

Mendocino/Lake AB86 Consortium

Comprehensive Plan

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## **Overview of Consortium**

*Mission Statement: Mendocino/Lake AB86 Consortium members are committed to collaborating and sharing resources across historical and institutional boundaries to provide adults in our region seamless and integrated educational pathways with multiple opportunities for successful entry and exit.*

### **Organizational Structure**

The Mendo/Lake Adult Education Consortium was established in the spring of 2014 in response to AB86 legislation. All school districts in the region and the County Offices of Education were invited to attend initial planning meetings. As a result of these invitations, only the districts with current adult schools elected to become formal members of the Consortium. Mendocino and Lake County Offices of Education have been active partners with the consortium because of their role in being a key provider of CTE and GED preparation in our region.

The Mendocino College Dean of Instruction chairs the Mendo/Lake Adult Education Consortium. Consortium members participate in a collaborative decision-making process to plan for program activities and expenditures of funds. Consortium partners are included in meetings and decision-making processes as related to their program areas.

### **Consortium members include:**

- Mendocino/Lake Community College District
- Ukiah Adult School (Ukiah Unified School District)
- Kelseyville Adult School (Kelseyville Unified School District)
- Anderson Valley Adult School (Anderson Valley Unified School District)

Note: All the School Districts in our region were invited to participate. Clearly, the districts choosing to participate are those with current and active Adult Schools. However, progress is being made to include other districts in our consortium. The Consortium Chair is meeting with the Round Valley School District after the date of this report.

### **Partners include:**

- Lake County Office of Education (LCOE)
- Mendocino County Office of Education (MCOE)
- Ukiah Valley Association of Habilitation (UVAH)
- Fort Bragg Unified School District (outside of the region)

### Shared Leadership Strategies

Representatives of Member organizations serve on the AB86 Consortium Committee. A core group of representatives has remained constant throughout this planning period as leaders of their respective organizations. However, all various staff members from the organizations and partners have been “brought along” to meetings and activities according to the expertise and input needed. The leadership and committee organization has been open to input from various levels and across programs throughout consortium members’ institutions (see also “Description of Teacher and Faculty Involvement”).

### Description of Planning Process

Throughout the planning period, the AB86 Consortium has aimed at monthly meetings. Most planning occurs at those meeting; however, other forums for planning have and will include our Program Area Summits. We have had one GED/High School Equivalency Summit and will have an ESL Summit on March 13, 2015 and a second GED/High School Summit will occur on the same day.

### Description of Teacher and Faculty Involvement

Teachers and Faculty have been involved throughout the planning process. At the College level, the DSPS faculty coordinator has been an integral member of the Consortium Committee and has been working with her partners in the community to coordinate service. Recently, both this DSPS faculty coordinator and the full-time ESL faculty member at the College have begun “special projects” which include AB86 work. Our consortium members have included teachers in the planning and summit activities.

### Communication Plan

One of the greatest benefits thus far of the AB86 work is that communication has occurred in new ways among consortium members and partners. This communication will continue through the next year.

## Description of the Regional Area

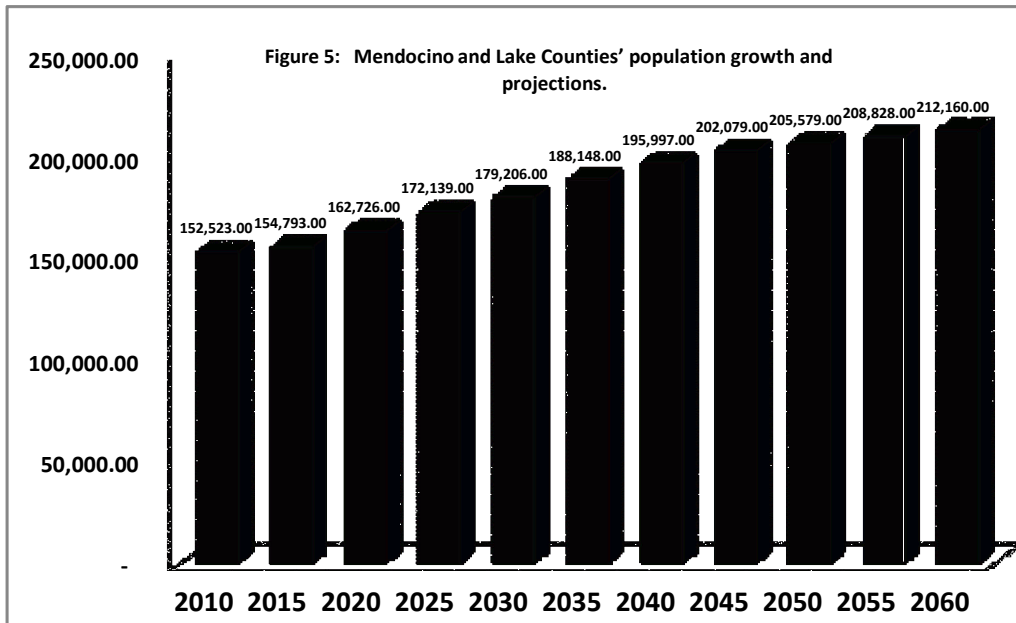
The Mendocino/Lake AB86 Consortium is geographically described by the Mendocino/Lake Community College District.

### **Demographic Characteristics of the Community**

Mendocino College is located in a rural and isolated geographical area with a rapidly changing demographic, just two hours north of San Francisco and three hours west of Sacramento. Mendocino College students are predominantly local, hailing primarily from the Ukiah and Kelseyville school districts. The Mendocino-Lake Community College District includes three campuses: the 127-acre main campus located just north of downtown Ukiah (1000 Hensley Creek Road), the 31-acre Lake Center (2565 Parallel Drive, Lakeport), and the 4.1 acre North County Center (372 E. Commercial Street, Willits).

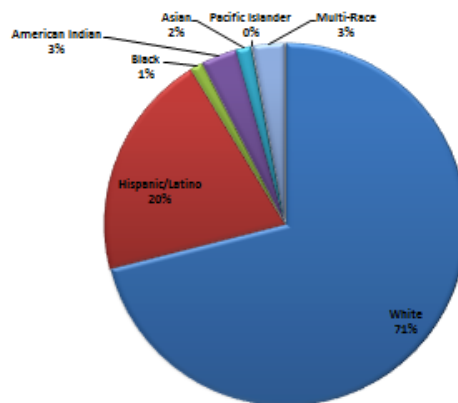
The Mendocino-Lake Community College District serves an area of about 3,200 square miles in both Mendocino County and Lake County. Taken together (as shown in Figure 5) the population of the counties as of 2010 was estimated at 152,523. Projecting out to the year 2060, the population will continue to grow at an average rate of about 1% per year. Although overall growth will hold steady, demographics will change significantly with a rapidly growing Latino population.

At present, the two largest segments of the population of Mendocino County are in the 21 to 54 age group and 55 and over. As Mendocino County residents become “grayer” over the next several years, it is expected that this College-age student population will increase by 51% in both counties. The California Department of Finance projects that the population of Hispanic or Latinos in Lake County will increase 254% and 103% in Mendocino County by 2060.



Current statistics show Lake and Mendocino County are predominantly White (71%), as shown in Figure 6. The second largest group is Hispanic and Latinos (20%). The Hispanic population in Mendocino and Lake Counties is projected to grow at a much faster rate than any other ethnic group over the next 5 to 20 years and beyond.

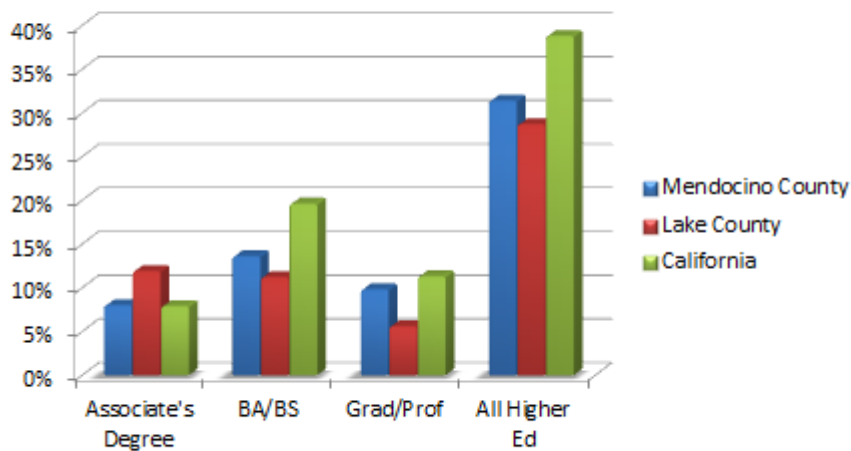
**Figure 6: Lake and Mendocino Counties' population by Ethnicity. Source: California Department of Finance Population Estimate, 2010**



### Social Characteristics of the Community

In the District service area, the percentage of adults who have completed postsecondary education is somewhat lower than the state of California, as estimated by the U.S. Census (shown in Figure 7). Overall, approximately 39% of the adult population in California has completed some postsecondary education, compared to 31% of the adult population in Mendocino County and 29% of the adult population in Lake County. The educational gap has narrowed since 2008, as a result of first-generation College students becoming College students.

Figure 7: Distribution of adult population by educational attainment, 2010. Source: U.S. Census Bureau

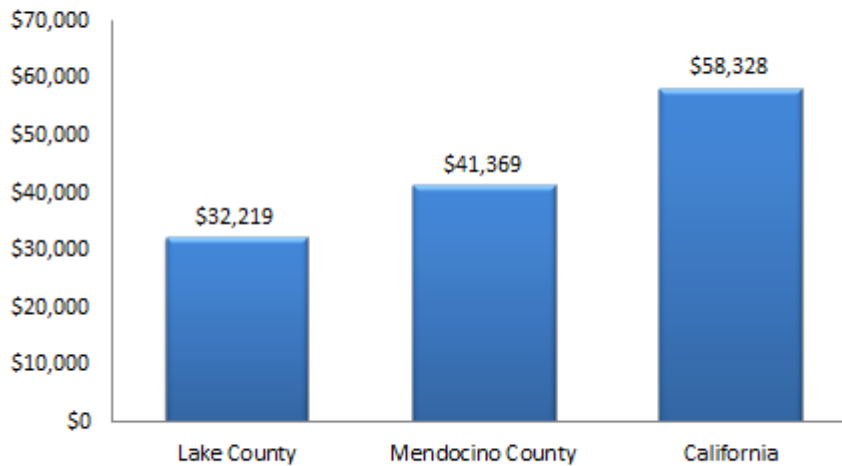


According to the California Employment Development Department, the seasonally unadjusted unemployment rate in Mendocino County in 2013 was 7.1%. For Lake County, the same statistic was 11.5%, an increase of 100% since 2006. As a result of the stressed economic times and shortage of employment opportunities, particularly in the agricultural sector, unemployment has drastically increased in Lake County since 2006.

The U.S. Census Bureau estimates that in 2012 the nominal per capita income in Lake County was \$19,347 and the median family income was \$32,219, which is a decrease of \$15,000 since 2006. For Mendocino County, in the same year, the nominal per capita income was \$21,832 and median family income was \$41,369, which is a decrease of \$6,000 since 2006. Furthermore, in Mendocino County, 15.4% of all households fell below the Federal Poverty Line, and the percentage of families below

the Federal Poverty Line in Lake County in 2007 was 16.4%<sup>1</sup>. Both counties have a higher poverty rate than the State of California, by 3% and 4% respectively.

Figure 8: Comparison of median household income, 2012

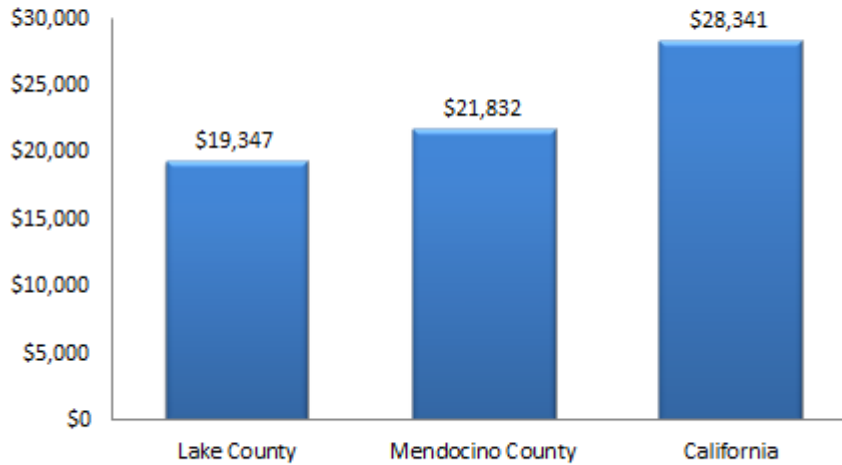


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<sup>1</sup> Center for Economic Development, California State University, Chico. *Lake County 2009 Economic and Demographic Profile*. Center for Economic Development, California State University, Chico. 2009.



Figure 9: Comparison per capita income, 2012. Source data for both figures: U.S. Census Bureau

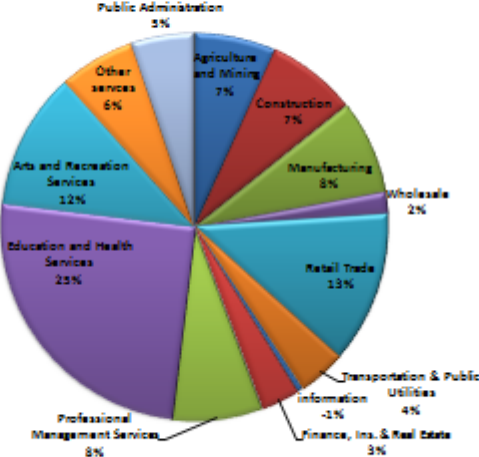


### **Economic Characteristics of the Community**

Although Lake and Mendocino Counties have a rich agricultural sector focusing on the production of wine and harvesting of fruit and nuts, this work is primarily seasonal. Figures 10A and 10B reflect the fact that, in both counties, the education and health services sector has eclipsed manufacturing, agriculture and other industries. In both counties, the largest numbers of people are employed in the Education and Health Services sector.

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Figure 10B: Sectoral employment in Mendocino County, 2012.



Source for Figures 10A and 10B: US Department of Commerce,  
Bureau of Economic Analysis.

**Objective #1 – Services & Programs Currently Provided**

Members of the Mendocino/Lake Consortium and partners provide a myriad of services in four of the five program areas. As will be evident in this narrative, there are no programs in Program Area 5, Apprentices. This has been of much discussion in our group, and is connected to issues of the very limited labor market in our region. A description of the programs we do offer follows.

**Program Area 1: Elementary and secondary basic skills, including classes required for high school diploma or high school equivalency certificates.**

It is in this area that all of our members have the most in common. We are all somehow serving students in this area.

Program Area 1	Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate
<b>Ukiah Adult School</b>	Basic skills classes; classes for credits leading to a diploma; GED test preparation
<b>Kelseyville Adult School</b>	High school diploma; GED prep.; GED prep (Spanish) with Migrant. Ed. partner; Concurrent enrollment –Credit recovery
<b>Anderson Valley Adult School</b>	GED prep.
<b>Lake County Office of Ed.</b>	Literacy Coalition: Adult Literacy Program; Konocti Adult School – Basic Education; Yuba College – Basic Skills/GED prep; basic skills building; GED testing
<b>Mendocino Co. Office of Ed.</b>	
<b>Mendocino College</b>	Basic Skills math and English; Concurrent enrollment for credits toward high school diploma; College Career success classes (transition to college); basic computer skills; <b>High School Equivalency (HEP) site; HiSET testing site</b>

**Program Area 2: Classes and courses for immigrants eligible for educational services in citizenship and English as a second language, and workforce preparation in basic skills.**

All of our members have shared a strong commitment and history in working with our immigrant population. Recently, Mendocino College was designated a Hispanic Serving Institution. Additionally, the College received a High School Equivalency Program (HEP) grant which specifically provides migrant workers with curriculum and support in preparing for and taking a High School Equivalency test.

<b>Program Area 2</b>	<b>Classes and courses for immigrants eligible for educational services in citizenship and English as a second language, and workforce preparation in basic skills.</b>
<b>Ukiah Adult School</b>	Beginning and Intermediate ESL; Citizenship classes (civics, responsibilities of citizenships, how to practice for the interview, mock interviews)
<b>Kelseyville Adult School</b>	ESL GED prep
<b>Anderson Valley Adult School</b>	ESL: Nutritional Kitchen; ESL for the workplace; multi-level ESL; GED prep; Citizenship;
<b>Lake County Office of Ed</b>	
<b>Mendocino Co. Office of Ed.</b>	
<b>Mendocino College</b>	Beginning to advanced ESL; Courses in the curriculum include guide to workforce for immigrants, citizenship. High School Equivalency Program (HEP)

**Program Area 3: Education programs for adults with disabilities:**

Fewer of our consortium members are involved in providing services in this program area. The services offered in our region, with the exception of the support offered at Mendocino College for its students, are primarily offered by our partner UVAH and other agencies who still need to be included as partners to our consortium.

<b>Program Area 3</b>	<b>Education programs for adults with disabilities</b>
<b>Ukiah Adult School</b>	Provide partner organization, UVAH, with teachers, equipment, materials and vehicles for employment training and opportunities
<b>Kelseyville Adult School</b>	
<b>Anderson Valley Adult School</b>	
<b>Lake County Office of Ed</b>	
<b>Mendocino Co. Office of Ed</b>	

<b>Mendocino College</b>	Learning strategy classes for students with learning disabilities; academic class and adaptive PE classes for students with intellectual disabilities; academic & vocation counseling; accommodations; assistive technology, adaptive computer technology and alternative media

**Program Area 4: Short-term career technical education programs with high employment potential.**

Programs offered in CTE areas are predominantly offered at Mendocino College and at the County Offices of Education.

<b>Program Area 4</b>	Short-term career technical education programs with high employment potential.
<b>Ukiah Adult School</b>	Licensed Vocational Nurse (LVN) program (18 mo. Accredited program with financial aid available)
<b>Kelseyville Adult School</b>	
<b>Anderson Valley Adult School</b>	
<b>Lake County Office of Ed.</b>	Certified Nurse Assistant (CNA); Medical Assistant; Testing: CBEST, CLEP; Work Force Lake: Youth (16-21), Job Fairs, Employment workshops, financial support
<b>Mendocino County Office of Ed.</b>	Basic Wildland Firefighter; Business; Dental Assistant; Emergency Medical Technician; First Responder; Medical Assistant; Phlebotomy
<b>Mendocino College</b>	Short and long term CTE programs (Agriculture Auto, Admin. Justice; Nursing, Business, Business Office Technology, Child Development, Culinary Arts, Computer Sci, Sustainable Tech, Human Services, Alcohol and Other Drugs Studies; EMT,); Cooperative Work Experience, EMT, Entrepreneurship, Textiles/Clothing

## **Program Area 5: Programs for Apprentices**

As was described above, there are no programs for Apprentices currently offered in our region.

### Objective #2 – Current Needs within the Region

As we continue to gather data and describe the services in our area, our needs are becoming clearer. We still have an overall need of maintaining and sharing data and research on the education programs for adults in the region.

#### **Needs in Program Area #1 (High School Equivalency, Basic Skills)**

The consortium needs to continue to administer a thorough evaluation of the current programs being offered in this area. The evaluation should include success and retention rates of students. Additionally, we need to get a firm understanding of the student capacity of each of our members and partner institutions to evaluate our relative efficiency. Additionally, consortium members and partners need to identify the barriers students face in participating in the services we offer.

Because this program area contains the greatest amount of our services and regional adult education needs, the consortium has identified a need to develop a matrix of all the high school equivalency and basic skills activities in our region. This matrix is needed to create clear pathways for students and to efficiently integrate the region's services.

It is also important that we work to identify the barriers students must overcome in order to attend activities. We know in our vast and thinly populated geographic region that lack of adequate transportation and time for travel to population centers is a barrier for students to participate in the educational activities in our region. On the other hand, developing adequate numbers of students for a specific activity is a challenge for service providers working in remote areas.

A current, specific need for members and partners providing services in this area is a need for curriculum and professional development for the new on-line GED and for new tests which have only very recently adopted by the State of California.

Additionally, in this area, there are potential partners that we still intend to include in order to fully describe the work being done in this area.

Since the first reporting period, Mendocino/Lake AB86 Consortium hosted a GED/High School Equivalency Summit. Consortium Members and partners providing services in this program area attended this “summit” for a presentation from Oddyseware, an online educational software for High School Equivalency and GED preparation. The group also reviewed other publisher materials and discussed the services and needs for the area. A key need identified is to develop the capacity for electronically assisted education to occur. Classes need to be livestreamed across our region. Also, Students need to be able to attend a “class” where more than one curriculum is being covered. Across our vast geographic area, potential adult education centers will serve small groups of students who will have a variety of individual needs. An instructor will need to connect them with individualized instruction which may include connecting to an on ground class occurring in another part of our region or an online curriculum.

The group also identified K-8 Pre-High School Equivalency Exam instruction. Many of our adult learners come with little education and need adult basic skills before embarking on a high school equivalency curriculum.

The consortium identified a need to have a central testing center for High School Equivalency exams and other online testing. The consortium is moving toward piloting this on the Mendocino College campus and moving it from the Adult Schools and County Offices of Education.

## **Needs in Program Area #2 (Classes and courses for immigrants)**

Needs in this Program Area #2 are similar to those in Program Area #1. The consortium needs to work to collect further data on success and retention rates as well as develop a formal evaluation of each of our capacities for supporting educational activities.

Our immigrant population is in every part of our region and face challenges of adequate transportation to the activities of our members and partners. There is a need for High School Equivalency and adult basic skills for immigrants to reach students in remote areas. Additionally, English as a Second Language is typically taught at the Adult Schools as well as at Mendocino College. There has historically been an understanding that these courses serve different purposes and levels and are structured to meet students’ needs in different ways. These differences and purposes need to be clearly



delineated among service providers and clear pathways for English instruction need to be communicated to adult immigrant learners.

Curriculum and professional development for the new GED and newly adopted High School Equivalency testing in Spanish is a current need in this area. Materials in Spanish are currently becoming available and educators in this area need to review and participate in professional development to remain current. Additionally, as the College moves forward as a HISET center, they will need to provide professional development for areas service providers.

### **Needs in Program Area #3 (Programs for adults with disabilities)**

Our Consortium needs to do more to maintain an analysis of the work done in our region to serve adults with disabilities. There are quality services provided, but we need to work with our partners and identify future partners in this area to fully develop a description of the work being done and assessing the needs.

As a consortium, we have identified the need to define and categorize the disabilities being served and determine which services are best suited to which agency. Similar to program area #1, developing a matrix of services in the area with a clear path for students to follow is a clear need.

### **Needs in Program Area #4 (CTE programs)**

Identifying high-potential employment areas is a challenge in the Mendocino/Lake region. While agriculture continues to be a key labor market, there is very little industry outside of tourism and hospitality left in our region, and most labor studies include a region much larger than ours. Because of these circumstances, the consortium has identified three clear needs: 1) the need for a study specific to our region on high potential employment; 2) the need to help our students consider employment outside of our region; 3) the need to examine our CTE offerings critically for labor market capacity in addition to student capacity.

Within our region, consortium members agreed that the largest employers in our region are within the public sector, including educational institutions, county and city offices, and other public agencies. These sorts of employment opportunities are not often considered in the traditional CTE pathways.

### **Needs in Program Area #5 (Apprentices)**

Because activities in this area are not occurring in this region, the consortium needs to investigate the opportunities for apprenticeship experiences for students regionally, but also look beyond our region to learn about model programs.

### Objective #3 – Plans for consortium members and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce.

Among Mendocino/Lake AB86 Consortium members and partners there already exists a strong history and culture of collaboration which will help support this objective. Consortium members already collaborate to provide opportunities for concurrent and dual enrollment. Mendocino College and Ukiah Adult School collaborate to provide an LVN to RN bridge program. We also have collaborated extensively in other areas of CTE through regional consortia and grants, including the recent Career Pathways Trust Grant. The work of AB86 gives us the opportunity to collaborate to give closer consideration to the individual students embarking on pathways through the adult education offered in our region.

1. **Creating Educational Pathways:** This early work of the AB86 Consortium includes regional summits around each program area. These summits are working to identify potential pathways for students and the Consortium will provide “maps” for students to follow which will include multiple entry and exit points, depending on student goals.

In collaboration with all of the regional adult education providers, the community college model of the “education plan” can be expanded to include adult education throughout the region. A pre-college plan with basic skills, ESL, and CTE skills can lead a student directly into a college certificate or degree program.

2. **Creating alignment of Placement:** In the areas of math, English and ESL in particular, Mendocino College will work with the other members of the Mendo/Lake AB86 Consortium to align levels of math, English and ESL so that students can move seamlessly from locations. Locations can also have access to the College online placement tools to gauge the level of students as they choose their pathways. Additionally, the College will align its CTE courses with basic skills levels so that students can know when they are ready to enter a particular program of study.

3. **Creating alignment of Curriculum:** This is a region-wide undertaking for K-12, Adult Education and Community College. The model provided by the Expository Reading and Writing Curriculum (ERWC) to infuse high school curriculum with college preparatory skills can provide us with some direction. Additionally, the work that has been done in CTE articulating curriculum and creating career pathways can also assist us in this area. The work of AB86 in all the program areas will assist in creating entry points into those pathways through adult education in the region. Educators in the various areas need to collaborate to develop curriculum which promotes successful transition from various locations and educational programs.
4. **Creating Alignment of Assessments:** Alignment of assessments will require educators among all the adult educators in our region to develop common tools for gauging students' readiness for the next levels of a pathway. However, in this area, it will be critical to allow students multiple ways of being assessed for advancement through a pathway and students should be encouraged to challenge themselves with the next level.
5. **Creating Alignment of Progress indicators:** Consortium members and Partners will need to communicate clear expectations for learning outcomes within their programs and courses so that progress along the pathway can be clearly defined along various entry and exit points. The Consortium can also identify major milestones along the pathways to indicate progress points.
6. **Major outcomes:** The major measures of success in this area will be around awards of high school diplomas; employment statistics; certificates and degrees earned; advancement along the pathways with attention to milestones; high school equivalencies earned.
7. **Transition strategies among the consortium participants' systems including:**
  - a. **Communication paths among the consortium participants and higher education institutions:** Consortium participants will need communication paths which include discipline specific planning groups; student advisors' groups; and leadership groups. These groups will need to communicate in order to maintain the pathways identified above. The communication can occur through regular, periodic meetings as agreed upon by the group; however, this communication will also need to be electronically assisted.

Again, the vast geographic area of our region needs to be considered in establishing modes of communication.

- b. Defined and articulated pathways to postsecondary education or the workforce: The communication paths described above will have as their goal to define and articulate pathways to postsecondary education or the workforce. It is important to re-emphasize that all pathways should have multiple entry and exit points simultaneously defined and flexible for a diverse population of adult learners.
  - c. Embedded access to student services including counseling, guidance and follow-up: Mendocino College has been developing an effective model for embedded counseling in the high schools in its district. This model can be extended to adult education locations. In particular, the work being done with the Northern California Career Pathways Trust Grant is designed to “embed” CTE pathways advisement in district high schools. This work will provide a foundation for “scaling up” to include adult education locations for embedded student services. This work will allow for the pre-college education plans described above to be developed
8. AB86 Collaboration is also leading to new partnerships between K-12 and the College as opportunities for concurrent and dual enrollment are being identified. These opportunities will also lead to more seamless pathways into postsecondary education, including career pathways and transition to transfer level college courses.

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	Methods of Assessment	Timeline
Communication pathways	Discipline specific planning groups (teachers, leadership, advisors)	Meeting time	In-kind cost (staff time)	All consortium members	Completion of Group outcome goals	ongoing
Communication pathways	Maintenance of webpage for adult learning in the region	Part-time web maintenance	\$5,000/yr	Mendocino College	Web presence maintained	ongoing
Pathways to postsecondary and workforce	Define and articulate pathways with multiple entry and exit points	Workgroups	Continued funding for adult school staff to work with College	All consortium members and partners	Student success and persistence data (completion of programs)	Drafted by June 30, 2015 and continuously revised as needed
Pathways to postsecondary and workforce	“embedded” access in adult education to student services, including counseling, guidance, and follow-up.	Mendocino College counselor	\$48,000 (50% of a Fulltime counselor)	Mendocino College	Enrollments in the college from adult school and partner programs.	Pending funding

#### Objective #4 –Response to Gaps Identified in the Region

Some specific strategies and activities have been identified to respond to gaps identified in the region. The Consortium is developing a means by which agencies can work together to provide continued analysis and evaluation. By the end of the planning grant, a more thorough plan with needed resources will be developed for beyond the planning period. Below are strategies identified to address the needs as they are currently defined.

A general strategy has been identified to address the barrier presented by the geographic distance students must cross to access services: the Consortium will explore available electronic resources which may alleviate the barrier. These resources include software applications and communication technology.

On March 13 and 14, 2014, the Mendo/Lake AB86 Consortium will band together with Mendocino College’s annual Teachers on Teaching Conference to hold summits for at least three of the five program areas (ESL, High School Equivalency/Basic Skills, and

short term CTE). This will be an important event to bring together not just the leaders of the AB86 Consortium but also the practitioners.

### **Program Areas #1 and 2:**

Further research in both of these areas will include success, retention rates, and current capacity for member and partner activities. Barriers to student attendance will be analyzed.

Matrices of services offered in each of these program areas will be developed. This will be a tool that can be used by current and potential students as well as service providers so that they can best advise students on pursuing their educational goals.

A clearly defined description of the differences between the services traditionally provided by the adult school and the community college will be developed, particular in the areas of ESL and adult basic education.

### **Program Area #3**

In the area of service adults with disabilities, our strategies will need to pay close attention to the specific needs of various groups of students. For this reason, we need to convene the regional service providers in this area and as clearly as we can, define the range of disabilities we serve. Then, we can identify which agencies can best serve various populations of students and with which activities.

This process should accomplish two results: 1) students and their service providers will more easily direct them to services; 2) As a region, greater capacity can be built as their will be less duplication of effort.

### **Program Area #4**

In order to address the needs in this area, several strategies have been identified. First of all, it will be important to conduct a labor market survey specifically focused on the Mendocino/Lake region which looks closely at the current and future needs of the public sector. The result of this study will help the Consortium take a realistic look at current programs to better determine the relative need for building or reducing capacity in each area.

In this area, as in the others, the Consortium will also develop a matrix of programs offered. In this area, though, it will be most critical to develop pathways with multiple entry and exit points. These pathways may also include connections from high school equivalency, basic skills and ESL programs and will lead to programs at Mendocino College and into other post-secondary opportunities.

In order to provide the greatest opportunity for students, the Consortium also needs to support students in pursuing employment opportunities outside of our region. Recently, Mendocino and Lake County Offices of Education and Mendocino College became partners in a large regional Career Pathways Trust Grant. The Mendocino/Lake AB86 Consortium will work to coordinate its efforts with those of this grant to integrate adult education services with high school and community college offerings.

### **Program Area #5**

Because there are no currently offered apprenticeship programs, the Consortium will identify regions successfully offering apprenticeships and identify what can be replicated in our region. This will be another area in which we will be able to benefit from the recently awarded Career Pathways Trust Grant. This project includes summer internships for students throughout a Northern California region which includes Mendocino, Lake, Sonoma, Solano, Napa and Marin Counties. The opportunity for students to explore career options outside of our Mendocino/Lake region can be realized through this structured collaborative effort.

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
Geographic distance between service providers and between students and educational programs	More computer lab settings in a variety of the region's locations, including reliable high speed internet to facilitate synchronistic online learning.	Instructional technology (computers and connectivity). Tech Support.	75 – 100,000	All consortium members	Participation and success of students throughout the region.	Pending funding/ make use of existing technology during 15/16 academic year.
Lack of high school equivalency opportunities in distant edges of region	Begin High School Equivalency preparation in Round Valley.	Teachers and Materials	10- 15,000	Mendocino College	Participation in classes and achieving High School Equivalency	Pilot class April 2015
Lack of Apprenticeships	Work with established collaboration in the Career Pathways Trust Grant to identify willing partners for apprenticeships.	Time for teachers and staff to pursue apprenticeships	5- 10,000	All consortium members	Placement of adult students in apprenticeships	Pending funding.
Lack of clear pathways for adults with disabilities	Facilitate existing disability roundtable group to focus on this issue.	Staff time to participate in this project	In-kind	Mendocino College	Clearly defined pathways	Beginning April 2015

Objective #5: Plans to employ approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career educational education, and other joint programming strategies between adult education and career technical education.

The work defined in previous objectives will, in themselves, provide acceleration of a student's progress toward his or her academic or career goals. By streamlining pathways, providing timely advisement, and providing clear entry and exit points, students' progress will already be accelerated by efficiency. However, more innovative practices can also be implemented to accelerate progress. Some of those practices are already being implemented at Mendocino College and can be used as a model for regional implementation.



Specifically, an acceleration model in mathematics preparation is being implemented at Mendocino College. Three levels of basic skills math have been replaced by one to feed into a Statistics class (the terminal math requirement for transfer for non-STEM majors). This was done by carefully examining the knowledge and skills needed for success in Statistics and providing instruction exclusively in that preparation. This framework can be applied to create accelerated pathways in other basic skills and CTE areas.

Providing “just-in-time” remediation is a strategy used to accelerate adult learning that can be applied to CTE and basic skills instruction. This reduces the amount of prerequisite remedial or preparatory classes a student must take. Instead the basic skills are embedded in the curriculum “just-in-time” for their application. This is an identified “best practice” which may require collaboration among educators to provide the instruction needed.

This work in developing accelerated pathways for adult learners will be reliant on the structure of a solid Adult Education Consortium with multiple paths of communication. The specific workplan for this objective has yet to be developed. The consortium will focus on implementing a framework for acceleration (e.g. “just-in-time” remediation) which can provide a direction for the specific strategies and activities to implement.

Measures of improvement will include numbers of students attaining their goals and a comparison of the time taken to attain those goals with and without the implementation of acceleration strategies.

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 Parties	Methods of Assessment	Timeline
“just in time” remediation	Delivery of instruction which supplements core material, such as math and language arts basic skills.	Professional Development; instructor salary	Yet to be determined	All consortium members	Higher success rates for adult learners needing remediation	TBD
Acceleration of sequences in ESL and basic skills math and English	Study of current placement tools; reconfiguring of course pathways, including adult school through community college.	Researcher time; instructor time;	TBD as developed	All consortium members	Higher success and completion rates among adult learners.	Plan development April, 2015 through December, 2015.

Objective #6: Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

Effective, frequent and ongoing professional development opportunities will be essential in carrying out the adult education plan beginning to take form within this AB86 work. Primary work in professional development will need to be done to solidify the educational pathways and advisement that needs to be developed for students. Professional development activities will need to promote collaboration among faculty and between instructional faculty, counselors and district leaders to make sure all stakeholders are aware of the pathways for adult learners in the region. Only then, can professional development be used to move programs toward implementing innovative strategies such as acceleration, and “just-in-time remediation” which may fine tune those pathways.

Consortium members (the school districts and Mendocino College) already engage in some collective professional development through several initiatives. Through its Foundation Skills Teaching and Learning Community (FSTLC) and the statewide Basic Skills Initiative, Mendocino College hosts an annual Teachers on Teaching Conference. AB86 and FSTLC leadership are already planning to include the AB86 sessions at the conference. CTE initiatives also include collaborative professional development, such as articulation workshops. The Career Pathways Trust Grant will also include professional development opportunities in which AB86 members and partners can participate. The Expository Reading and Writing Curriculum (ERWC) is also an established college/school districts collaborative structure of professional development to promote college ready writing skills. These existing professional development initiatives have been essential in development strong partnerships among k-12 and college educators. Educators of adult learners (not from the college) have historically been left out. The work of the AB86 Consortium has bridged that gap and will be included in the future.

The consortium identifies these topic areas for collaborative professional development as priorities:

- Technology resources for online and distance learning;
- Basic and secondary skills that build “college readiness;”
- “Just-in-time” remediation;
- Strategies for contextualized and accelerated teaching and learnings;

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- Curriculum and educational pathways in the Mendo/Lake AB86 Consortium Region;
- ESL strategies across-the-curriculum.

A potential professional development activity might be to form Professional Learning Communities within disciplines and across locations. For example, a region-wide ESL professional learning community can be developed to ensure that assessment, placement, curriculum and pathways are maintained in order to avoid duplication, streamline pathways, and accelerate attainment of students' goals.

Table 6.1: Current Professional Development carried out by consortium members that can be adapted for consortium-wide use.

Topic	Professional Development Strategy	Program Area(s) addressed	Estimated Cost to Implement Consortium-wide
Sharing Best Practices	Mendocino College Teacher Institutes	1-3	\$5,000/yr
Developing partnerships and pathways across disciplines and levels	Mendocino College Teachers on Teaching Conference	1-4	\$5,000/yr
CTE articulation and pathways	Articulation workshops	4	\$5,000/yr.
Common Core Language Arts	Expository Reading and Writing Curriculum Training (ERWC)	1 and 2	\$5,000/yr.

Table 6.2: Collaborative Professional Development Plan

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery)	Program Area(s) addressed	Estimated Cost to Implement Consortium - wide
Technology resources for online and distance learning	Workshops, onsite training, cross institution collaboration	1-4	\$10,000
Basic and secondary skills that build college readiness	Workshops, visiting classrooms	1-3	\$5-10,000
“Just-in-time” remediation	Workshops; collaboration among teachers/faculty to identify individual student needs. Might be done in conjunction with topic above.	1-3	\$5-10,000
Strategies for contextualized and accelerated teaching and learning	Workshops; collaboration among teachers, counselors, staff and administrators to explore various models	1-3	\$5-10,000
Curriculum and educational pathways	Region-wide meetings and “fairs” to share information	1-4	\$5-10,000
ESL strategies across-the curriculum	Workshops led by ESL teachers.	1-3	\$5-10,000

**Objective #7: Plans to leverage existing regional structures, including, but not limited to, local workforce investment areas.**

Existing regional structures and their resources:

- WIBs: The WIBs in our region are already key partners in Consortium members work through CTE collaboration that has been ongoing, but especially with the recently awarded Career Pathways Trust Grant. WIBs will be taking an active role in developing and strengthening career pathways. AB86 efforts can dovetail with these efforts, especially in developing opportunities for apprenticeships and internships.
- Chambers of Commerce: Local Chambers of Commerce are a resource as an organized body of local employers. They can also help to provide apprenticeships and internships; however, they can also contribute to the educational training through providing workshops and up-to-date information for teachers and students about employment skills.

Table 7.1: Leverage of Existing Regional Structures from Partners

Partner Institution Supporting Regional Consortium	Program Area to be addressed	Tasks/Activities Needed to Implement Support of the Program	Member Counterparts	Partner Contribution	Timeline
MCOE	4-5		All consortium members	Information and analysis done as part of Career Pathways Trust Grant	June, 2015 – June, 2018
LCOE	1-2		Mendocino College	High School Equivalency testing licensing and equipment	June, 2015