Certificate of Achievement
- Digital Graphic Design Certificate of Achievement
- Digital Graphic Design Entrepreneurship Certificate of Accomplishment
- Digital Graphic Design Fast Track I Certificate of Accomplishment
- Digital Graphic Design Fast Track II Certificate of Accomplishment
- Fire Technology Certificate of Achievement
- Fire Technology Basic Fire Fighter Certificate of Accomplishment
- General Education Transfer to CSU Certificate of Achievement
- General Education Transfer Intersegmental Certificate of Achievement
- Gunsmithing Firearms Repair Certificate of Achievement

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- General Gunsmithing Certificate of Achievement
- Gunsmithing Machinist and Metal Finishing Certificate of Accomplishment
- Gunsmithing Long Guns Certificate of Accomplishment
- Gunsmithing Pistolsmith Certificate of Accomplishment
- Gunsmithing Riflesmith Certificate of Accomplishment
- Human Services Certificate of Achievement
- Human Services Drug and Alcohol Paraprofessional Cert. of Achievement
- Vocational Nursing Certificate of Achievement
- Welding Technology Certificate of Achievement for 1 or 2 year programs
- Welding Technology Certificate of Accomplishment

Since AB86 criteria asks for non-credit classes in adult education these credit programs were not shown on the reporting tables. CTE Pathways in the local high school were not applicable to this report as they are also credit courses for a diploma and for students under 18 years of age, which also does not apply to the AB86 age criteria. However, for employment training the high school CTE courses are listed here as a pathway to industry sectors. The industries represented are Business, Agriculture, Automotive, and Woodworking.

Lassen High School offers the following CTE classes:

Landscaping Science	Ag and Ag Art Welding
Adv. Technical Auto	Accounting
Floral Design	Foods/Nutrition
Woodshop 1 & 2	Auto 1
Computer Operations 1 & 2	Economics of Business Ownership
LEAPP(Lassen Environmental & Applied Partnership Program	Integrated Animal Science
Energy and Transportation	

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Westwood High School offers the following CTE classes:

Ag Science 1	Journey for Justice/Government
Ag Mechanics	
Ag Welding 1	Ag Welding 2

Herlong High School offers the following CTE classes:

Physical Science	Environmental Biology
Environmental Chemistry	Art

Modoc High School offers the following CTE classes:

Woodshop I	Advanced Woodshop
Welding I	Advanced Welding
Drafting I	Add next year: Companion Animal Science
Agriculture Foods	

5. Programs for Apprentices

In Lassen County there are no local apprenticeship programs offered. The US Forest Service has a Wildland Firefighter Apprenticeship program that is based in McClellan Park, Sacramento region of California, and does do some training in our local forests. Since we do not have a partnership arrangement with them and this is not a locally based taught program they were not included in the apprenticeship portion of this report. Information obtained from the US Forest Service public website states that applicants must possess a high school diploma or GED, and be 18 years or older.

There are over 250 union-sponsored apprenticeship programs for every type of building and construction trade in California and within 300 miles of our region.

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“More than 66,000 wage-earning, taxpaying apprentices are on the job in California today, working in more than 200 different professions – from firefighters on the front lines to construction workers on the site of a high rise, apprentices are building skills for tomorrow as they build our state today.”

From: Building California Construction Careers (BC3) <http://www.buildingc3.com/contact.asp>

The qualifications for the California Apprenticeship programs include a high school diploma or GED, and the ability to read, write, and calculate correctly. Basic skills classes are necessary for some students to refresh their educational knowledge and enable them to pass the assessment tests that the apprenticeship programs require.

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Objective #2- Current Needs for Adult Education Programs within the Region

1. Elementary and Secondary Basic Skills

For the needs of the Diploma Gold program students at Lassen High School which focuses on the high school diploma program, funding for additional teacher time and a counselor has strong potential to help improve student retention. As the program is currently being funded on carryover budget for adult education, at the time of this report this District is unsure if there are adequate funds to continue this diploma program in the coming school years. Since this is a very well-known program within the county, improved services would benefit the young adults. Additional funding for the program costs to the low-income students would surmount the financial barrier of the \$50 enrollment fee. With approximately 20 dedicated students per year and 6 graduates last year, the success is notable for a program only meeting one night a week with one funded teacher. The computer software program Odyssey ware is also a site license program that requires annual renewal funds. With an estimated 25% of adults in Lassen County without a high school diploma or GED, and another 50% of probationers lacking a GED, investing in an Adult School program that could deliver both diploma completion and GED preparation, would benefit the community. Preparing young adults with an education to enter the workforce is essential for the future stability of our community population.

Modoc District Adult School also concentrates on a high school diploma program and needs additional funding for teacher time and counseling that would assist young adults to further their education. Funding for new computers, software and textbooks that comply with the Modoc High School diploma program is also needed. Since Modoc is over 100 miles from Susanville, it is essential that these communities have their own technological resources to meet the needs of their adult students in that region. Adding the GED test preparation online component would enhance this program with the ability to offer both high school diploma and GED completion to adult students.

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Fort Sage School District would also significantly benefit from additional funding for their adult program which is actually run by a teacher who volunteers her time. Again funding for a teacher, counselor, new software and textbooks for the diploma program is needed. And adding the GED test preparation online component would also enhance this program by offering both high school diploma and GED completion. Since Fort Sage school district is over 38 miles away from Susanville, they also need to have their own resources to meet the needs of their local students.

Lassen Community College needs additional recruitment to target specific populations with course offerings for non-credit Basic Skill classes for the adults without a diploma or GED. Trying to ready young adults for career and college is impossible without first assisting them to obtain a GED. Federal law requires students have their GED to receive financial aid. Due to the lack of enrollments in the college basic skill classes, it is imperative that outreach and recruitment in the community be stepped up. More information is needed for the new 2014 computerized GED test, including resources for students and teachers to become prepared and understand the new testing criteria for four typed essays.

Lassen Community College offers many career paths for students such as Firefighting, Gunsmithing, Nursing, Automotive, and Business, just to name a few. Yet all these courses require students to have the basic skills background knowledge from a diploma or GED to enroll. These programs are cost effective for adults to learn job skills required in today's workforce. However with state budget cuts to education our local schools and community college are forced to juggle increasing expenses with fewer resources, less course offerings, and minimal staffing. It is imperative that funding levels be restored to meet the educational needs of our young adults.

The three Correctional Facilities in Lassen County obtain their own school funding for adult education from the California Department of Corrections and Rehabilitation or the Federal Bureau of Prisons. Inmates are offered various educational

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opportunities in accredited on-site schools. Therefore for the purpose of this report it is not necessary to report any funding needs for these facilities. Only reported is their information as fact-finding, and relevant to our local community populations. Since the AB86 criteria asked about correctional facilities, it is reported on the partner table 1.2 for information only.

The Lassen County Adult Detention Facility is however mentioned, as they have a direct need for adult education. The state side of their jail was closed in 2011 and their adult school also closed at that time. A computer lab was removed and a full-time credentialed teacher was laid off. Today the county jail houses almost 100 inmates and offers them no basic educational programs. A recent survey found that 15 of the 85 inmates had no high school diploma or GED. The facility would like to see education classes returned with an instructor and computer lab available for inmates. Future programs the facility desires are: life skills, employment skills, GED prep, an agriculture class for gardening, and higher education online. There is also interest for certificate programs in welding, foodservice, and auto maintenance to teach job skills to inmates. Last fall, the county opened a Day Reporting Center classroom adjacent to the jail. There are four computers for probationer's usage, and the center would like to acquire educational software, and GED preparation materials. Again recidivism is a problem locally, when young adults are released into the community with little education, life skills, or employment skills.

The Lassen Library has many needs as they are not funded by the city or county. They are a resource poor library and desperately need funds to survive as they rely on grants and donations. The Library's goal is to offer Life-Long Learning, and presently they have no educational programs or research programs available to the public. The only offering the Lassen Library has for the community is as a Pearson Vue testing center for the GED. The Library would like to be funded to offer online research, provide a self-study environment for the GED, implement online literacy programs for ESL, and provide a paid instructor and tutors to coordinate these

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programs. This would involve updating their computer stations, purchasing software, hiring personnel, and including professional development training for the personnel.

The Alliance for Workforce Development_(AFWD) offers many programs and is also the Career Network center for the county. Although they are federal and state funded, AFWD has experienced budget cuts in all of their program areas. Today they do not offer any of the new GED test preparation software and are in definite need of that resource in their computer lab. Additionally they have asked for more tutors to assist clients with GED preparation and for the college to reactivate the GED classes in English and Math. With a focus on their clients obtaining employment the AFWD stresses that the young adults in Lassen County are in need of basic education to overcome the barriers to employment.

2. Classes and Courses for Immigrants

Lassen Community College is the only provider in Lassen County of any ESL classes. Enrollments need to increase and with outreach and recruitment efforts this should not be a problem. Courses need to be easily available and advertised widely in the community to let the public know what is available at the college. With the GED basic skills classes lack of enrollment and then some recent reduction in the ESL class enrollments also, promotion and recruitment needs to be restored so the college could offer these programs. Due to a part-time instructor's lack of availability, an instructor would need to be hired to offer classes at flexible times that meet community needs. Online resources need to be upgraded, computer lab time expanded, and tutors available in the college learning center. Immigrant students need to be counseled so they understand their education plan and feel comfortable to enroll. Basic Skills classes for non-credit are not being fully offered at the college due to the lack of interest from the community. The community needs to be made aware of educational possibilities and promoted to participate in these classes, for their own full educational development.

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3. Education programs for Adults with Disabilities

Lassen County Office of Education (LCOE) provides the program for the moderate to severely disabled, over 18 years of age, at Lassen High School. Since only a few students are in this age group each year, their needs are funded by the LCOE Special Education Department. For some additional resources needed the teacher would like to see some programs for life skills, transition planning for students, and job coaching. These would need to be taught one-on-one to the disabled student. Funding for these programs would include a teacher or instructor, classroom aide, and community resources. Any transitional program that benefits the disabled student and prepares them for life in the community would be beneficial.

4. Short-Term Career Technical Education Programs

Lassen College continues to provide short-term CTE certificate credit programs to the region. With the ROP budgets and programs passed from the Lassen County Office of Education back to the local high schools, many of the ROP programs budgets for high schools have been reduced. An interest in college certificate programs for Construction, Plumbing, Electrical, and Automotive was suggested as workforce ready training. Local business persons expressed their concern that young adults do not have the basic or workforce skills to apply for local jobs. It was mentioned that transitional partnerships between the schools and business should be activated again, similar to the movement in 1998 with the grants for School to Work and School to Career. One idea is for the college to serve as the location for additional short-term CTE classes, as the campus is more successful to induce learning and making the students more responsible. Also the college instructors would be more specialized in their vocational area for a short-term CTE certificate program. Short-term CTE certificate programs would be easily attainable for young adults and a faster pathway to gaining employment.

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5. Programs for Apprentices

Since the U.S. Forest Service is the only agency offering any type of apprenticeship with only the training portion in our area, it is suggested we try to partner with them and invite them to participate in AB86 planning. We have contacted the local U.S. Forest Service; however, during the current fire season it is difficult to schedule introductory meetings or inquire with administration staff that would be required to authorize such a partnership. There is a strong interest among the business partners to offer other short-term CTE apprenticeship programs within the community.

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Objective # 3 – Plans for consortium members and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce. Specific plans and strategies to create educational pathways and alignment of placement, curriculum, assessments, progress indicators, and major outcomes.

Transitioning into Instructional programs is important to the success of adult education students to become college or career ready as they advance to employment or college. Beginning with assessment prior to instruction to place students appropriately in classes they will complete successfully. Adding transition or transfer counseling to assist students with their employment search or continuing with their education. Then ending the programs with data tracking of students to show their completion of a program, transfer to another college, or employment obtained. By tracking student's successes the adult education staff is aware that their student's goals having been accomplished. Also included would be support services such as counseling, tutoring, health care and mental health care, childcare, transportation, course materials, and food programs to assist the students with everyday needs. Community partnerships will assist with transitions, outreach, and recruitment of students. Using existing programs and working together to create seamless transitions for students the schools and community will offer support and assistance needed by the adult learners.

GED Programs Need to be implemented at all three types of locations in the county where GED test study could be held: the high schools, college, and district library. Transition plans to bring standards to the program include outreach for recruitment and counselors for assessment and developing a student's educational plan. Counselors play a key role in transitions and together educational and career counselors would assist students with placement, assessments, guidance for program completion, and follow-up for transition into employment or secondary education.

Hard Skills Development Used in Short-Term CTE classes using high school or college curriculum for hands on training. Articulated CTE classes between the college and high school offer a transition into higher education and the skills learned often allow the student to obtain employment. Assessment will be Certificates of Achievement and data tracking for employment after completing the class. These classes are offered at

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the high school or college and the college is working to add more short-term CTE classes to meet the needs of local employers in the medical field and for office employees.

Soft Skills Development Short workshops on communication and interpersonal skills. Currently these are offered at the Alliance for Workforce Development and Career Network to their enrolled clients. Offering these types of classes to the local community members in need could be done through the high school adult schools and the community college. Developing a short workshop with orientation to the classroom or workplace, benefits many students and adult learners that have not yet been in that environment and have little knowledge of what actions are required of them.

Articulated Pathways and System Alignments a cooperative program with planning between the high school and college is in place with the articulation agreements for several classes and CTE programs. Adding the opportunity for more planning between instructors and administrators would be a benefit for all students. Using counselors to assist students with educational plans in place to attend the local college or have the opportunity for transfer to another college. Vocational pathways from high school CTE programs to college CTE programs offer fast tracking methods for students to gain employment with hard skills learned. To create articulated pathways and system alignments we will need cooperative program planning between the high schools and college instructors.

Student Success Again counseling is needed for student placements and assessments, and to assist students with educational or career planning. Outreach and recruitment by counselors and staff at the college will increase enrollment. Students enrolled in classes with an educational goal have greater retention as a full time student and more success at degree completion.

Transitional Living Program Is an on-campus post-secondary residential experience for adults that have intellectual or developmental disabilities. The program delivers a curriculum and training for adults to acquire the career skills to become functional in

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society and live a normal and productive lifestyle. The college would serve as the sponsor and offer special classes and programs to serve the disabled adults.

The goal of the Transitional Living Program is to assist students with:

1. Independent Living
2. Employment
3. Social skills development

Curriculum specific to this population for the DSPS student includes: life skills, study skills, social skills, independent living instruction, community-based instruction, orientation to college, travel training, and individualized instruction and tutoring. Staff for the Transitional Living Program maintains a ratio of 3:1 and staffing needs include instructors, counselors, and administrative, certificated and classified staff. The program will need to be staffed seven days a week, twenty-four hours a day; for disabled students living in the college dormitory.

ESL and Cultural Enhancement for Independent Living These transitions are addressing the needs of the seasonal immigrants in the area. For the community agencies and the schools to collaborate and offer local workshops for them would benefit their needs to learn independent living skills. ESL workshops for their daily needs to assimilate within the community independently, and life skills for independent living.

Transitional Living Skills and Workforce Preparation Skill Classes By connecting the DSPS students with the college classes and workshops for transition into the community and employment these students become independent. These programs offer assistance at the college level and support services and could be offered to the high school RSP students with transportation to attend a college DSPS class in the afternoon. Additional classes could be added to the curriculum similar to the type of transitional living program classes taught at Taft College. Expanding opportunities for the disabled student to be able to transition independently into adult life in the community will require several types of components.

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A College to Career (C2C) program would provide specialized vocational services to students who have intellectual disabilities.

The three components of the transition program would be:

1. Campus classes and inclusive work experience
2. Community living skills
3. Job placement and coaching

In this program the students would be attending college classes for half of the day and participating in work experience, volunteer positions, or internships for the other half of the day. Educational and vocational coaches would be employed to assist students with college classes as well as work placements. Student outcomes would be measured by the student's abilities to seek employment by completing job searches, resumes, applications, and interviewing techniques. Students will be able to self-prepare and self-manage getting to and from the campus classes and their work experience, volunteer, or internships. Students learn responsibility and self-care for independent living.

Workforce Preparation Skills These are currently offered at the Alliance for Workforce Development for their enrolled clients, and workshops are open to the general public. Opening up these workshops to any adult learners is beneficial to all income levels in the community. Offering resume writing, interviewing skills, and communication skills to enter the workforce are skills that local employers are requesting of applicants. Using the AFWD workshops for transitions to employment will assist adult learners to gain the required knowledge needed to obtain a job in the community.

Foster Youth Transitional Living Skills to provide the foster youth in the region with counseling for transitional living skills and education. Per AB12 which extends foster care until age 21, many foster youth in the region are in need of these services. Developing a bridge program for foster youth from high school to college classes will assist them to learn the needed employment skills to live independently.

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Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
GED Testing Services	Adult Education School	Instructor Facility Inst. Materials	150,000.	LCOE LCC	GED Pass rate on tests, data tracking, number of test takers data	Fall 2015
Hard Skills Development	Short-Term CTE	Instructors Facility Inst. Materials	600,000.	LCC LHS, MHS	Certificates of Achievement, Scores and Surveys for employment	Fall 2015
Soft Skills Development	Short workshops on communication and interpersonal skills	Instructors Facility	50,000.	LCOE LCC LHS, MHS	Certificates of Completion	Fall 2015
Articulated Pathways and System Alignments	Cooperative Program Planning between High School and College	Instructors Administrators	50,000.	LCC LUHSD MJUSD SVJUSD LVCSD	Educational Plans in place for students, tracking student's continuing education	Fall 2015
Student Success	Outreach and Recruitment by Counselors and staff	Counselors Staff Materials	100,000.	LCC	Educational retention data	Fall 2015
Transitional Living Program	Provides instruction, training, and support on college campus for students to become functional, social, and acquire career skills to live a productive lifestyle	Instructors, DSPS staff, dormitory rooms, transition staff, Curriculum Counselors	900,000	LCC LCC DSPS LCOE MJUSD	Student demonstrates completion skills after the 22 month program. Post tracking for years to assess student outcomes	Fall 2016

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Table 3.1						
Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
ESL and Cultural Enhancement for Independent Living	Collaboration locally to offer workshops for seasonal immigrants	Instructors Volunteers	50,000.	LCOE LCC AFWD	Attendance tracking Certificates of Completion	Fall 2015
Transitional Living and Workforce Skill Classes	Connecting DSPS students with LCC classes and workshops for transitions	Instructors Facility Counselors	250,000.	LCC, DSPS LCOE LUHSD	Attendance data, Completion of workshops	Fall 2015
Workforce Preparation Skills	Resume writing, interviewing, and communication skills to enter workforce	Instructors Staff Outreach Mentors	80,000.	LCOE LCC	Certificates of Completion	Fall 2015
Foster youth transitional living skills	Counseling and mentoring for youth to obtain educational services, life skills	Counselors, mentors, outreach staff	150,000	LCOE LUHSD LCC	Attendance tracking certificates of completion	Fall 2015

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Objective # 4 - Plans to Address the Gaps Identified in Adult Education

1. Elementary and Secondary Basic Skills

With the biggest need being the GED preparation, we absolutely need to purchase the new GED software and install it in three sites locally. Each site will need a site license, making it available at three sites: Lassen Library, Alliance for Workforce Development, and the Day Reporting Center at the County Jail. The availability would increase the amount of exposure young adults would have to GED preparation. Each site for the new software already has small computer labs and so it would easily work to add this resource. For more bandwidth accessibility and if new computers are needed it will be the responsibility of the individual site to provide, as the computers will be used for other purposes also. Since the program is a self-study tutorial little instruction is needed. Yet each site has requested a computer lab technician, aide or tutor to assist students on the computer program, and this aide could also be responsible for implementation and tracking of its users. Common metrics would be designed by the Grant Coordinator for usage at each site to identify student tracking and success. Also tracking would be implemented at the Lassen Library testing center to gather testing results and data for the success of these local GED self-study preparation courses.

Lassen College could reactivate the three GED courses from the prior year's catalog. These would be widely advertised and promoted to increase enrollments within the community. An instructor would be hired to teach the adopted curriculum for the GED courses. Timing of classes must be flexible to meet the needs of the young adults in the community so they may attend class to obtain GED preparation. The college would gain students and hopefully future students to enroll in CTE or vocational programs. Passing rates on the GED test are shown to increase with classroom and self-study courses. It would be the student's responsibility to attend class, which would increase their self-esteem and assists them in being successful in a job search. Offering the community increased GED courses would benefit both the GED test takers and the college.

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Lassen College would also initiate the search to add adjunct instructors for classes in outlying areas. Currently college credit classes are only offered on campus, online, or by correspondence; and the outlying communities and county jail have a need for instructors on site for students without a GED and below basic levels in English and math. New software could be added into the curriculum, and students would be able to access information online in a computer lab setting. Assessment would be built in the curriculum software and data tracked for student success. As the growth in computer learning is popular among the youth, this seems like a viable solution and possibility to attract new students that need basic skill education in another setting.

Literacy programs would be offered with new software installed on the computers at the Lassen Library. An instructor or tutor would be hired to coordinate and work in their computer lab on site. Online assessment and pre and post data collection would be implemented to gather information on student success. ESL software would also be installed on the library computers for self-study by community members. For further assistance with ESL study, the student could later enroll in the college ESL class. Adult Research resources need to be purchased and installed on the Lassen Library computers for online database usage. Assessment would be gathered on usage from the computer lab coordinator. Adults would be able to job search and do research on future careers. Lassen Library would partner with the schools and promote their open availability until 5 p.m. on weeknights, and that they are open also on Saturday for student's usage. Many students in the community do not have a home computer for study, or internet access, and adding another location for computer research would be a major benefit to the community.

2. Classes and Courses for Immigrants

Lassen College would work to increase enrollments in ESL classes, by advertising within the community more consistently. Assistance is currently provided by the Student Services department with outreach, and financial aid. An ESL instructor

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could be hired to meet the demands of increased enrollments, and course timing should be flexible to meet the needs of adult learners. Online software would be upgraded and computer lab time made available for instruction with ESL self-study on the computer. Assessment would be included in the curriculum and instructors would track pre and post data for student success. Business Partners from the community would be involved in encouraging ESL students to participate in these classes for perspective employment. Using Lassen College as a base for classes and programs utilizes the availability of classroom space, meeting rooms, computer labs, and creates a central location for program attendees.

3. Education programs for Adults with Disabilities

Lassen College could collaborate with the Lassen County Office of Education and Lassen High School to work on a transitional program of continued Life Skills that could bridge the gap for the disabled high school student to continue their education at the college. Currently the DSPS program at the college offers several such programs and the high school is asking the college to expand those life skill programs. Some needs for those young adults are a one-on-one skill training, and job coaching for future employment. By expanding the DSPS non-credit skill course offerings, the college would meet the needs of the disabled young adults within the community. Funding for additional instructor time and classroom resources or materials would be needed. Assessment data would be the responsibility of the instructor to assess the disabled student's progress.

4. Short-Term Career Technical Education Programs

These would be new programs for the community that meets employer needs and it was suggested they be taught from Lassen College for full effectiveness. The most cost effective logical approach would be using college instructors that are specialized in their fields and augmenting current curriculum with short-term CTE

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classes. New classes and curriculum would have to be approved, adopted, and activated by the college and state. Instructors would have to be available and have allowed time to include these within their teaching schedule. Possibly a few new adjunct instructors would need to be hired to fill the new CTE positions required as programs are added. Partnering with the local high school and business owners CTE courses needed for local employment would be approved by general consensus. Currently the community has expressed interest in the types of ROP vocational courses that were budget cut by LCOE to be returned for employment needs. Those skill classes were construction, automotive, janitorial, computer applications, and landscaping as possible short-term CTE programs needed locally. Assessment would include the pass rate for certificate of completion acquired by adults completing the course. Instructors at the college would be responsible for data collection making sure students complete the full curriculum successfully. Short-term CTE classes could offer certificates for employment and these would encourage adult students to enroll and meet employment goals.

5. Programs for Apprentices

Partnering with the U.S. Forest Service we will gather information for our adults to enroll in their apprenticeship program. Since this program is beyond basic skills, it would be more adaptable for young adults with higher post-secondary education skills. Currently Lassen College has a large Fire Science program active in their course offerings. We will work on identifying and track how many of our current students advance into their apprenticeship program successfully. As this is a federally funded program with the U.S. Forest Service additional funds from this grant are not necessary. Resources for our college students to complete fire science courses and enroll in this apprenticeship program are currently being met on campus by financial aid and EOP&S. Funding for their additional uniforms and gear could come from AFWD program for their current clients that attend the college.

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Table 4.1: Implementation Strategies to Address Identified Gaps

Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
GED Resources	Purchase GED software site licenses	GED software	2,000. Per site for 4 sites = \$8,000	Lassen College Lassen Library AFWD lab County Jail DRC	Online, monitored by site person	Fall 2015
ESL Resources	College offers more ESL classes	ESL teacher	50,000 per year	Lassen College	Course assessment in curriculum	Spring 2016
GED Basic Skill Classes	College reactivates and offers GED classes	GED teacher	100,000 per year	Lassen College	Course assessment in curriculum	Fall 2015
Tutors for GED test preparation	Hire tutors to work with students on GED	GED tutors	30,000 per year	Lassen College	Online test preparation graded for progress	Fall 2015
Short-term CTE programs	Offer short-term CTE courses with certificates	CTE Instructors for classes	120,000 per year	Lassen College	Course assessment in curriculum, student outcomes	Fall 2016

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Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Literacy programs	Online Literacy tutorial programs	Instructor and tutors	50,000 annually	Lassen Library	Online assessment, pre and post data collection	Start 2016
Adult Research resources	Purchase, install and provide access to products	Online database products	20,000 annually	Lassen Library	Assessment on usage tracked	Start 2015
Workability training and Soft Skills	Workshops offered to public	Instructors and materials	120,000 estimated	Alliance for Workforce Development	Participants attending data	Start 2015
Online/Skype classes	New online Basic Skills classes	Instructor	40,000 per year	Lassen College	Course assessment in curriculum	Start 2015
Internships and Work Experience	Placements for Internships and work experience	Coordinator for Internship and Work Experience program	60,000 per year	Lassen College	Participants enrolled data, Program completion	Start 2016

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Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Align services with local agencies: AFWD, WIB, Soc.Services, Probation, and Correctional Facilities	Regular meetings with agencies to create a flow of services for students to follow them from basic education through CTE to employment.	Coordinator, Instructors, Counselors, Staff and tutors, Release time for local agencies to participate in planning	50,000	Lassen College WIB, AFWD, Probation, Social Services, Local agencies, Local business partners	Planning outcomes from meetings, partner agreements	Summer 2015
Increase Adult School classes	Increase classroom time	Instructor, classroom	100,000	High Schools with adult schools	Student outcomes	Fall 2015
Counselors needed for adult re-entry students	Specific counselors hired for adult transitioning students at the high school, adult school, and college	More counselors and staff for counseling adult students	250,000	Lassen College And all 5 high schools in Lassen and Modoc County	Ongoing assessment, Student outcomes, Diploma/GED completion, Course completions	Fall 2015
Counselors for college and adult schools						
Certificate programs for employment	Lassen College will continue to tailor courses with short-term certificates to meet local employer's needs	Instructors, staffing, New curriculum courses	200,000	Lassen College partnering with local business	Ongoing assessment, Student outcomes, completions	Fall 2016

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Objective #5 - Plans to employ approaches proven to accelerate a student’s progress toward his/her academic or career goals between adult education and CTE.

The high school workgroup decided on the plan to establish the Lassen County Office of Education as the Local Education Agency (LEA) for Adult Education in the high school adult schools for the purpose of diplomas and GED. Students would be able to earn a diploma or GED in an accelerated program offered across the counties at all high schools. This would align the programs for all of the high schools in the consortium to offer the same adult education programs for diplomas or GED completion. A uniform program with data tracking, and assessment data of students whom earn a diploma or pass the GED test. Resources needed would be time for administrators, instructors, staff, counselors, and aides to collaborate and decide on the curriculum to implement.

CTE Short-Term classes offer accelerated learning with skill development courses for local employment. Resources needed would be administrators and instructors working together to develop new short-term classes with curriculum that could be approved by the college system and meet the needs of local employers. Currently the college is approving the curriculum for new healthcare career classes that coordinate with the employment needs of Banner Lassen medical Center.

Articulated Agreements that have been offered between Lassen College and the five area high schools 2010-2013:

Lassen High	Herlong High	Big Valley High	Modoc High	Westwood High
Computer Op.	Adv. Ag. Biology	Animal Science	Welding 1	Computer Apps.
Econ.of Business	Commercial Art			Computer Acct.
Graphic Design	Econ. Of Business			Econ. Of Business
Ag.Mech.Welding	Adv. Greenhouse Science			
Auto 1	Auto 1			
Animal Science	Computer Op.			
Accounting				

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By enrolling in an articulated class in high school these students are completing a transition in to employment or higher education. These career pathways guide students through accelerated course plans that include career skills for future employment.

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals					
Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment
Establish LCOE as an LEA for Adult Education for Diplomas and GED	Align all high school programs for adult education in the county to offer accelerated programs for adults to earn diplomas or GED. Offer the same programs across the county at high schools	Instructors, Staff Administrators Facilities Use	150,000.	LCOE Charter high schools All 4 high schools in Lassen and Modoc	Diplomas Earned GED Earned Data Tracking
CTE Short-Term classes	Accelerate learning with skill development courses for local employment	Instructors Facility	500,000	LCC	Certificates of Achievement for 12-18 unit programs and certificates of completion for non-credit classes for employers
Articulated Agreements	Articulation with schools for course updates	Faculty	20,000.	LCC/LUHSD	Course completion
	Guiding students through accelerated	Counselors	60,000.	LCOE	Certificates of

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Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals					
Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment
Career Pathways	course plans with career skills for employment	Instructors Outreach		LCC and 4 high schools	Completion

Objective #6 - Plans to collaborate ongoing professional development opportunities to achieve greater program integration and improve student outcomes.

6.1 Current Professional Development

Basic Skills Common Core workshops and conferences are attended by school district members and instructors. Developing Common Core curriculum and integrating it into the adult learner’s basic skills classes is shown to assist in student success.

CTE Administrators and instructors attend CTE conferences and workshops to learn about in-demand occupations and training courses available to meet the needs of local employers.

Contextualized Learning Instructor training combined with career training that includes soft skills and other personal habits needed for success in the workplace or classroom.

Social Services The Social and Human Services and Mental Health Dept. in Lassen County receive training from UC Davis through North Regional Training Academy. This trains their employees in social service occupations to work with the general public.

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Table 6.1 Current Professional Development

In the table below, identify current, effective professional development strategies carried out by consortium members that could be adapted for consortium-wide use

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Basic Skills Common Core	School district members and Instructors attended workshops and conferences on Common Core and basic skills needed for student’s to succeed. Testing to determine grade level so they can be caught up to work at a functioning level.	Basic skills	100,000.
CTE	Administrators and Instructors attend CTE conferences/workshops to learn about in-demand occupations and training courses available to meet the needs of local employers.	Short-term CTE	200,000.
Contextualized Learning	Instructor training combined with career training that includes soft skills and other personal habits needed for success in the workplace or classroom.	Basic Skills	100,000.

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6.2 Collaborative Professional Development Plan

New GED Test Training for GED instructors and staff workshops for GED continued instruction related to working with GED students on the new test requirements. Trainings offered in a classroom style for local area instructors and staff. Also the correctional facility has requested local training opportunities for their staff to be included with the consortium on the new GED test.

Seasonal Immigrants Short-term workshops for instructors and trainers for seasonal immigrants living skills within our community. Weekly workshops offered locally to include all community members. Life skills, soft skills, transitional living skills, and community services. Training for all staff involved in working with local immigrants. And a workshop for teachers to better acclimate immigrants needing ESL services to the adult education system and support services.

Writing Skills Basic skills workshops with writing skills for employees that work in social services, office careers, and career training. Focusing on report writing and daily writing skills needed in the workplace. The county business department at the Social Services office has asked that there be opportunities for their employees to upgrade their writing skills with either a workshop or college class.

Faculty Collaboration To provide release time for a faculty work group made up of the high school adult school's faculty, and the college departments of Work Experience, Transitional Living, Independent Living, Basic Skills, ESL, Curriculum and Articulation, and CTE to work together and address the five program areas of the grant to develop a

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comprehensive integrated plan on how to maximize our roles together and map out the logistics for implementation.

Table 6.2 Collaborative Professional Development Plan

In the table below, address topics the consortium considers priorities for *collaborative* professional development. Include, at a minimum, topics to help achieve integration among consortium members and improvement of student outcomes. Table rows can be added.

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement in Consortium
New GED test	Training for GED Instructors and staff workshops for GED continued instruction related to working with GED students on the new test requirements. Monthly trainings offered in a classroom style for local area instructors and staff.	Basic Skills/ GED	90,000.
Seasonal Immigrants	County Agencies, School Districts, College Staff Short-term workshops for seasonal immigrants living skills within our county. Weekly workshops offered locally to include all community members. Life skills, soft skills, transitional living skills, and community services.	Basic Skills Immigrants	50,000.
Writing Skills	Basic skills workshops with writing skills for employees that work in social services, employment, and career training. Instructor focus on report writing by employees.	Basic Skills	40,000.
Faculty of college and adult schools	Faculty release time for a workgroup to develop a plan to address the five program areas of the grant to maximize the college and adult school roles in logistics.	Basic Skills Disabled Immigrants Short-term CTE Apprenticeships	50,000

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Objective # 7 - Plans to leverage existing regional structures to benefit adult learners

The consortium continues to work together and collaborate with local agencies to leverage available resources within our region. Together the local high schools and college will plan to provide educational and support services for adult learners. Regional business partners will be engaged in developing the plan tailored to meet the needs for local employment with the educational agencies. The consortium will strive to provide access to quality services for all students that will enroll in courses and programs in our service area.

Alliance for Workforce Development (AFWD) With a large facility and the Career Network housed within the AFWD, this facility has the availability to offer workshops and trainings to the community. AFWD provides assistance for low income adults to acquire knowledge and skills necessary to overcome barriers to employment or education. The AFWD Youth Program for youth ages 17-21, offers trainings, workshops, mentoring, resume writing and interviewing skills for job search, and tutoring that may lead to employment or course of study.

Lassen Library Delivers the GED testing service through their Pearson Vue Testing Center for the community. The library is open to the public only four days a week and offers free internet access. With grant funding the library is looking forward to increased services for adult learners with tutors and mentors for basic skills and GED test tutoring. Also the library would like to begin a literacy program for adults with a teacher and tutor available during the hours they are open to the public. The library had a literacy program that began nine years ago with an Adult Reading grant. In 2010 the California

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state budget cut funds to literacy, and the Library Literacy Coordinator position was eliminated. Since the library has a classroom within their facility it is possible for them to have literacy classes for adults in a quiet contained environment. Public libraries have a role as a “Life-long Learning Infrastructure” in the community. Yet with limited resources and funding to survive they are struggling to stay open four days a week.

Health and Social Services (HSS) With nine branches in the department of Health and Human Services in Lassen County the “HSS strives to add value to the lives of the people and families served,” according to their county website. The nine branches that service the community are: Environmental and Public Health, Veteran Services, Public Guardianship, Adult Protective and In-Home Support Services, Alcohol and Drug Services, Mental Health, Lassen WORKS, and Family and Children Protective Services. By providing services for medical needs, shelter, and food supplies, the HSS is assisting future students with the basic everyday human needs for survival. “Working together the HSS branches assist people to reach their life goals and achieve personal success.” This mission coordinates with the goals of AB86 to serve the educational needs of adults in each region of the state.

Lassen County Jail Facility Using the existing classroom inside the Adult Detention Facility, the college could offer a basic skills teacher for inmate education. Classes that could be offered at the jail facility are Life Skills, GED test prep, vocational education basic skills preparation, and disability classes for the impaired. And the facility could partner with the Independent Living Program at the college to ensure inmates receive services available per AB109 upon release.

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Lassen County Probation Acts as a liaison between the correctional facilities and the county jail detention center, providing information for educational possibilities and career referrals within the region. Partnering with the AFWD and the college or adult schools, the Probation Department is able to track their client's progress into employment or educational classes. As they have reported an excess of their clients need the GED or a diploma for employment, the department is willing to coordinate with the educational facilities to gather resources and services available to their clients. Providing more collaboration with local agencies to obtain services for the just released inmates could be a plus for the large amount of probationers in the community.

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Table 7.1 Leverage of Existing Regional Structures from Partners

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
Alliance for Workforce Development	Basic Skills Immigrants Disabilities Short-Term CTE Apprentices	AFWD will provide assistance for low income adults to acquire knowledge and skills necessary to overcome barriers to employment or education Youth Program (for ages 17-21) Trainings, workshops, mentoring, for resume writing, job search, tutoring that lead to employment or course of study	LCC LUHSD LCC EOP&S MUHSD SVUHSD	Staff outreach Clients counseling Enrollment Training/workshop Mentoring Facility classroom	Fall 2015
Lassen Library	Basic Skills/GED	Lassen Library GED Test Center with Pearson Vue needs to maintain testing license and meet staffing needs and staff training requirements	Basic Skills/GED	Lassen Library staff	Basic Skills/GED
Lassen County Social Services	Immigrants	Independent Living program for seasonal immigrants	LCC ILP LCOE	Staff for outreach	Spring 2016
Lassen County Probation County Jail	Basic Skills	Adult Education School Classes for diplomas or GED and CTE	LCC LCOE	Facility classroom, jail, jail staffing, supervisor	Fall 2015

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Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	
Lassen County Adult Detention Facility Probation Dept. Day Reporting Center AFWD Cal Works	Basic Skills Disabled Immigrants Short-term CTE	Partner with Independent Living program at Lassen College and Probation, to ensure inmates just released per AB109, will receive services available. Social worker contacts individuals to assist them to receive services and direct them towards classes for employment. Classes needed for: Life Skills, GED tutoring, Independent Living program, education classes, DSPS.	LCC ILP LCC EOP&S LCC Cal Works LCC Work Experience LCC DSPS Counseling	Staff for outreach Social workers Office space	Fall 2015
Lassen County Social Services - Medi Cal	Basic Skills Disabilities	Through Cal Works social workers counsel adults with barriers to overcome physical and behavioral problems keeping them from employment by providing health services in all areas needed.	LCC Cal Works	Social workers Office space	Fall 2015
Lassen County Social Services-Cal Fresh Food Stamps	Basic Skills	Outreach and Student Coordinator to track student's needs and liaison at meetings and orientations to assist students to receive food services.	LCC LCOE	Social Workers Outreach/Student Coordinators	Fall 2014

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As we continue to plan and expand our regional plan the college and adult schools need to work together with local service agencies and local business partners to create detailed strategies. Implementation will depend on the collaboration and information sharing that is developed here in our local region. By continuing to work together and meet consistently we will gather the resources to move ahead to better serve the educational needs of adults. With new partners and individuals adding in to our consortium, more meetings and information will be added to find the best practices for our region. Continued discussions and planning sessions will contribute to implementing successful adult education programs in our region.

Additional Programs

Internships By working with local business partners and the high school, Lassen College will initiate a program for local Internships. These programs proved quite successful in the past for youth and young adults to participate in local business environments. An Internship Coordinator would need to be hired to implement the program and this could become a class that includes a curriculum for business employment. Local businesses have expressed a desire for future employees to be trained with basic skills and become workforce ready for employment. Funding would need to be available for an instructor or coordinator, and the program or course adopted by the college. Success rates would include tracking by the program coordinator and business feedback. Students that are then offered employment at the end of an Internship would be the successful participants involved in this type of program.

Workability Training will be completed by the Alliance for Workforce Development (AFWD) and involve community workshops for future employees. Although the AFWD has some resources for these workshops already in place, additional funding would augment and enhance their availability to offer more services to the general public. Open workshops for job training skills and future employee requirements will be

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available to young adults to prepare them for the workforce. Funding would be for workshop instructors and materials needed. The AFWD is the best equipped resource to assist those who have barriers to overcome to gaining employment. Their staff is knowledgeable in this job training area and they are already giving these types of workshops to their own clients. They collect data and track success rates of their clients, and would use the same type of assessment and tracking for adults attending their workshops. Enhancing their program with additional workshops open to the public is a plus to all those seeking employment in the local area.

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Timeline for the AB86 Planning Grant for Adult Education

Consortium Meeting Dates in our Lassen Regional Area	1/10/14	1/24/14	2/7/14	5/16/14	8/7/14	10/1/14	11/5/14	12/3/14	1/15/15	2/4/15	3/12/15	5/6/15
Number of School District Members and Business Partners Attending Mtgs.	25	15	20	12	25	18	22	16				
Organizational Documents Submitted to CCCCCO	8/14	1/14		5/14								
Regional Plan Drafts Due to CCCCCO					7/31/14	10/31/14		12/31/14				
Final Regional Plan Due to CCCCCO											3/1/15	
Expenditure Reports Due for Planning Grant to CCCCCO				7/31/14		10/31/14			1/30/15		3/30/15	6/30/15
Start of Planning Grant	8/2014											
End of Planning Grant												6/30/15

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Notes to report:

The initial part of this report focuses on the need for basic skills and completion of a high school diploma or the GED test by young adults. With the data gathered for this report showing the staggering rise in local youth without a diploma or GED, employment needs cannot be met for local employers. GED preparation software and courses are at the fore front of the needs requested by local partner agencies. Due to the high rate of unemployment and continual climb in probation clientele, partners are pleading for more educational services for young adults. An expanded ESL and literacy class also enables non-English speaking students to then study for the GED, and also gain employment.

Then we will be able to proceed with the other suggestions to fill the gaps: Short-term CTE programs, Internships, and Workability training, all preparing young adults for the workforce, and assisting local business with employee readiness. Next we will then proceed with Career Pathways for younger students to pursue, adding more choices for career paths, certificates for employment, and short-term CTE that will interest and enroll more students in adult education.

All of these pursuits are the local strategies to “support effective adult education systems in California and our community” as stated in the AB86 summary. As we continue in the planning stages for AB86, the consortium will be on a collaborative mission to achieve the goals of planning to improve adult education in Lassen and Modoc County. Now that we have identified the needs and gaps in our service area, the consortium is ready to plan for implementation to service our adult learners.

The consortium has met monthly to gather more information from all members, partners, and community members. We have expanded regional collaboration and added business partners and interested community members. Several strategies for workgroups have been introduced at meetings and this has improved the dialogue and information sharing. All of this information has been included in our report and charts to refine our report and finalize our end product. Each member and partner has received a copy and was asked to edit the draft to verify their information is accurate for the final report due on March 1, 2015.

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Data Sources

- Lassen College Datatel and Report Server
<https://datatelui.lassencollege.edu:8181/production/>
<http://dtrpt/Reports/Pages/Folder.aspx>
- CA. Dept of Education-Dataquest-school enrollments
<http://dq.cde.ca.gov/dataquest/>
<http://www.cde.ca.gov/>
<http://www.data.gov/education/>
- United States Dept. of Labor
<http://www.doleta.gov/oa/racc.cfm>
<http://www.bls.gov/>
- National Center for Education Statistics
<http://nces.ed.gov/ccd/schoolsearch/school>
- Employment Development Dept.
[http://www.labormarketinfo.edd.ca.gov/Regional Economic Analysis](http://www.labormarketinfo.edd.ca.gov/Regional_Economic_Analysis)
[http://www.ncen.org/media/uploads/documents/Imi/NoRTEC Industry](http://www.ncen.org/media/uploads/documents/Imi/NoRTEC_Industry)
- Census Data: U.S. Census Bureau, USA.com, Census.gov
<http://www.census.gov/>
<http://www.usa.com/california-state-income-and-careers.htm#Poverty-Level>
<http://www.census.gov/geo/maps->
- Demographics from Lassen and Modoc County websites
<http://www.co.lassen.ca.us/default.asp>
<http://lassencountychamber.com/lassen/>
[http://www.city-data.com/county/Modoc County-CA.html](http://www.city-data.com/county/Modoc_County-CA.html)
[http://en.wikipedia.org/wiki/Modoc County, California#History](http://en.wikipedia.org/wiki/Modoc_County,_California#History)
- America's Labor Market Information website
<http://www.labormarketinfo.edd.ca.gov/>
- CA. Dept. of Finance for Ethnicity and Immigration data
<http://www.dof.ca.gov/research/demographic/>
- U.S. Dept. of Labor
- <http://www.bls.gov/>

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- Alliance for Workforce Development
<http://afwd.org/index.php/lassen-county>
- Correctional facility websites: state and federal
High Desert State Prison <http://www.cdcr.ca.gov/>
Federal Bureau of Prisons <http://www.bop.gov/locations/institutions/her/>
California Correctional Center
http://www.cdcr.ca.gov/Facilities_Locator/CCC.html
- Prison Reform
<http://www.rand.org/topics/prison-reform.html>
- Lassen Library on GED testing
http://lassenlibrary.org/go/index.php?option=com_frontpage&Itemid=1
<http://www.gedtestingservice.com/educators/economicimpact>
- North/Far North Regional Consortium
<http://nfnrc.org/>
- Lassen County Office of Education
<http://lcoe.org/>
- Modoc County Office of Education
<http://www.modoccoe.k12.ca.us/>
- Local high schools and adult schools, SARC reports, CTE data
<http://www.cde.ca.gov/ta/ac/sa/>
<http://www.cde.ca.gov/re/sd/index.asp>
<http://data1.cde.ca.gov/dataquest/cohortrates/CohortList.aspx?cds=1800000000>
- Apprenticeship Assoc.
<http://calapprenticeship.org/about.php>
<http://www.doleta.gov/oa/racc.cfm>
- Susanville Indian Rancheria
<http://www.sir-nsn.gov/>
- Maps from Mapsoftheworld.com
<http://www.mapsofworld.com/usa/county-maps/california/lassen-county->
- Building Construction Careers
<http://www.buildingc3.com/contact.asp>

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Next Steps from:

- The Chancellor of the California Community Colleges and the California Department of Education may identify additional elements that must be included in a plan.
- By March 1, 2014 the CCCCO and the CDE shall submit a joint report to the Legislature and the Governor. The report will include the status of developing the Adult Education Consortia across the state including the identification of unserved geographic areas or emerging gaps in program delivery and the status and allocation of grant awards.
- By March 1, 2015, the Chancellor of the California Community Colleges and the State Department of Education shall submit a joint report that includes the plans developed by the Adult Education Regional Consortia and recommendation for additional improvements in the delivery system.
- It is the intent of the Legislature to work toward developing common policies related to adult education affecting adult schools at local educational agencies and community colleges including policies on fees and funding levels.
- It is the intent of the Legislature to provide additional funding in the 2015-2016 fiscal year to the regional consortia to expand and improve adult education.

[View Full Text of the Bill](#)

http://www.leginfo.ca.gov/pub/13-14/bill/asm/ab_0051-0100/ab_86_bill_20130701_chaptered.pdf