



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

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

15-328-030

1.2 Consortium Name:

Mendocino Lake CCD

1.3 Primary Contact Name:

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Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

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

AB 86/104 Executive Summary

Mendocino /Lake AEBG consortium members are committed to collaborating and sharing resources across historical, geographical and institutional boundaries to provide adults in our region seamless and integrated educational pathways with multiple opportunities for successful entry and exit.

Our consortium will function as a responsive resource network for adult students by strengthening educational skills and workforce development services in our region. The consortium members and partners will restore and further develop the AEBG network to compliment and coordinate adult educational services to multiple local agencies sharing agreed upon goals and performance objectives.

The first goal of our consortium is to establish an agreed upon balanced governance structure to promote equity and build adult student capacity. Our two county consortium has educational sites scattered over 3,200 square miles of fire damaged and economically challenged communities in Northern California. The backbone of our successful consortium is our ability to close the geographical and transition gap of our rural communities. We will meet diverse student needs by serving as a regional network extending adult services in the Mendocino – Lake College District by aligning the focus and goals of AB 86 and AB 104 to the objectives of our Adult Education Block Grant consortium.

Our consortium is using existing communication systems, established connections and current databases to reach out to serve remote rural areas. We have included and reflect each local community's culture and individual program focus in our two county effort. This effort is best expressed in the quote "Tell me and I forget. Teach me and I remember. Involve me and I learn." by Ben Franklin. Our AEBG consortium has developed program objectives detailing how we will involve eligible adult students in the seven AEBG program areas.

Our vision of supporting learning as a lifelong goal for each adult student by increasing elementary/secondary basic reading, writing and math skills is shared by all members and partners in our consortium. Providing eligible immigrants a citizenship program or English language development is shared by all of our consortium. Professional working skills of communication, problem solving teamwork, project planning and critical thinking are agreed upon priorities for each adult student involved in the workforce preparation programs we offer.

We understand adults enter and reenter the workforce. Preparing adult students for a job is not a complete thought. Preparing adults for transitioning between several career pathways in several industry sectors is the big picture approach of preparing adults for regional employment opportunities. Research tells us adults stay in a region and seek jobs to stay connected to their region of choice. Career Technical Education certification courses in areas of high employment are a strong rigorous and relevant approach our consortium member agencies and the Mendocino/Lake College District have supported and sustained over the past four decades. By integrating existing programs and developing programs to transition adults to postsecondary education and the workforce our consortium will continue to coordinate adult education programs with a foundation that has survived because of our quality program commitment to serve adult students in our rural and remote communities.

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

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

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.

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

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

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

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. Because of AB104 changes, the COEs can now become members of the consortium. Also, a new school district came aboard as member toward the end of the AB86 Planning period

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)
- Lake County Office of Education
- Mendocino County Office of Education
- Round Valley Unified School District

Note: All the School Districts in our region were invited to participate. Clearly, the districts originally choosing to participate are those with current and active Adult Schools. However, progress is being made to include other districts in our consortium.

Shared Leadership Strategies

Representatives of Member organizations serve on the AEBG 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).

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

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

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

Since 2000, Mendocino County has lost jobs, workers and employers. County population growth has been stagnant and in many locations, such as in the Willits, 95490 zip code, it has actually declined.

The average age of the population continues to increase and school enrollment to decline. The number of new residential building permits in 2014 was a paltry 106 units for the entire county.

In the face of this stagnation, Mendocino County has been very slow in recovering from the recession. While the state as a whole bottomed out on most economic factors by 2009 and returned to pre-recession levels by 2011, Mendocino County has not enjoyed the rebound seen elsewhere.

Mendocino County has lost about 11 percent of its businesses, dropping from 2,770 employers in 2000 to 2,466 in 2013.

While most of this official data does not capture the mostly off the books nature of Mendocino County marijuana operations, it does suggest that profits and business attributed to this industry has done little to improve the county's overall business climate, especially when compared to the rest of California.

In April 2012, the Willits News calculated that marijuana accounted for about one-third of the business in the county or about \$675 million annually.

The numbers for forestry, fishing and agriculture support businesses dropped by 43 percent. From 109 business in 2000 to 62 in 2013. The number of manufacturing businesses declined by 27 percent and construction firms by 20 percent.

Retail trade establishments dropped by 5.5 percent. The number for real estate firms increased by about 10 percent and motels-food establishments increased by 9.7 percent.

During the same period (2000 to 2013) California added 8.5 percent more businesses across the state.

The number of Mendocino County workers earning a paycheck has dropped by about 5,000 (13.2 percent) since 2002.

Data was extracted from the U.S. Bureau of the Census, California Building of Equalization, California Labor marker Information and the IRS

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Lake County enjoys natural resources that traditionally support tourism and agriculture, as well as geothermal development. The county's economy is primarily based on the services industry, including tourism, and the agricultural industry. About 65 percent of the county labor force is employed in the three industry of retail trade, services, and government.

Unfortunately, Lake County has one of the highest unemployment rates of 6.6 percent and lowest capita income in California of \$21,537. Persons living in Lake County below the poverty level is 25 percent of compared to 15 percent with Bachelor's Degrees of California residents resident's. Percent of persons age 25+ (2009 – 2013) in Lake County is 16 percent compared to 31 percent of California residents.

The following is an analysis of the strengths, weaknesses, and opportunities related to human and economic assets as posted by external and internal forces impacting the regional economy of Lake County.

Strengths

- Abundant natural resources
 - Clear Lake
 - Geothermal resources
 - Volcanic soils
 - Climate/weather
 - Cleanest air in California
 - Diverse agricultural production
- Thriving wine industry
- Engaged community colleges and university
- Low cost labor force
- Reasonably priced real estate

Weaknesses

- Social image/perception
- Blight
- Limited public infrastructure
- Employment and retail leakage
- Transportation (no rail service, winding roads)
- Limited broadband access
- Limited customer service training for hospitality industry
- Volatile agriculture markets
- Brain drain/aging labor force
- Historically elevated unemployment rates
- Illegal marijuana cultivation on public lands
- Deteriorating road conditions

Opportunities

- Eco, Heritage, and agri-tourism activities
- Expand alternative energy system

- Develop niche markets and value-added industry for agricultural products
- Develop County/Cities regional economic development plan
- Promote sustainable agricultural practices
- Continue support for gross-roots initiatives (Healthy Food Network)
- Leverage local resources between all local government entities.

Data was extracted from Lake County Economic Development Strategy 2013

Conclusion:

The Mendocino –Lake College District is a rural beautiful place to live and raise a family if you have a good paying job and reliable car. This data tells us the eligible adult students served by our consortium will greatly benefit from improved literacy skills, completion of high school diplomas, completion of postsecondary certificate degrees or training and improved wages. The Mendocino-Lake Consortium will provide educational and fiscal resources as a resource network to reach out to eligible adult students. Working in unison with other public and nonprofit agencies that serve adults in our two counties will strategically streamline our program objectives and delivery system. The public funding is more cost effective programmatically when we work regionally as local agencies all pulling in the same direction across the many miles of our two counties.

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

For 2017-18, the consortium needs to continue to administer thorough evaluations of all programs being offered in this area. The 2017-18 evaluation should include success and retention rates of students. We will get a firm understanding of the student capacity of each of our members and partner institutions to evaluate our relative efficiency. Our consortium members and partners will 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 matrix of all the high school equivalency and basic skills activities in our region. By 2017-18, this matrix should display clear pathways for students and to efficiently integrate the region's services.

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.

Curriculum and professional development for the new GED and newly adopted High School Equivalency testing in Spanish is an outcome for 2016-17 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.

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

By 2017-18, we will have created adult workforce/educational pathways: Our AEBG Consortium will continue 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.

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 AEBG 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.

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

A Search in Mendocino County shows **8** programs- all with required coursework in the Bay Area or Sonoma County. We believe all Apprenticeships begin with paid work that increases with experience, and a classroom component. We think they would be viable for our residents if the classroom component was available online or via telecommuting with Mendocino College.

In practically every skilled occupation, more than fundamental knowledge of arithmetic is essential. (Take Math 45 at Mendocino College). The ability to read, write and speak well is beneficial in any walk of life, but in some apprenticeship occupations it is more important than in others. (Take Eng 10/12/80/205 and Spe 200/210 at Mendocino College)

In some occupations, individuals seeking an apprenticeship will be at a decided advantage if they have taken shop courses, have some knowledge of mechanical drawing, physics, blueprint reading, drafting, higher mathematics, chemistry, electricity, welding or the like. (Take CTE (SST, welding, Auto) and subject-specific courses)

Physical fitness, a good sense of balance, eye-hand coordination, color sense, agility, strength, ability to work at heights and mechanical aptitude are desirable qualifications in many skilled occupations and one or more of these are essential in others. (Take PEF courses (weightlifting, sport/fencing...))

Ability to work with others, good personality, and neat appearance are necessary in most trades, particularly where contact with the public is involved. (Take SPE 210, Customer Service)

In many skilled occupations, persons with a high school diploma or its equivalent are preferred. (Take HiSET/GED prep and/or dual-enrollment with Ukiah Adult School, Kelseyville, and Anderson Valley)

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

Providing “just-in-time” remediation is a strategy used to accelerate adult learning that can be applied to elementary and secondary academic 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 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 academic skills instruction.

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.

2.3d Collection and availability of data. (REQUIRED)

The Mendocino-Lake AEBG Consortium will evaluate our effectiveness by collecting data on five important outcomes:

1. Educational Gain
2. Enter Employment
3. Retain employment
4. Obtain a secondary credential
5. Enter postsecondary education

This will help us understand what educational strategies implemented by our consortium are effective.

The Steps we will take as a consortium are;

1. Agree on a data recovery system like “ASAP” to collect and maintain high quality data
2. Agree on standardized and alternative assessment strategies and tools used by the consortium
3. Professional development for educators to analyze data providing attendance, transition outcomes and educational gain.
4. Organize our consortium operational framework to promote data use to improve our program and communicate outcomes to our local partnerships to sustain a culture of data use.

The Mendocino-Lake AEBG Consortium will further evaluate our effectiveness to support and sustain adult learning by seeking technologies and measurements systems that promote continuous improvement for our AEBG programs.

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

The qualifications of instructors will adhere to the California Teacher Credentialing Commission and the Minimum Qualifications for California Community College Faculty. The common standards will be:

1. The qualifications of all consortium instructors will include the following:
 - a. Building a reputation for organizational competence, being perceived as the go-to instructor that can meet the individual needs of all adults education students.
 - b. An excellent staff team is required – both highly skilled operationally and in respect of building relationships with students and other entities located in the adult education region that provide education and workforce services for adults.
 - c. Rigorous organizational structures and procedures need to be in place, particularly to deal with contractual decision-making and conflicts of interest.
 - d. A fair and practically supported approach should be used with teachers and staff.
 - e. Be generous- ensure as many instructors as possible are involved and make involvement as straightforward as possible for regional workforce development organizations.

2. The Model Curriculum Standards developed by California Department of Education for all CTE courses in each of the 15 Industry Sectors 58 career pathways will be used by all instructors.

2.3f Alignment of academic content and curricula (OPTIONAL)

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

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Section 3: Consortium Member Signature Block

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