



North Coast Adult Education Consortium

Regional Comprehensive Plan to Date, March 1, 2015

AB86 Checklist and Index

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<p>* Items in the Consortium section were provided in the project management plan at the beginning of the grant period. The COE does not request an update, but this might be useful for your organization to revisit.</p>		

**North Coast Adult Education Consortium
AB86 Regional Comprehensive Plan
March 1, 2015**

Consortium Organizational Structure

The North Coast Adult Education Consortium, led by College of the Redwoods District, consists of members and partners that are adult education service providers or end users. They address the needs of adult learners in: (1) basic skills, (2) ESL, (3) adults with disabilities, (4) short term CTE courses, and (5) apprenticeship opportunities. The members and partners have long-established working relationships with each other that span a region stretching over 200 miles from Fort Bragg on the Mendocino coast, to Crescent City in Del Norte and to Klamath-Trinity in eastern Humboldt.

As the consortium moves forward to establish a regional adult education program that aligns with AB86 requirements, these established collaborative relationships have allowed us to identify existing services and gaps. Through this process we will determine how we can best partner to meet the needs of as many adult learners as possible. Specifically, by working together have determined: (1) what is needed, (2) what facilities are available to host services, (3) how adult learners can be directed to services that best align with their educational level and meet their educational needs, and (4) the best ways to blend our resources to meet those needs.

The chart below shows the breakdown of members and partners in the consortium:

Members ¹	Partners ²
College of the Redwoods	Humboldt County Office of Education
Eureka City Schools	Zoe Barnum High School
Northern Humboldt Unified School District	Ferndale High School
Mendocino County Office of Education	Southern Humboldt Unified School District
Klamath-Trinity Joint Unified School District	Humboldt County Sheriff's Office, Custody Services Division
Fortuna Union High School District	Chief Probation Office, Humboldt County Probation Department
Fort Bragg Unified School District	Humboldt County Department of Health and Human Services
Del Norte County Unified School District	California Conservation Corps, Fortuna
	Humboldt County Public Library
	Del Norte Reads Center
	Fort Bragg Branch Library
	Humboldt State University

There is a profound need for adult education in our region. Prior to the recession some regional high schools provided adult education services. But all the schools completely cut, or significantly curtailed their adult education programs and redirected those funds to K-12 classrooms. While this move was understandable, it reduced the community-based adult education opportunities available to local residents so many were required to travel over 20 miles to the nearest adult education site or go to College of the Redwoods adult education class locations.

A History of Successful Partnerships

College of the Redwoods (CR) partners with K12 school districts and service providers throughout its District which serves Del Norte, Humboldt and parts of Mendocino and Trinity Counties. CR serves the needs of adult learners in its District by partnering with local schools, including high schools, elementary schools and middle schools to deliver classes at locations that are geographically accessible to learners. CR also collaborates with Humboldt State University (HSU) to provide a number of different educational opportunities.

One example of this partnership is the CR Noncredit ESL program which holds classes at local K-12 schools. The Humboldt County Office of Education (HCOE) provides coordination, snacks for students, and childcare during classes. HSU provides funding for one of their students to be a liaison to work with the other students in the class, answer logistical questions on days, times and to help meet other student needs. By working together, all three educational partners are able to bring a synergistic effect that exceeds the service any one partner could provide alone.

Another example is the partnership between CR and the Humboldt County Sheriff's Office, Custody Services Division, to develop an inmate education program providing basic skills and short term vocational classes that start in jail and allow students to continue at CR when released. The new partnership has resulted in a collaborative local grant request to increase the functionality of the Humboldt County Jail's classroom. The first CR basic skills class, a Reading class, began on January 12, 2014 with 14 students. CR has also taught parenting and substance abuse courses to inmates. Discussion and planning is now occurring to address the increased educational needs of AB 109 inmates. CR participated in the Parole Release meetings and in the AB109 Correctional Realignment discussions regarding the educational needs of offenders and ex-offenders, and is working with the Humboldt County Employment Training Department (ETD) to provide education and training to ex-offenders, parolees and probationers.

CR's close ties to HSU, HCOE, the correctional facility, the Workforce Investment Board (WIB), One-Stop Consortium, and local Social Service agencies ensure greater access to basic skills students and ESL students. This collaboration also allows us to refer adult learners in need of basic skills, ESL or other training to the most appropriate provider. College of the Redwoods also serves on the WIB and as a member of Redwood Coast Prosperity Network that developed the Comprehensive Economic Development Strategy, which focuses in part on adult educational needs for the region.

HCOE offers CR credit classes at schools, partners on the ESL program, and is a member of the One-Stop Consortium that provides a variety of services to help community members obtain the education or workforce training needed to succeed. Humboldt County Office of Education, CR and HSU also partner to fund and share a Business and Industry Liaison who works with faculty and teachers at all levels along with local businesses to provide students with internships, job shadowing opportunities, mentoring and speaking to classes. CR and HCOE (which serves as the liaison to the K-12 Districts) have a long history of collaborating on grants including CTE Transitions and SB 70 as a way to reach into the individual K-12 districts.

Our relationship with the Northern Humboldt Adult School includes partnering on grants, holding college credit classes at district high schools, and providing GED testing for its

GED completers. In Mendocino, CR has long provided GED testing to completers of the Coast Adult School. In Fortuna, CR provides a variety of adult education classes to meet the current needs. Past classes provided to the California Conservation Corps (CCC) members included: basic skills math, solar thermal and solar PV classes, green energy classes and work readiness classes. The Spring 2014 class offering includes ESL, basic skills, and Career Technical Education (CTE) classes split between three locations in Fortuna: the CCC at their Fortuna campus, the Fortuna Multi-Generational Center and Fortuna Union Elementary School. However, due to budget cuts the Fortuna Union High School District Adult School was closed. Having Fortuna UHSD as a partner will give the consortium an opportunity to expand adult education in the Eel River Valley.

Through a grant with the Humboldt County Economic Development Department, CR provided Solar PV and Solar Thermal classes to unemployed adults. This involved working with the Humboldt County Employment Training Department to place students in internships. In addition, entry level culinary skills classes were taught to youth aged 16-24 through the Youth Opportunity Program.

CR has had long-standing relationships with both the Hoopa and Yurok tribes (California's largest tribes). In eastern Humboldt County through the Hoopa Tribe, Culinary skills, GED, Medical Assisting, and Truck Driver Training courses have been offered through CR. Work readiness training, customer service, and other trainings have been offered through the Yurok tribe in both Humboldt and Del Norte Counties.

These relationships will enable the consortium to quickly begin implementing new classes. The diversity of our partners will ensure the consortium will be able to assess and continue to develop and implement plans that will reach the rural isolated areas in the District that are in need of adult education services.

Shared Leadership Strategies

A top down approach will not work in our large and diverse region. To succeed all members must both give input and take an active role in developing the plan. An Advisory Committee will be formed to provide initial recommendations that lay the foundation for addressing the needs of adult education learners in our district. The Advisory Committee will include practitioners from CR, the K-12 districts, school-based programs, correctional education and community-based organizations. The Advisory Committee will work with CR to build upon the area's current successful efforts and to design creative solutions to address the needs of adult education learners.

Description of the Planning Process

The Advisory Committee will consist of the following members and partners who are either providers and/or end users:

- College of the Redwoods — Member— Provider
- Eureka City Schools (Eureka Adult School) — Member — Provider
- Humboldt Law Enforcement —Partner— End User
- Klamath-Trinity Joint Unified School District — Member — Provider

- Del Norte County Unified School District — Member — Provider
- Northern Humboldt Union High School District — Member — Provider
- Mendocino County Office of Education —Member — Provider

Three work groups were established according to the below functional areas to identify existing services, gaps, strategies for addressing gaps and facilities where services can be offered. The three workgroups are:

- Adult Basic Skills and Adults with Disabilities
- ESL and immigrant education, and
- CTE Short Term & Apprenticeships

The three work groups explored the best ways to provide services to adult learners and referral processes for adult learners to basic skills, ESL or other training within the region. Each group will have members with expertise in that area. They reported back to the Advisory Committee and provided minutes of their meetings to the Grants Manager. These minutes were posted on the North Coast Adult Education Consortium (AB86) website.

The Advisory Committee tasked the three work groups in the planning phase to hold regional focus groups with adult education practitioners to obtain input on several planning foci. The results of the work groups culminated in written recommendations for implementation. Areas of focus during the planning phase included:

- Adult Basic Education/GED preparation;
- English for Speakers of other languages (ESL);
- Transitions: Courses and services that assist dislocated workers and other adult education learners with gaining both the academic and college readiness skills needed to transition successfully to postsecondary education;
- Bridge Programs: Programs to provide adult education learners with contextualized occupation-specific basic skills needed to successfully transition to job training programs; and
- Creating clear pathways for all adult education learners.

It is absolutely critical to our region's prosperity that large scale and coordinated efforts be undertaken to improve outcomes for adult learners and provide qualified employees for local businesses. Undereducated adults in our region need and deserve both hope and a clear pathway to reach their goals.

A meeting of consortium partners was reconvened to examine the work groups' recommendations and determine implications for future collaborative work. The recommendations were memorialized in a written implementation plan. A meeting of key stakeholders in Mendocino, Del Norte, Klamath Trinity, Northern Humboldt and Eureka reviewed the work groups' written recommendations. The Advisory Committee examined the responses from these meetings, revise the implementation plan recommendations, and submit it to the CR administration for review, revision, and approval.

CR and the adult education system cannot achieve the goals of AB86 alone. In order to respond to the intent of AB86, CR must partner with various stakeholders to achieve the vision.

Through the AB86 planning process an implementation plan was created that includes priority actions intended to serve as both a broad framework and starting point for future actions. This strategic approach will encompass several guiding principles and core elements that will be essential to the plan's implementation.

This broad framework approach was taken for several reasons:

- The implementation document encompasses critical elements that require input and collaboration from multiple internal and external partners and constituencies. A series of collaborative planning meetings will be conducted to ensure that the operational plan fully complements related initiatives currently taking place within the CR region.
- While the primary focus of the implementation document will be to address the needs of adult education learners with postsecondary and employment-related goals, Adult Education serves learners with a variety of goals, not all of which are work-related. However, all adult education learners will benefit from a system that provides clear pathways or roadmaps to assist them in achieving their goals. The implementation plan will embrace the full spectrum of adult education learners and services needed to address those needs.
- A well planned strategic, and coordinated, approach to adult education practices and the evaluation of their short and long term impact on learners' outcomes will be necessary to fully implement a sustainable program.
- The needs of smaller, rural, and/or low budgeted programs must be explored further to determine feasible options related to accessibility, technology, and staffing issues to ensure equity for adult education learners in the region.

As we move forward with this approach, several guiding principles will assist in clarifying and defining our implementation plan:

- **Responsiveness:** We know that earning a high school diploma or equivalent is no longer sufficient for adult education learners and employers. We will promote work readiness and further education through postsecondary or occupational training as the new standard for adult education learners. We will balance the need to respond to the growing immigrant population with the needs of other learners to ensure that all people in our region have an opportunity for success.
- **Collaboration:** We know that we cannot develop or implement the pathways system alone. The development and implementation of an adult education pathways system requires consistent input, planning, shared activities, and support from a variety of stakeholders in both the private and public sectors. We will engage our partners and members of the consortium in offering services for adult education learners that support and move them along the pathways.
- **Innovation:** We must employ creative, innovative thinking and approaches in program delivery between the high school, adult school and CR that builds meaningful pathways for adult education learners; supports accelerated options toward industry accepted credentials, certifications and/or degrees; fosters learners' skills; and increases both employability and income potential.
- **Alignment:** We must align assessment, curriculum and instruction to pathway options to ensure learners have multiple entry and exit points that build upon each other. We

must develop articulation agreements to ensure learning efforts are recognized between high schools, adult schools and the community college.

- **Accountability:** We must promote shared responsibility for common outcomes among partners within our adult education infrastructure. This shared responsibility will reinforce that it is all of our jobs to support adult learners so they have the opportunity to succeed.
- **Professional Development:** High quality staff, with the skills, knowledge and support to effectively perform their jobs, is key to the effective implementation of the adult education pathway system. All adult educators must understand their role within the adult education pathways system and have the requisite skills to perform that role. Instructors involved in specialized areas should have appropriate training and support to ensure quality teaching and learning.

The planning document reflects these guiding principles and address several core elements that are critical to implementation of a coordinated adult education system in our area. The elements include:

- Assessment, Curriculum and Instruction;
- High Quality Teaching and Professional Development;
- Support and Follow-up services to Encourage Access and Retention;
- Partnerships;
- Research, Data and Accountability; and
- Program Design

Project Planning Roles and Responsibilities

The Project Planning Roles and Responsibilities included a Project Director (.80 FTE), a Project Director Assistant/Data Analyst (.75 FTE), a Grants Manager (.10 FTE) and the partners and members of the North Coast Adult Education Consortium.

The Project Director has and will continue to chair the Advisory Committee and Workgroups with the responsibility of the following:

- Facilitate the Advisory Committee and Workgroup Meetings;
- Develop meeting agendas, organize and consolidate the information discussed and decided upon in the Advisory Committee and working groups to funnel to the Grants Manager to put in planning documents;
- Build bridges between CR, other providers and end users;
- Bring opportunities and issues to the Advisory Committee and Workgroups for discussion;
- Travel within the region to chair the Advisory Committee and Workgroup meetings; and
- Travel to Professional Development opportunities to bring new ideas, best practices and program information back to the Consortia.
- Develop a process to refer learners from noncredit basic skills and ESL into credit earning and certificate programs and for referring students in credit earning degree and certificate programs to basic skills and ESL courses as needed.

The Project Director Assistant/Data Analyst has been responsible for the following:

- Set up and coordinate the meetings, take minutes, send final minutes to the consortium on behalf of the Project Director and provide other clerical services as needed, and
- Gather data from the Advisory Committee.
- Analyzing the data submitted and organizing it for reporting purposes;
- Setting up future data collections and database of existing students; and
- Providing data requested by the Advisory Committee and Work Group.

The Grants Manager will be responsible for the following:

- Post agendas and minutes to the AB86 webpages on the Inside Redwoods website;
- Working with the Data Analyst to put data into the required reporting documents;
- Gathering information from the Project Director to put in the narrative portion of the reporting documents;
- Ensuring the reporting is submitted on time; overseeing the budget including setup of payment of any invoices, requisitions including personnel requisitions and MOUs or Personal Services Contracts.

Finally, partners and members of the Advisory Committee and Work Groups will be responsible for attending all meetings, engaging in the discussions, and submitting data and information in a timely manner to ensure that planning meets the needs of adult learners within the region.

Communication

In order to be successful as a consortium, communication was critical to ensure that all partners and members understand the guiding principles and core elements of what needed to be accomplished in a very short amount of time. Thus both the Advisory Committee and Workgroups agreed to engage in a philosophy of communication during meetings and throughout the planning process that:

- Puts students' needs above everything else;
- Is open to new ways of viewing things;
- Expresses opinions in ways that preserve integrity, develop mutual understanding, and promote collaboration;
- Listens to all the facts and available information from different sources before making judgments and decisions;
- Works to ensure all voices are heard;
- Uses time efficiently and stays on task; and
- Takes advantage of the opportunity to communicate, to learn from each other, and to collaborate.

An Adult Education (AB86) website was developed where all documents and the guiding principles were posted. The site includes:

- The communication philosophy;
- Meeting dates;
- Agendas and minutes from both the Advisory Committee and the Workgroups;
- The agreed upon guiding principles; and
- Background information on the AB86 Legislation.

Changes to the website are made by the Grants Manager. The Workgroups provided agendas and minutes from their meetings to the Grants Manager to post on the website. Emails were sent out to the partners and members with the minutes and agendas of each meeting. Partners and members sent the agendas and minutes to their stakeholders. The partners and members share the feedback from their stakeholders during the Workgroup and Advisory Committee meetings. This feedback has and will continue to inform the planning and implementation of a seamless Adult Education program for the North Coast Region.

Demographic Profile of the North Coast Region

The North Coast Education Consortium consists of the geography within the Redwoods Community College District. This remote region is isolated from other regions due to long and difficult driving distances, limited air access, no rail access, and no practical sea ferry access. The region is characterized by a low population density of only 28.4 and 37.7 people per square mile¹ for Del Norte and Humboldt Counties, respectively. The Cities are relatively small, with the largest city in Del Norte County and Humboldt County having populations of 7,394 and 26,961, respectively. Medium household income is only 65% of the state median², and the number of persons living below the poverty line is 41% greater in Del Norte County and 28% greater in Humboldt County, than the state average. The region has two County Jails, a State Prison and two state Correctional Camps.

The region is also the home to seven Native American Tribes and the overall Native American population is more than four times the state average at 9.1% in Del Norte and 6.2% of the total population in Humboldt County. Many Native American Tribes have higher levels of high school drop-outs and people in need of adult education. For example, the Yurok Tribe is the largest tribe in the State of California with approximately 6,000 members. They have a higher than average high school drop-out rate (20%-30%) with an estimate of 700-800 members still needing a high school diploma. They also have a very low college-going rate of less than 20%. The Yurok Tribe is very committed to helping its members increase their educational level.

Humboldt State University attracts many residents with education beyond a Bachelor's Degree, however, more than 22,000 residents (roughly 12%) lack a high school diploma or GED, and nearly 30,000 (about 16%) do not have basic literacy skills. A major challenge is people who lack the skills to earn a living wage, but who do not see any need for further education. The region's significant marijuana cultivation industry, which generates tremendous financial gain, and may comprise as much as 50% of the local economy, does not require significant postsecondary education for most positions.

¹ US Census data

² Household income for Humboldt County = \$40,830, Del Norte = \$39,626, California = \$61,400

The need for locally based adult education in the Consortium region, across all five Program Areas of the AB86 mandate, is undeniable. Data establishing this need has been coming to us through our regional Workgroups, which include stakeholders from many different organizations. We have collected inmate and parolee data from County Jails and Probation Departments, wage and income data from a review of previous needs assessment work generated from the College of the Redwoods Education Master Planning Community Meetings, and current and expected job creation and availability data provided by the State of California as Labor Market Information Data, and the Consortium Members, Partners, and Stakeholders. Most of the groups participating are either directly providing adult education, or their members or participants receive adult education services within the region. Enrollment, eligibility requirements, class offerings, outcomes, assessments, follow-up, and processes vary widely from location to location.

The Workgroups discussed the region's current Adult Education programs, gaps and future needs, and ideas and strategies to meet them. We have begun to work out the details of registration and evaluation protocols, but this will likely be an ongoing process to refine. We will continue to develop processes that will work for all of the stakeholders' needs and requirements.

One of the recurring barriers to offering Adult Education in the region is meeting minimum class sizes due to the small population and long travel distances. Most stakeholders agree that adult learners have difficulty traveling the long distance to the local population centers in order to concentrate sufficient students to meet class sizes. In many cases public transportation is infrequent (thus time-consuming), limited in days and hours, and expensive. Helping adult learners with this transportation issue, either through transportation assistance, smaller class sizes located in closer proximity to the learner, or through distance education such as telepresence units for two-way participation from remote locations. The region also lacks reliable high-speed internet in many locations.

The following data shows that the region is has a high number of unrelated individuals living together, this is thought to be an indicator of low socioeconomic conditions. Our region has a high population of veterans, many of whom are in need of classes for people with disabilities, or short term vocational training. Humboldt County has a 60% higher percentage of people with disabilities versus the rest of California, with some communities having as many as 23% of residents with disabilities. Many of these will benefit from instruction tailored to people with disabilities. Median household income in this region is significantly lower than that of the rest of California, at about \$40,000 v. \$61,000. We have fewer residents with a bachelor's degree, despite being home to a California State University and a California Community College, both of which attract a significant number of employees with higher education credentials.

HUMBOLDT COUNTY, CALIFORNIA

Demographic, Housing, and Economic Data Graphs

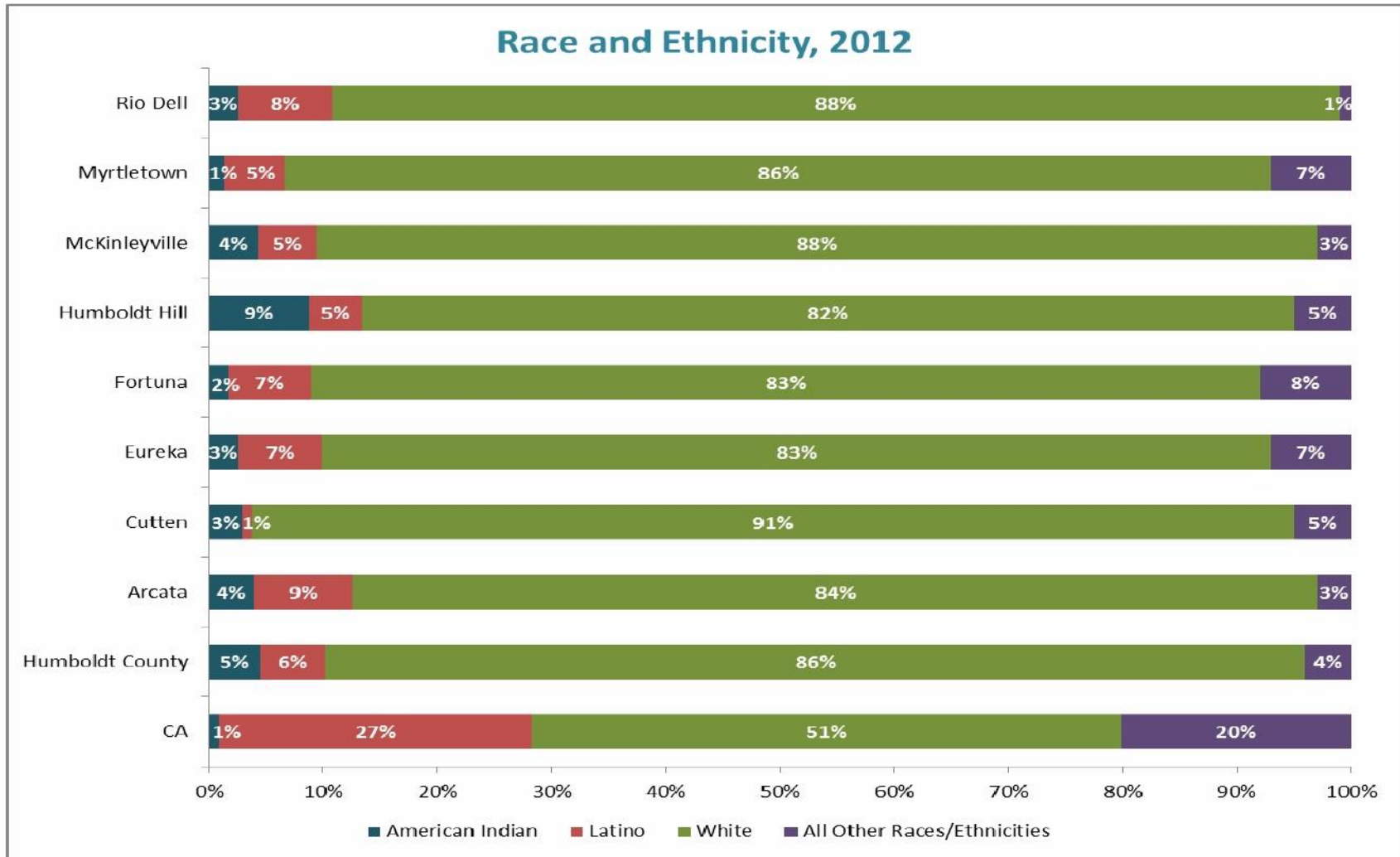
Graphs include detailed data for Arcata, Cutten, Eureka, Fortuna, Humboldt Hill, McKinleyville, Myrtle town, and Rio Dell and comparison data for the United States, California, and Humboldt County.

Vantage Point Community Indicators Project, November 2014

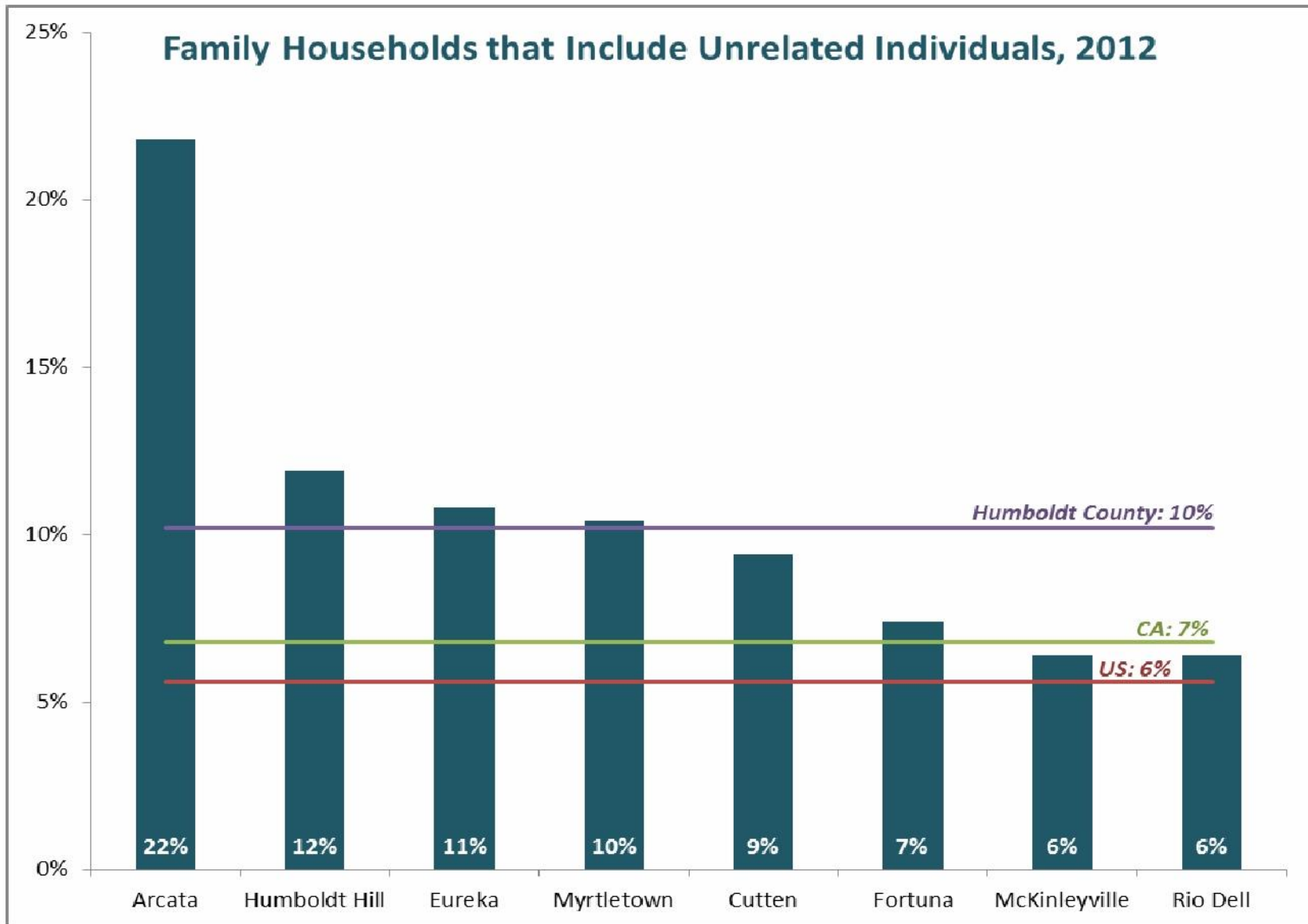
Federal Reserve Bank of San Francisco
Community Development Department

Project Contact: Gabriella Chiarenza - gabriella.chiarenza@sf.frb.org

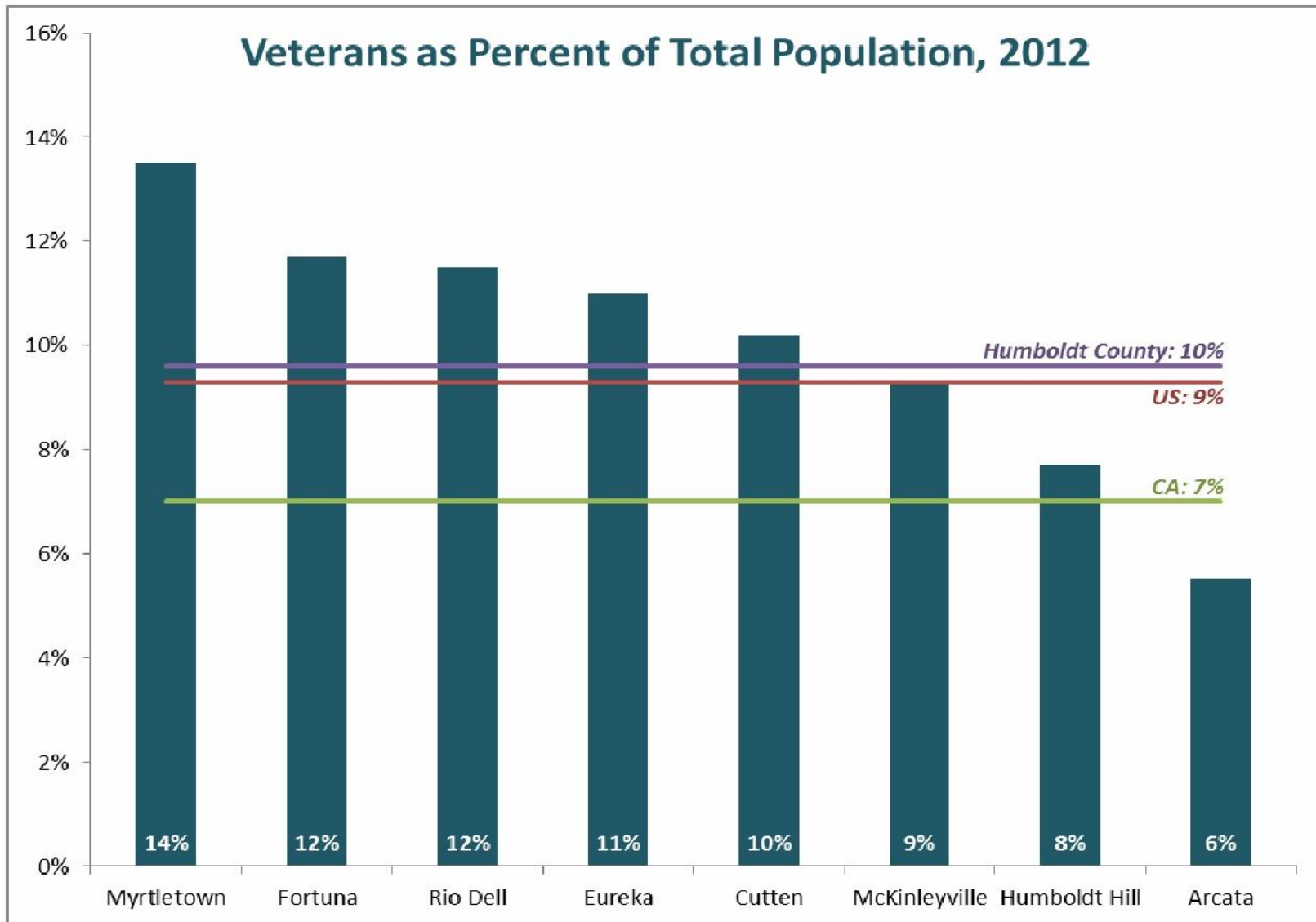
Demographic Data



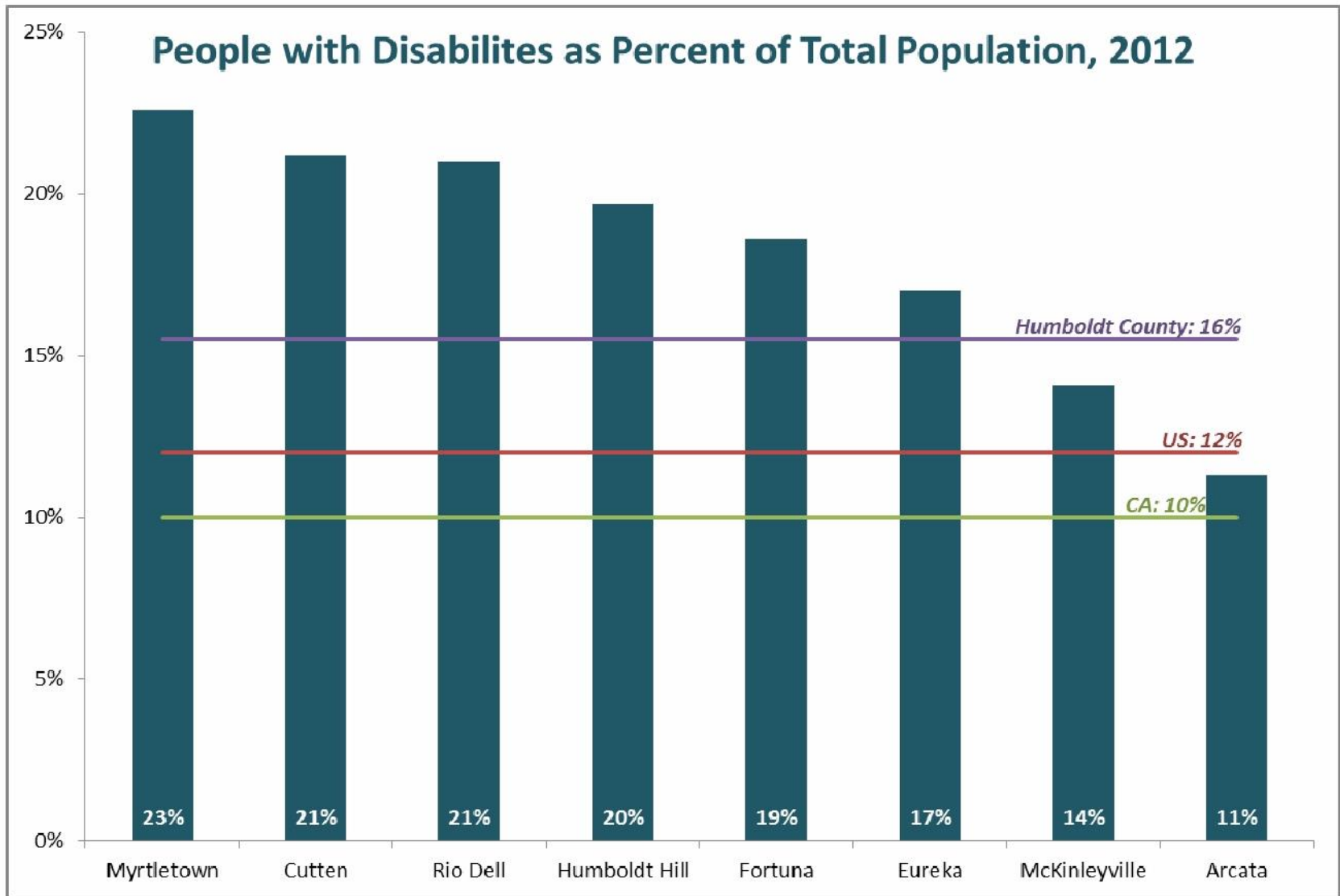
Source: American Community Survey, 5-year Estimates, 2012.



Source: American Community Survey, 5-year Estimates, 2012.

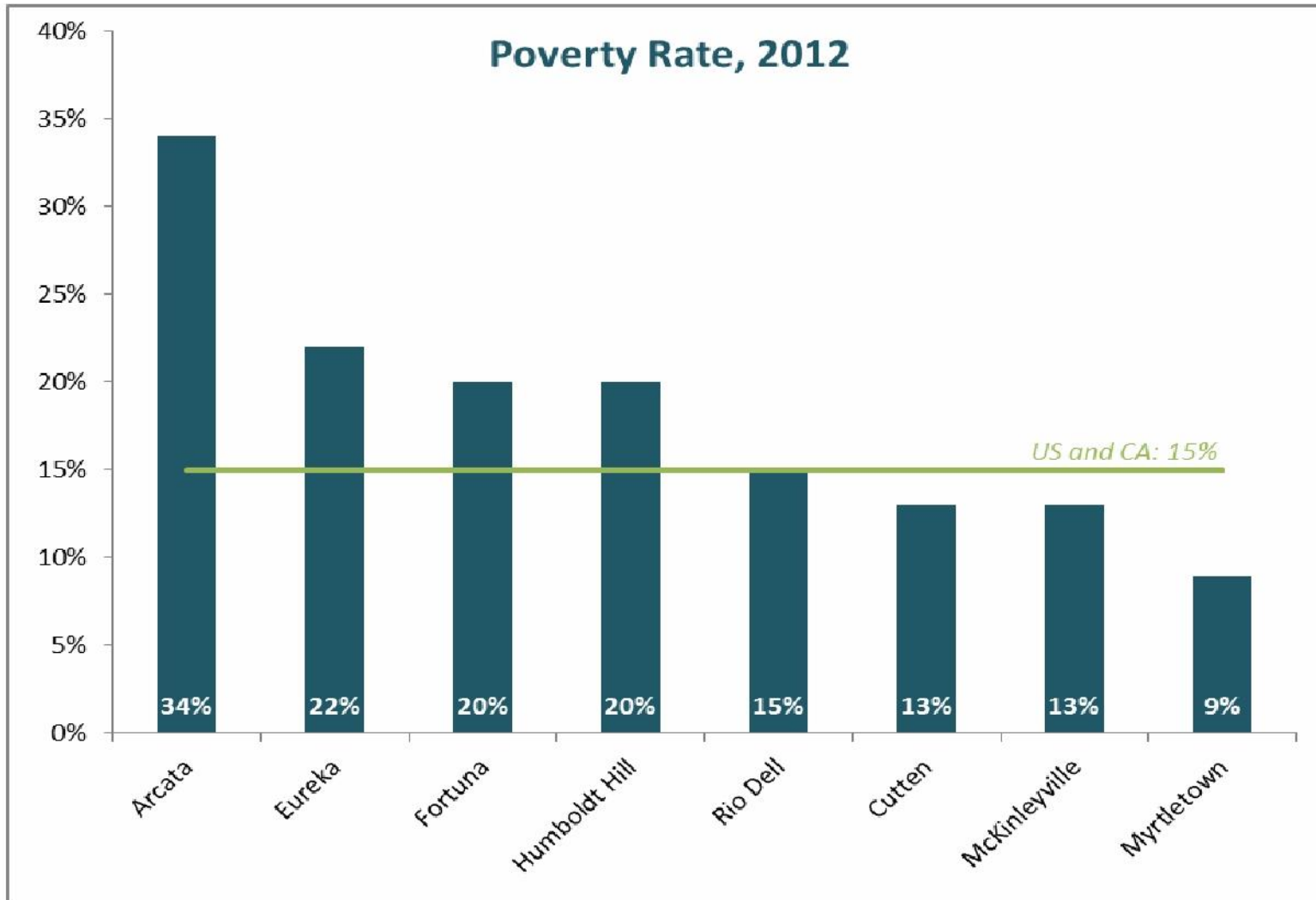


Source: American Community Survey, 5-year Estimates, 2012.



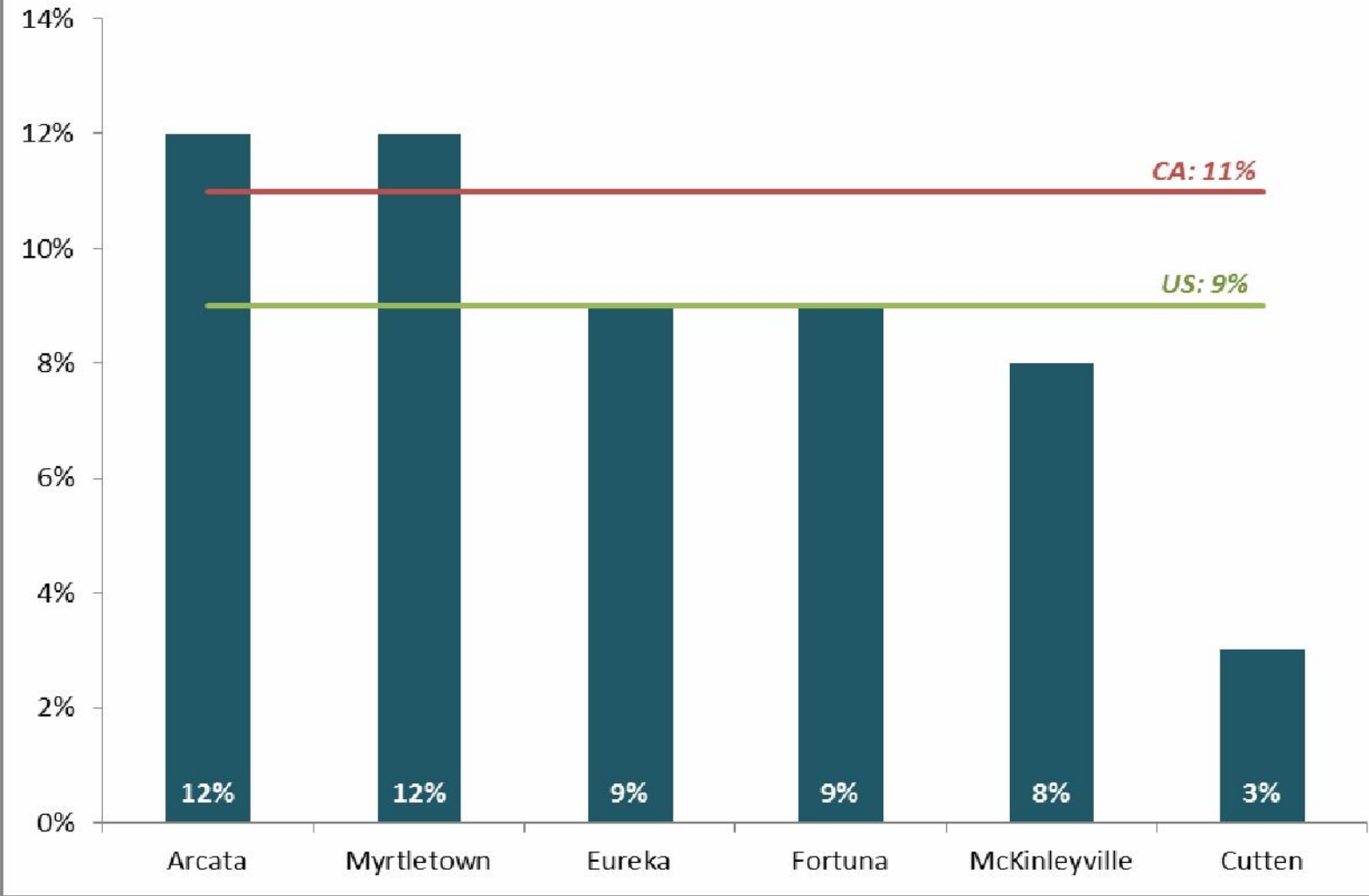
Source: American Community Survey, 5-year Estimates, 2012.

Education, Income, and Household Financial Stability



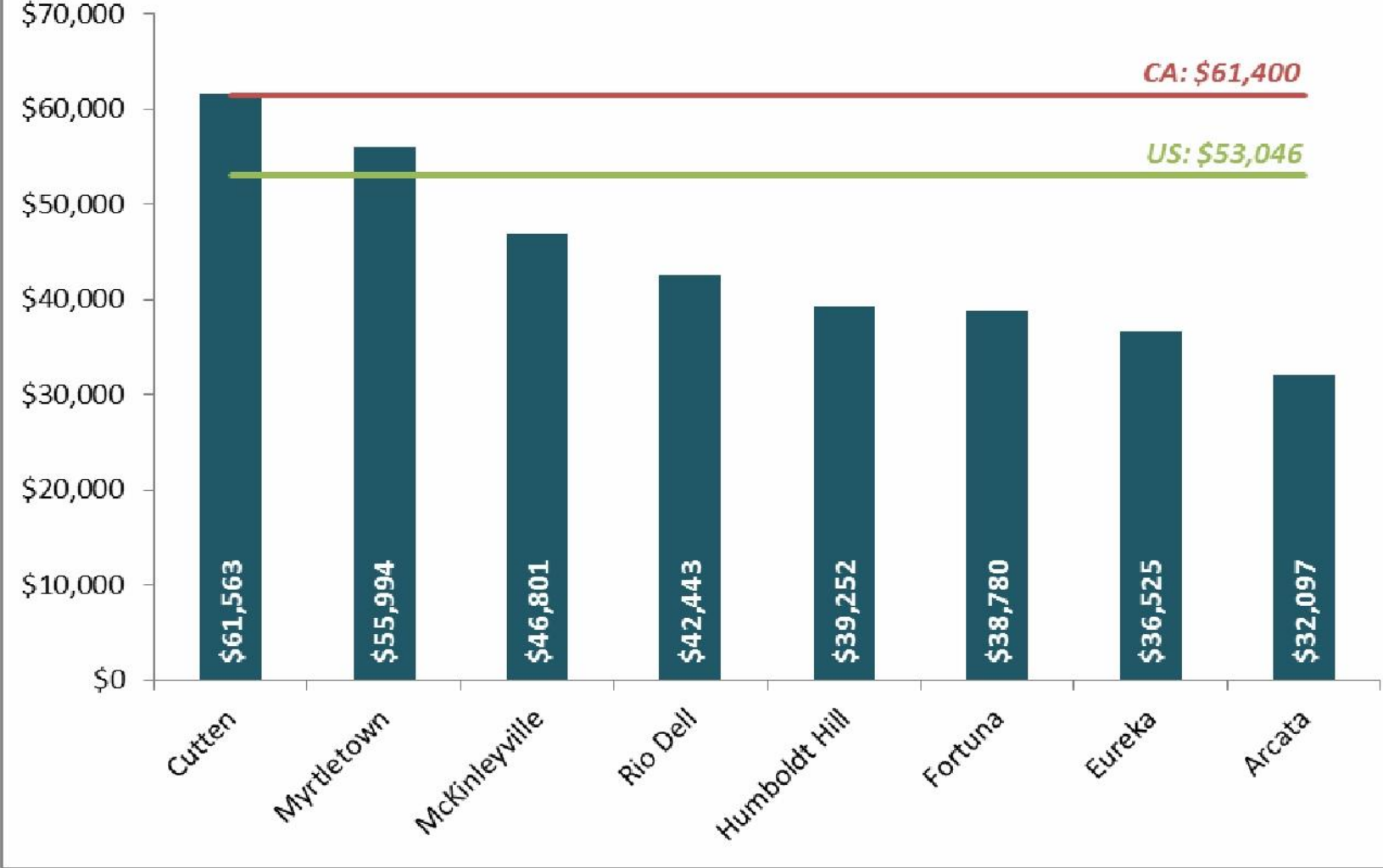
Source: American Community Survey, 5-year Estimates, 2012.

Unemployment Rate, 2012

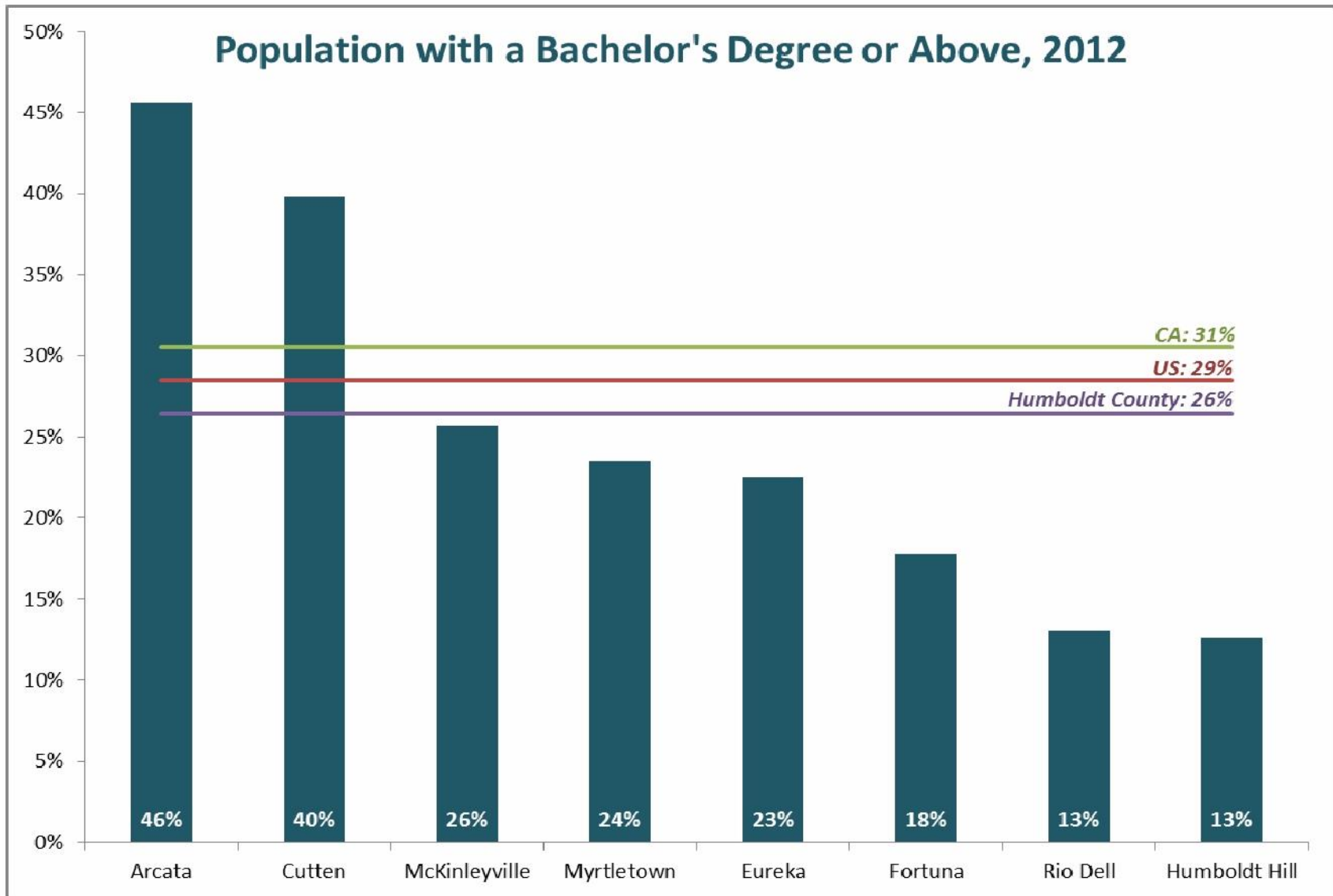


Source: American Community Survey, 5-year Estimates, 2012.

Median Household Income, 2012

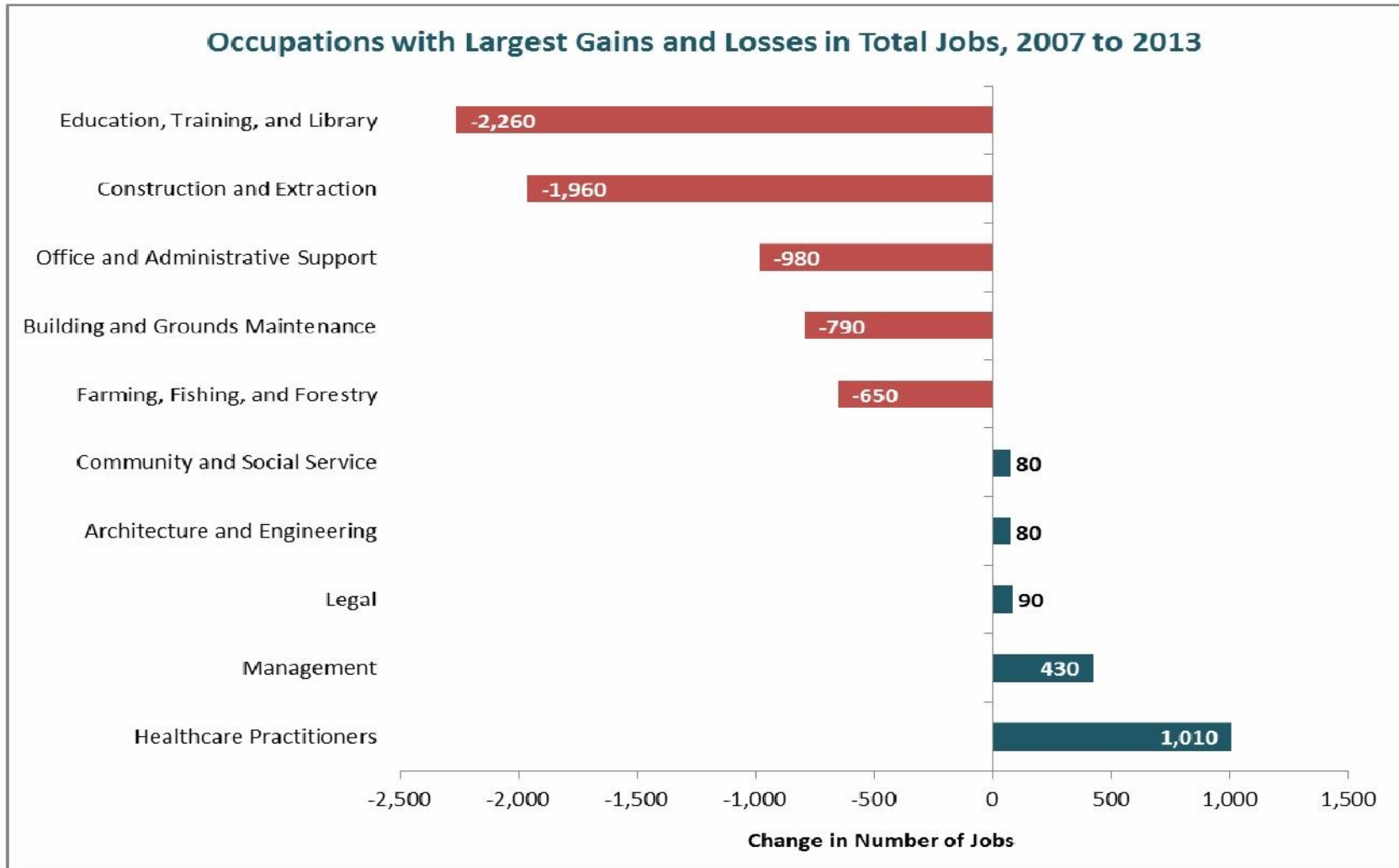


Source: American Community Survey, 5-year Estimates, 2012.



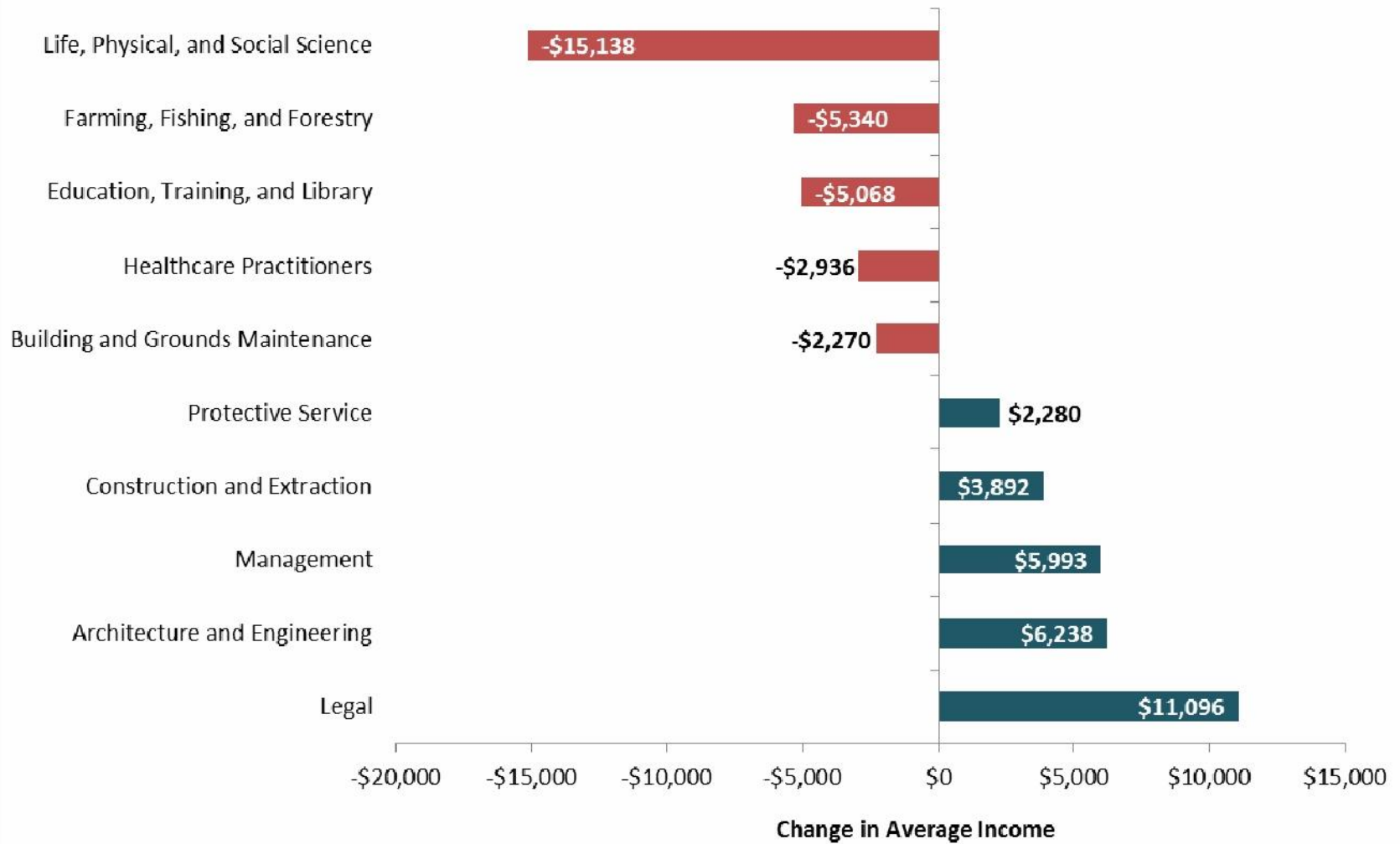
Source: American Community Survey, 5-year Estimates, 2012.

Employment



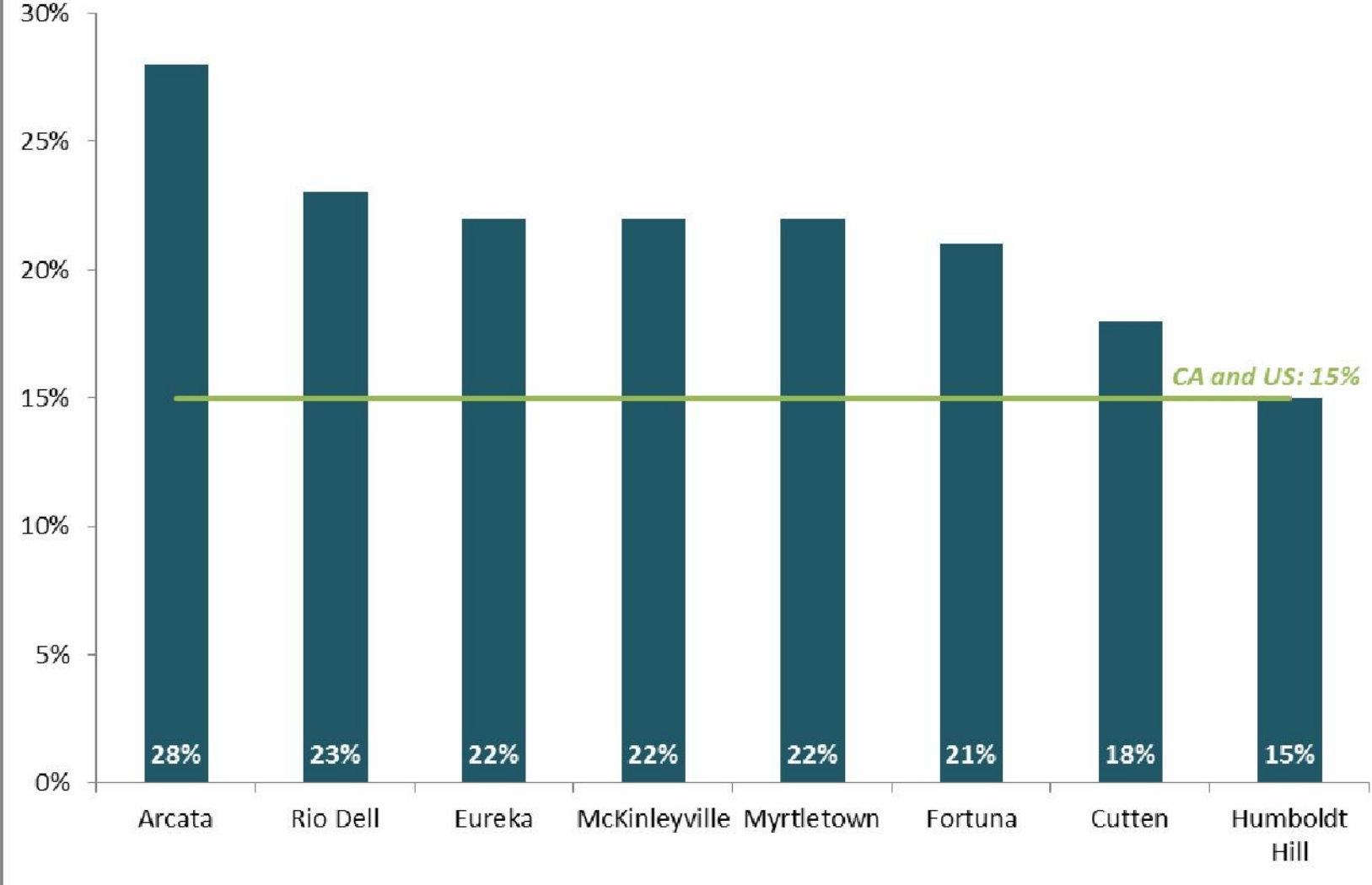
Source: U.S. Bureau of Labor Statistics, Quarterly Census of Employment and Wages, 2013.

Occupations with Largest Gains and Losses in Average Income, 2007 to 2013



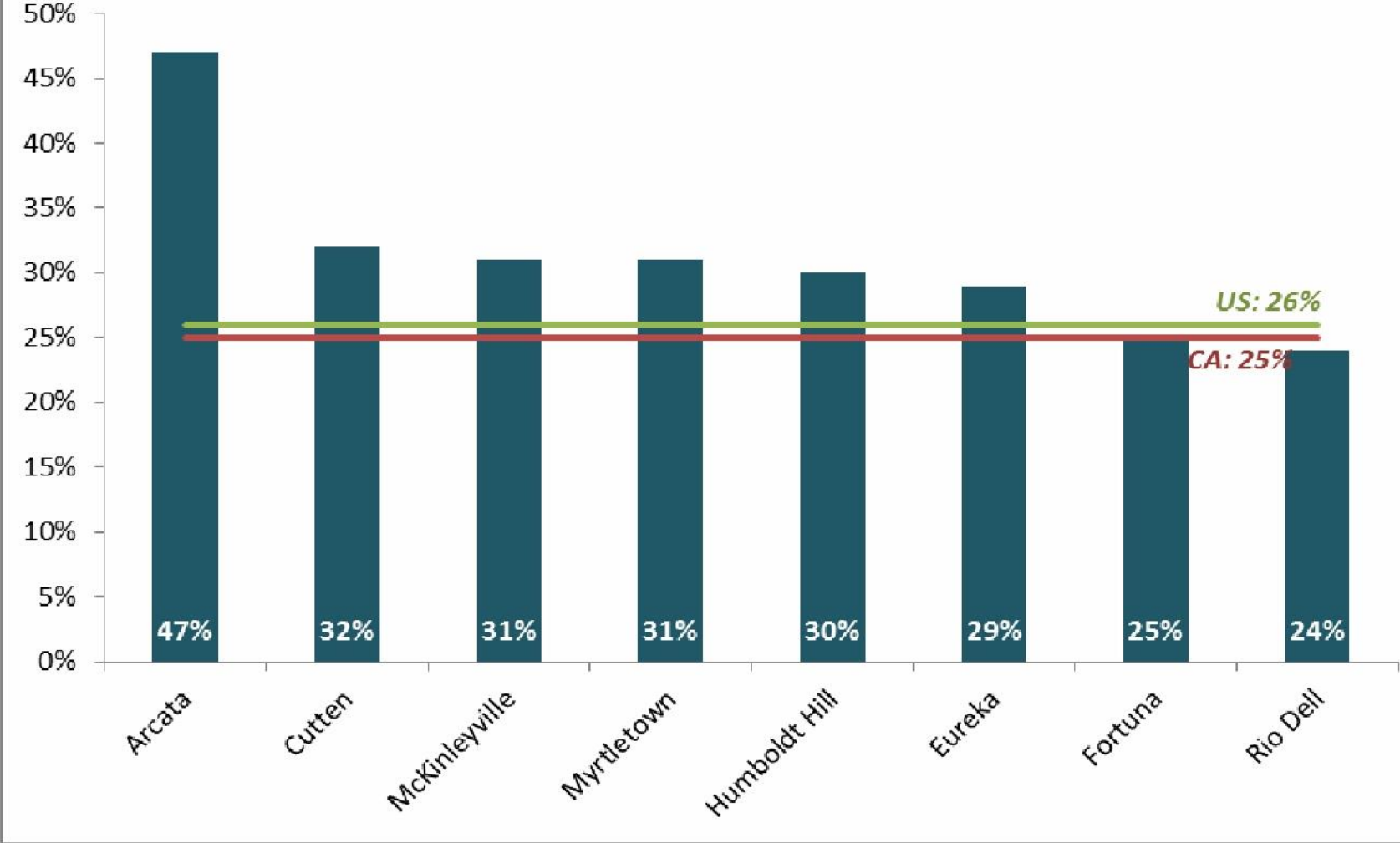
Source: U.S. Bureau of Labor Statistics, Quarterly Census of Employment and Wages, 2013.

Population in Government Jobs, 2012



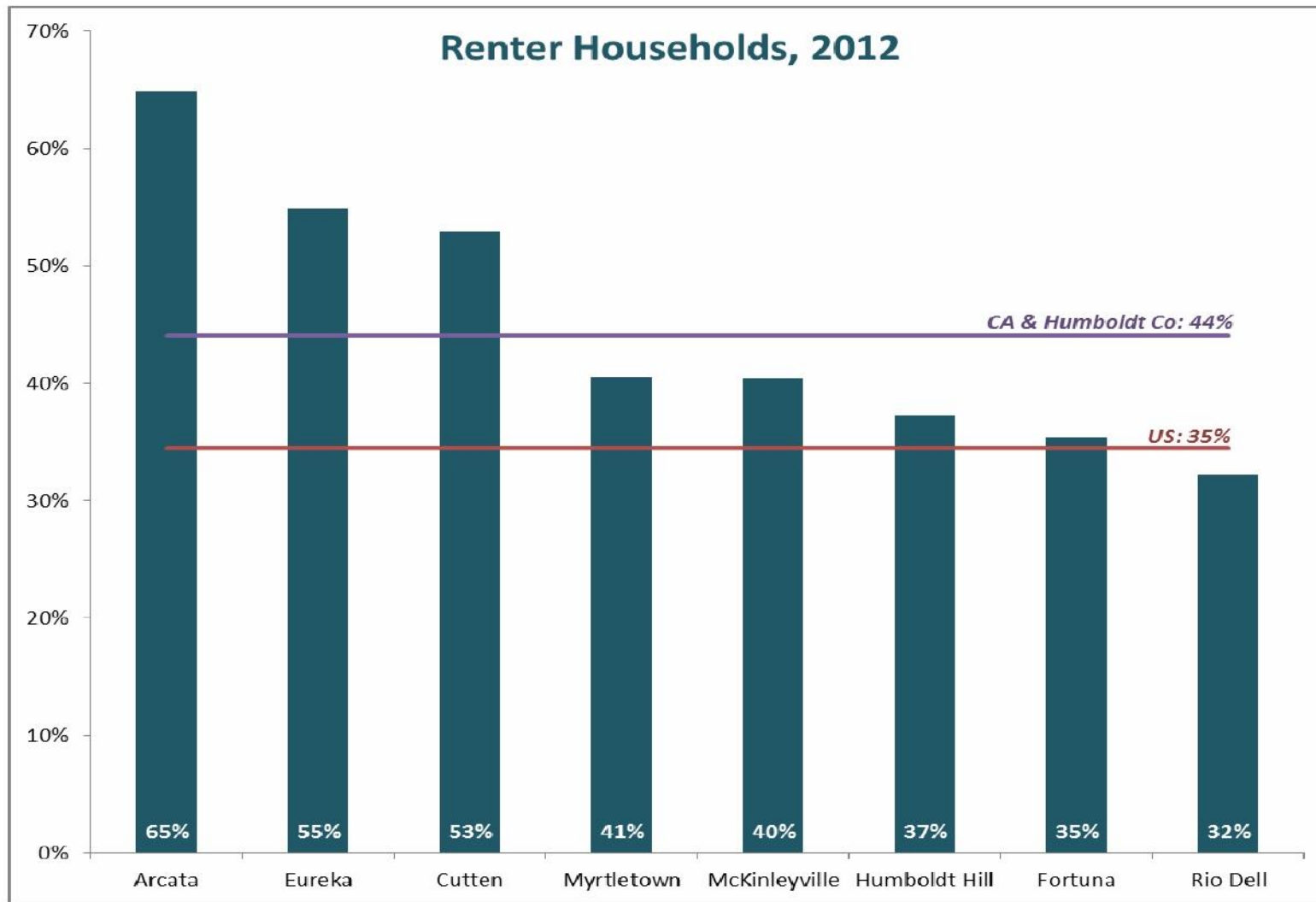
Source: American Community Survey, 5-year Estimates, 2012.

Worked Part-time or Part-year, 2012



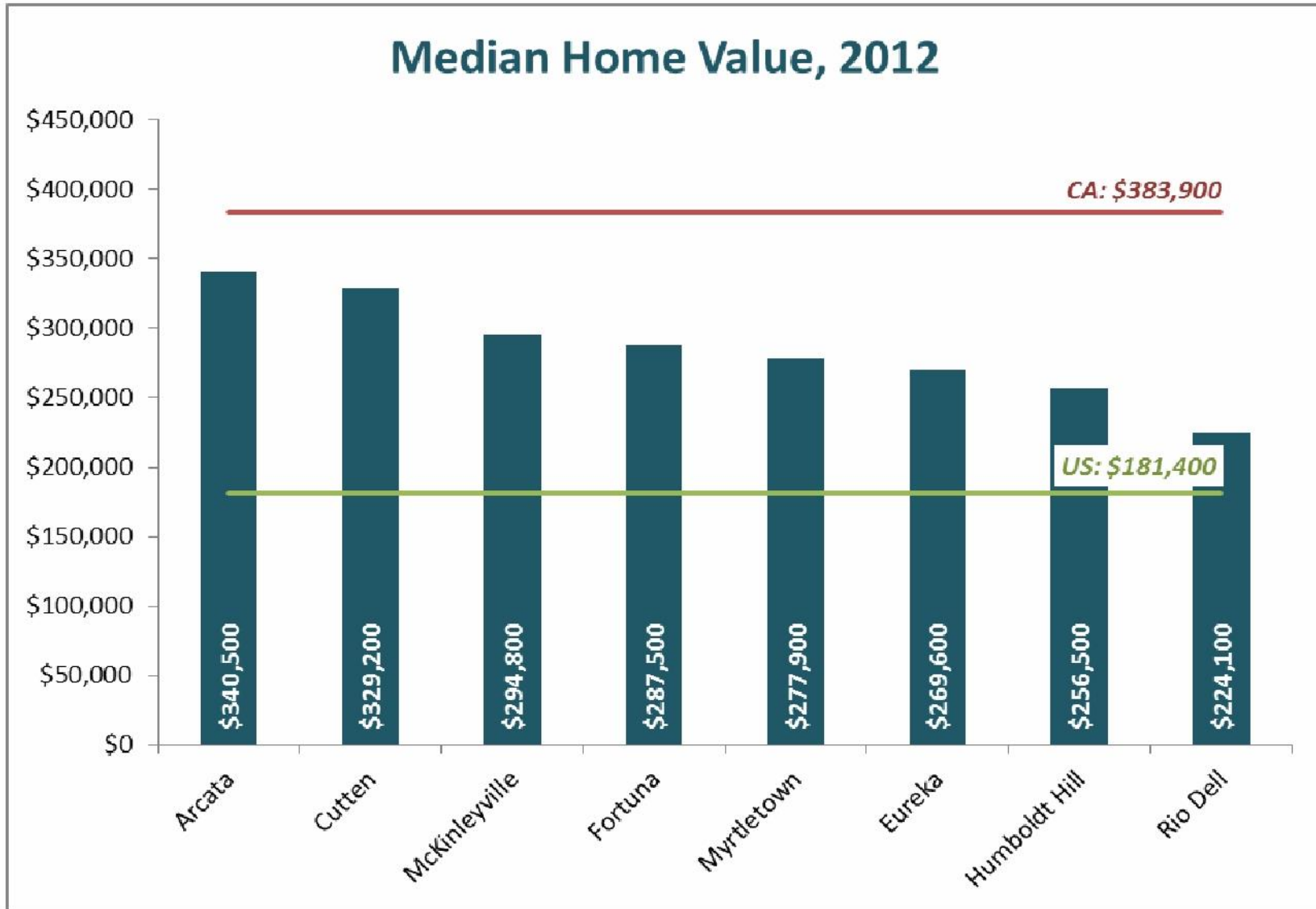
Source: American Community Survey, 5-year Estimates, 2012.

Housing



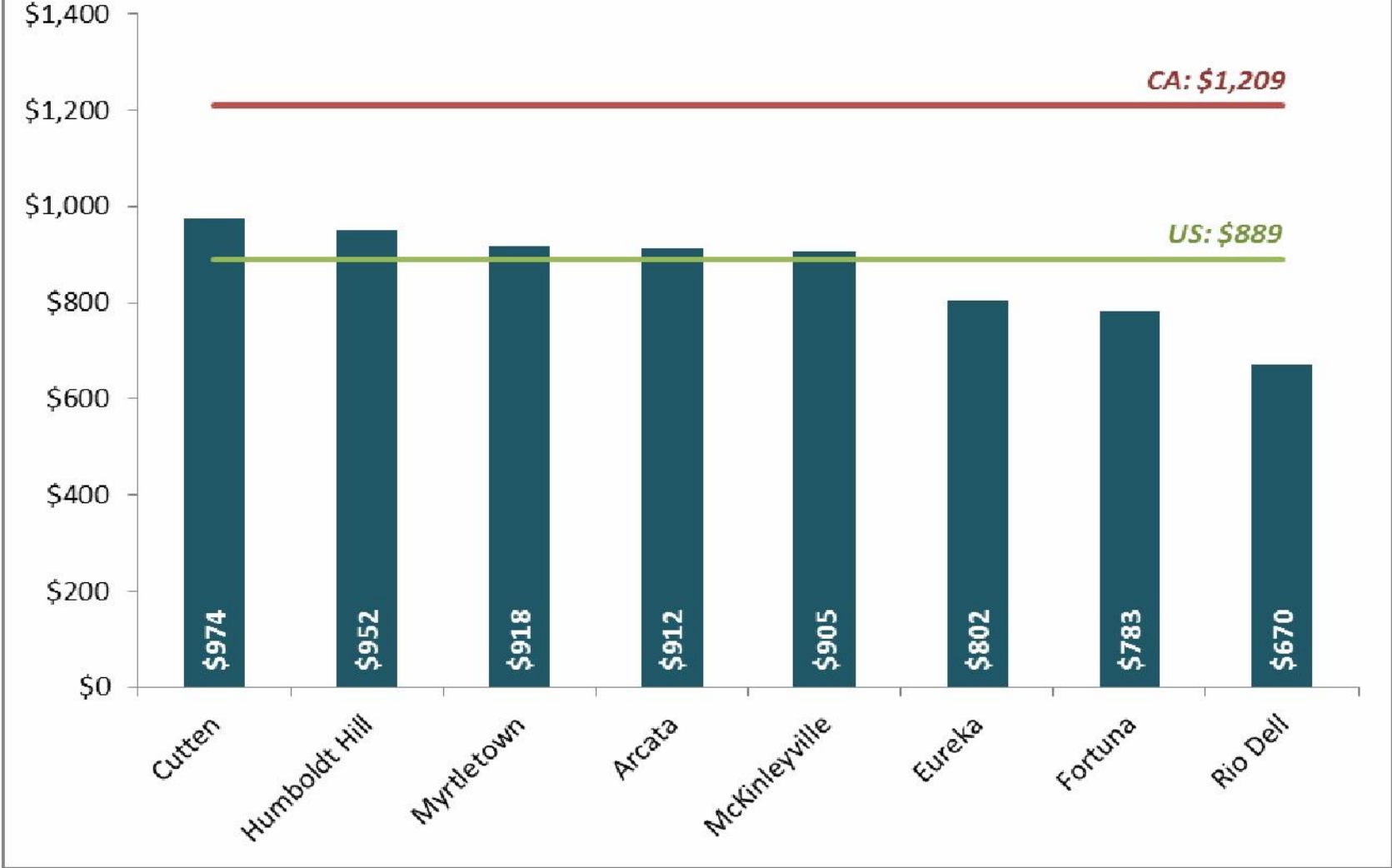
Source: American Community Survey, 5-year Estimates 2012.

Median Home Value, 2012

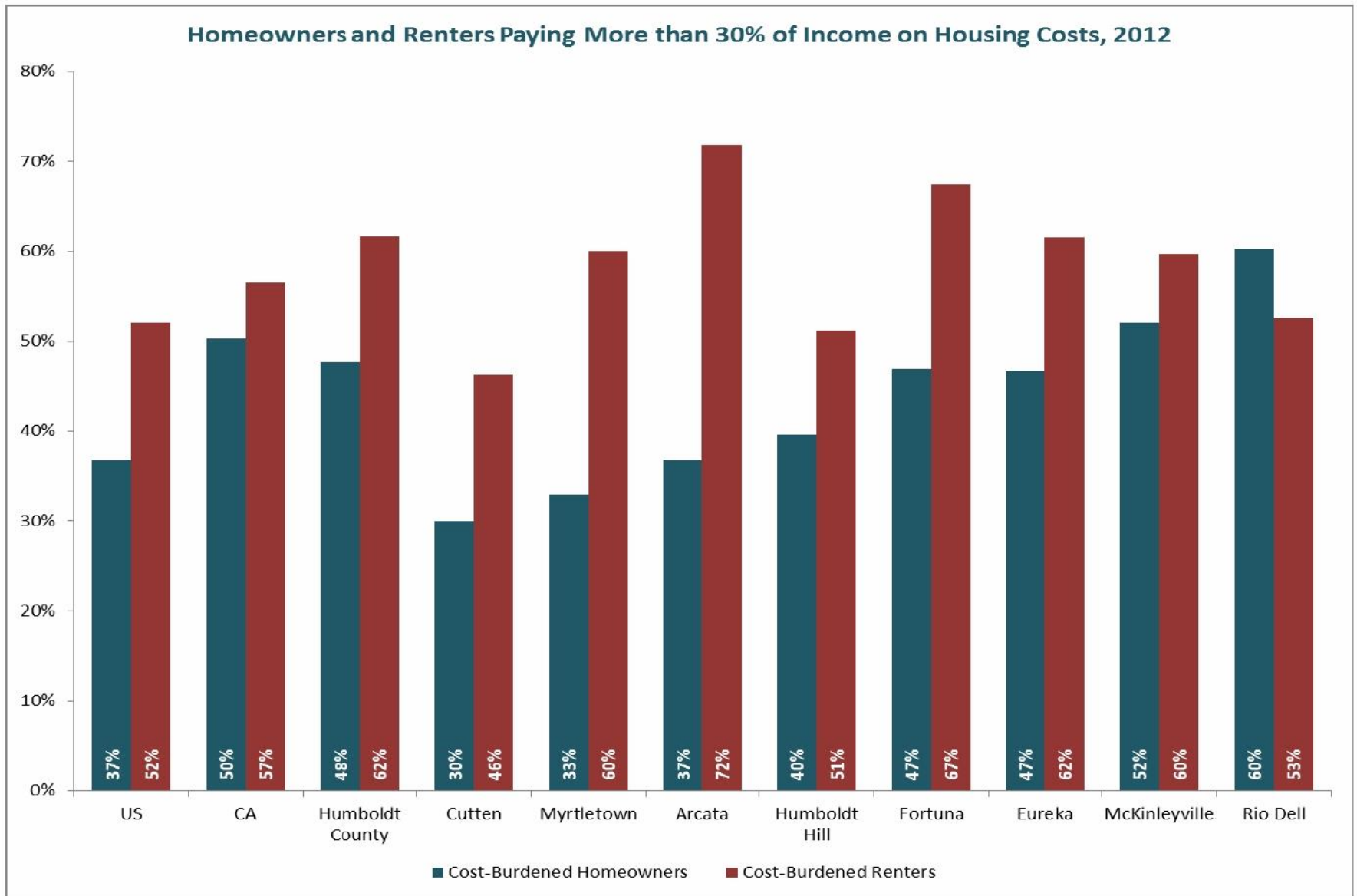


Source: American Community Survey, 5-year Estimates, 2012.

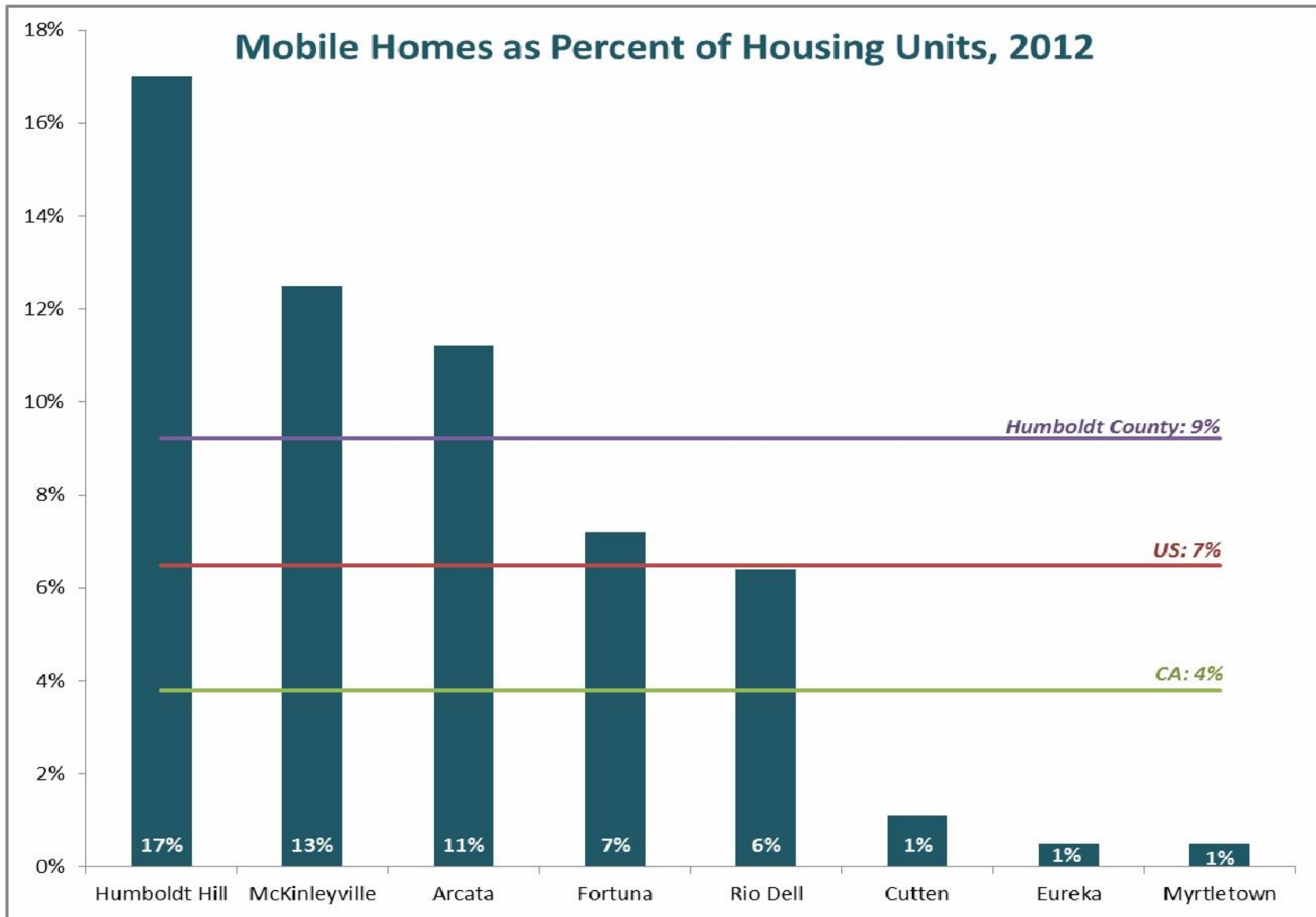
Median Rent, 2012



Source: American Community Survey, 5-year Estimates, 2012.



Source: American Community Survey, 5-year Estimates, 2012.



Source: American Community Survey, 5-year Estimates, 2012.

Data Notes

General:

- You are welcome to use this data and these graphics for your data needs. Please be sure to cite the original data source noted on the graph as well as the Federal Reserve Bank of San Francisco, and provide a link back to the Federal Reserve Bank of San Francisco's data tab: <http://www.frbsf.org/community-development/data/>. Contact us with any questions about citations.
- Please see source notations for the year and time horizon of the data shown. We have used available 3-year estimate data (representing 2013) or 5-year estimate data (representing 2012) from the American Community Survey for the selected sub-county geographies, as more recent data is only available for larger geographies. Please note that the most recent ACS zip code data available is for 2012. Data sources other than ACS used in the graphs are noted as applicable.
- The geographies shown in the graphs are intended to show a selected sample of the cities, towns, and zip codes within the county and do not include all geographies for that county.
- Please assume all percentages shown in the graphs are percentages of the total population, households, or housing units of that geography, depending on the indicator. Exceptions are noted.
- Please contact Gabriella Chiarenza if you have questions about the data or graphs, or if you need assistance locating similar data for other geographies.

Housing:

- "Affordable rent" is defined as no more than 30% of income.
- Median home values and rents shown are for September 2014.
- HUD data on subsidized housing includes all units funded in part by any of the following programs: public housing, Housing Choice Vouchers, moderate rehabilitation, project-based Section 8, Section 236 preservation, other federal multifamily housing funds, and/or the Low Income Housing Tax Credit program.

Regional Comprehensive Plan Objective #1: Current Services and Programs

Adult Basic Skills and Adult Secondary Skills

Adults in the region have a variety of options to increase their Adult Basic and Secondary skills. There is currently one adult school in operation in the City of Eureka. They have scaled back considerably and currently offer GED preparation and adult high school diploma both in the Humboldt County jail through self-study packets and as a high school completion program. The high school completion program is tailored to meet individual student needs by subject area, and meets during the academic year at the campus in Eureka. The Humboldt County Employment Training Division also offers small group and individual GED instruction to people who qualify for Employment Training Division services. College of the Redwoods offers both credit and noncredit adult secondary skills and noncredit adult basic and secondary skills. These classes are offered at various days and times throughout the region, including Del Norte County, the Eureka Main Campus, the Klamath Trinity Instructional Site, the Eureka Downtown site, and within the Humboldt County Correctional Facility. CR is currently planning to offer additional noncredit adult basic and secondary skills in the Del Norte County Correctional Facility.

Humboldt County Probation offenders are referred to all levels of education, from GED and basic literacy assistance to college and vocational certification courses, based on offender needs and personal motivation.

In Crescent City, the Del Norte Unified School District (DNUSD) has operated a small, Adult Education program for more than ten years. The most popular program within Adult Education has been High School Diploma program. Previously much larger, the program currently has only one teacher, so there are fewer adults taking the courses. DNUSD currently offers adult education training for individuals incarcerated in the Del Norte County Jail, and there is strong interest in expanding that program. North Coast Children's Services makes referrals to various ABE, ASE, and other programs, when the parents they serve would benefit.

Del Norte Reads is a literacy project serving the Crescent City area. They provide GED preparation on a one-on-one basis. The Del Norte Workforce Center has reported that a certain number of people who have a high school diploma or GED still lack the most basic literacy skills, and there is currently nowhere to refer them. A further barrier seen at the Workforce Center is that some people did not have a positive high school experience, so they generally start very slowly with adult education, and must have a positive experience in order to continue and complete. The community needs help transitioning such people into college and career pathways.

The Yurok Tribe offers individual and small group GED tutoring in the Klamath office. They report that people often bring their life challenges to class and need help learning new problem-solving strategies in order to overcome these barriers, and stay on the educational track.

There has not been an adult school in Southern Humboldt County for a decade. Current adult education programs include a WIA Youth Services Program (ASTEP) with a caseload of 15 students, 4-6 of whom are out of school, an Early Childhood Education program, and Adult Dance and Exercise classes. The ASTEP program provides bus passes for students to travel to CR's Campus in Eureka for initial registration, orientation, and placement processes, but cannot support the student's transportation for an entire semester.

ESL and Immigrant Education

College of the Redwoods offers ESL instruction in both Credit and Noncredit formats. The Noncredit ESL classes are held at various locations throughout the District, including in Southern Humboldt County, at the CR Garberville Instructional Site, and in Fortuna, both at South Fortuna Elementary School, and at the MultiGenerational Center. Classes in Loleta are offered on the campus of the Loleta Elementary School during the day, while school-age children are in class. In Eureka, classes are held at various locations including Alice Birney Elementary School, the Eureka Community School, CR's Eureka Downtown site, and on CR's Eureka Campus, and in Arcata, classes are held at Pacific Union Elementary School. Many of these classes are held in partnership with the Humboldt County Office of Education and Humboldt State University. These partners provide childcare, food for the parents and children, and a parent liaison stipend to make parent reminder phone calls. The extra support provided by these partners has been instrumental in growing this local ESL program.

Currently, Eureka City Schools offer only high school diploma completion and ESL classes. Going forward, there is a need to maintain these ESL classes. ESL is sound in the district, and enrollment numbers have gone up in the high school. Accessibility to classes is the key to attracting and retaining adult ESL learners. More flexible schedules and convenient locations are necessary to meet this growing need. Noncredit Vocational ESL is another unmet area of interest, both in Eureka and Del Norte.

The only ESL offered in Del Norte currently is in Smith River, where there is an open lab for students to come in and use Rosetta Stone. However, College of the Redwoods noncredit classes are planned to start in as soon as a teacher can be identified in Del Norte County, in both Crescent City and Smith River.

Del Norte Reads is currently providing individual ESL tutoring and small classes as needed.

Adults with Disabilities

In the Eureka area, College of the Redwoods offers six noncredit living skills classes for people with disabilities at its Eureka downtown site, and four adaptive PE classes for people with disabilities at its Eureka Campus. The noncredit Living Skills classes were new in 2013-14, and feedback from service providers to people with disabilities during the initial year has been very positive. The classes are currently planned to expand to other parts of the college district as qualified instructors and students can be identified.

Currently in Northern Humboldt, there is an adult education program in partnership with Northern Humboldt Employment Services Regional Center Program with 10 adults running the program, and 15 disabled clients being served.

In the Del Norte Area there is a need for noncredit courses geared towards the developmentally delayed learner, which would assist with outcomes related to improving daily living and vocational skill and job readiness. There is also a need to strengthen the link between the local school district Special Education Transition Program for 18-22 year olds, and noncredit classes that offer courses related to daily living and vocational skills training. The Del Norte area would benefit from some of the noncredit Living Skills classes currently being offered by College of the Redwoods in the Eureka area.

Short Term CTE

College of the Redwoods offers Credit CTE programs throughout the District, but does not currently offer any noncredit CTE classes. Noncredit CTE classes are under development and are expected to begin during the latter part of the 2014-15 academic year in areas requested by community organizations and workforce demands.

There is currently no adult CTE in Del Norte through the high school's adult program.

Current Adult CTE Programs in the Hoopa Region

1. The Tribal Employment Rights Office (TERO) provides vocational training for 5 to 8 Hoopa tribal members each year.
2. TANF classes and tuition subsidies are available only to Tribal TANF participants.
3. Tribe members of tribes other than Hoopa, non-TANF adult education needs are not currently being met in the region.

Apprenticeship

At this time there are no recognized Apprenticeship programs located within the Consortium area and none of the members, partners, or stakeholders has a referral or pathway relationship with an Apprenticeship program. We have begun

discussing possible collaboration with Carpenters Local 751, which does not currently have an apprenticeship program located in the region.

Regional Comprehensive Plan Objective #2: Evaluation of Current Needs

Both the Humboldt and Del Norte correctional facilities have determined that their inmates and parolees need the GED or a High School Diploma: 36% in Humboldt and 32% in Del Norte. In Humboldt County 56% of those in the corrections system expressed a desire for further education. In Del Norte 91% of the jail inmates expressed a desire for further adult education. To meet this need additional classes will need to be offered in both facilities.

The Del Norte Sheriff has been pleased to see an overwhelming number of inmates express a desire to continue their education. The Sheriff's Department hopes that the current adult education offerings can be expanded to include a broader range of class options, both academic and vocational, which would empower inmates to improve their knowledge and skills, increasing their confidence to pursue a better life for themselves upon release.

CR and the Eureka Adult School have been serving the jail population for several years, and the need continues to grow for all areas of adult education, including basic life skills, parenting, substance abuse awareness, work readiness, and full credit classes. Eureka Adult School has had to scale back over the years, due to budget constraints, and CR is trying to fill in the gaps without overlapping existing programs. CR is planning to implement a CISCO Telepresence in the jail, so inmates can take Credit courses while incarcerated, and continue the class on campus upon release. Many inmates are ready for Credit courses. AB109 has mandated inmate programs for re-entry into society, so funding may be available to teach basic life skills, and the need is huge. CR has been teaching inside the jail since January of this year, and students are making progress.

The Humboldt County Jail will likely have three rooms become available that could be converted to classrooms to allow for increased educational classes. Currently over 300 inmates must share one classroom, thus greatly limiting the number of students who can take classes. If these rooms become available, funding to refurbish them with paint, carpet, student tables and chairs and Smart Board technology will be needed. At least one or two of the rooms should also have laptops available for teaching, testing and certification of inmates.

In Humboldt County, 68% of the corrections population had either no skills or general (unskilled) labor skills. In Del Norte the number was much lower: only 22% of the

population self-identified as lacking either professional or specific trade/occupation (plumber, carpenter, etc.) skills.

There is a need to help probationers and parolees continue their education upon release, and, perhaps, make the transition from Noncredit to Credit courses and degree programs.

The 2009-10 fiscal year was the last time Humboldt County Office of Education had a full-fledged adult education program, covering all of the AB86 Program Areas except Apprenticeship training.

Adult learners in rural areas face some very specific barriers and needs, such as fewer residents with similar needs in close geographical proximity, resulting in small class sizes and greater transportation distances and costs. A rural subsidy or reimbursement for transportation would significantly improve learners' ability to attend classes. These rural adult learner issues are much different from class size and transportation in larger urban populations.

For example, an enrollment of 8 students is thought to be the maximum class size possible in Garberville. This would include students traveling up to an hour and fifteen minutes each way by car, on winding two-lane country roads, to attend class. There is a need for Rural Differential funding to make classes of this size financially viable for the teaching institution. If classes are not held in Garberville, students must travel an additional hour to the Eureka campus for the nearest adult education classes.

Adult Basic Skills and Adult Secondary Skills

While there are several Adult Basic and Secondary skills providers in Del Norte County, the demand is high, and last year there was a waiting list. Prior to budget cuts there were, on average, 65 adults enrolled in the program annually.

The current Del Norte County Jail population is about 100. Del Norte jail classes are currently parallel, both in-custody, and out-of-custody. Learning is self-study, through packets. CR is planning to provide classroom instruction on site. Barriers to classroom education in Del Norte include inmate conflict, class size, teacher availability, and prisoner classification issues. Certain categories or classifications of inmate are not allowed to mix within the jail, and other classifications may not be suited to outside instructor contact. Del Norte County Jail has a classroom, but it is not currently in use. To revitalize and modernize the classroom it would benefit from Smart Board technology for the instructor and laptops for students to learn computer skills and to reach internet-based instructional, certification and testing sites. Other barriers include a need to subsidize costs in order to decrease class size, and instructor safety concerns

In Northern Humboldt the adult school used to offer credit recovery, high school diploma and GED classes. There were 28 high school diploma graduates in the last year of full services, and it is estimated that this need has only increased since that time.

CR provides classroom instruction in Humboldt County Jail. The Jail and CR worked together to apply for grant funding to significantly upgrade the jail classroom with new desks, carpet, paint and laptops. The feel is now more of a college classroom than a jail and inmates are able to envision themselves in a learning environment when they are in class. Barriers at the Humboldt County Jail are similar to those in Del Norte: small class sizes, and assisting inmates with the transition to classes outside the jail upon release.

There is a need to help probationers and parolees continue their education upon release, and, eventually to make the transition from Noncredit to Credit courses and degree programs.

There is a need to have small group tutoring at tribal offices, or high school diploma equivalency classes close to our tribal offices, for tribal members who are in need.

82% of CR students test into basic skills Math or English. 54% of CR students are over 24 years of age. There may be some problems with assessment testing. For example, many students do not take assessment seriously, or may be otherwise unprepared at the time of testing, and do not take advantage of the many refresher options available. Evidence suggests that a fast review before the test would be helpful. CR is currently developing a 3 hour Fast English Refresh class, but, like other available review resources, it is unknown whether students will willingly participate. Many students lack maturity, and don't believe that preparation and review will make a difference in their placement. The more remedial classes someone has to take, the less likely they are to graduate. Classes to move students more quickly through remedial classes are needed.

Students need help to break down ambitious educational goals into smaller, carefully planned, achievable objectives. This level of planning helps students to better manage their credit limits and financial aid opportunities. Currently, orientation and advising precede testing and registration. A follow-up advising session helps students clarify their goals, identify opportunities, and design realistic pathways.

Transportation is an enormous issue, and a recurring theme in all of the Workgroups. Distance Education is one possible solution, but presents its own set of challenges and difficulties, such as lack of computer skills, lack of computer and/or high speed internet access, student self-discipline, and lower overall success rates. Students who already face many life challenges may be discouraged by the ordinary trials of online information management. The preferred solution to this problem is to offer classes

geographically close to learners but to have a rural funding differential so that smaller class sizes are possible.

Humboldt County Library: Some services currently provided include career exploration and testing online, and software to help people can prepare for the GED and take exams. Public access computers are available at all 11 branch sites, and staff is available onsite to help patrons learn some basic skills, such as internet navigation. The Library is a conduit for funding the Humboldt Literacy Project. The library reports about 45,000 one-time computer users annually, indicating the high demand for access. There is a need for additional work stations, so that the public could have access to more training courses. Also, there is some interest in purchasing some new database subscriptions, which would cost about \$8000.00 to start, and a need for faster internet, including a possible partnership with Scenic Solutions Group.

In the Yurok Tribe, about 700 people (roughly 20% of tribal membership) need GED classes, tutoring, and testing. The TERO (Tribal Employment Rights Office) collects fees from businesses to provide tutoring for adults, and the JOM (Johnson-O'Malley) program provides youth tutoring. The Yurok Tribe currently requires a GED or HS diploma for employment, so, with a new casino nearly built, Adult Basic Education is in high demand. CR can soon offer "paper and pencil" high school equivalency testing on-site. CR can also provide a GED class, which would augment the current individual tutoring program, increasing students' success.

Another need is hiring culturally sensitive staff for resume writing and job search training for 16-24 year olds. Adults with Disabilities are currently referred to outside programs and social service agencies. Overall, there is a need to hire more Native American staff in all Program Areas in order to resolve some of the trust issues and perceptions that can discourage adult learners in the community.

ESL and Immigrant Education

In Humboldt County there is demand for additional ESL classes, GED/High School Equivalency classes taught in Spanish are being taught in Eureka, but are in-demand in other locations. There is also a demand for Vocational ESL classes. It is important in Humboldt County that ESL classes be placed geographically close to the residences of the students, and additional classes should be offered both during the daytime and evenings. Childcare will need to be a component of ESL offerings in both Humboldt and Del Norte Counties in order to maximize the students' success.

There is a significant unmet need for ESL training in Del Norte, both in Crescent City and in Smith River. Based on the classes the Adult School formerly offered, the ESL classes would need to include childcare.

Del Norte Unified School District previously offered CBET classes at two different elementary sites. These classes had approximately 15 people enrolled but are no longer being offered. The need for ESL classes has steadily increased with the ESL population and we consider this past demand to indicate that current demand is at least as great. The only ESL offered in Del Norte currently is in Smith River, where there is an open lab for students to come in and work in Rosetta Stone. However, College of the Redwoods noncredit ESL classes are planned to start in Fall 2014 in Del Norte County in both Crescent City and Smith River.

There is thought to be a demand for CTE/vocational ESL classes based on individual interactions of the Workgroup agencies with their participants. There is not currently any VESL training in Humboldt or Del Norte County. However, past success integrating ESL into Workforce Preparation illustrates the need for such a program to be available on a regular basis.

ESL and Adult Basic and Secondary education are another clearly identified need in Southern Humboldt County. A partnership effort, similar to ESL classes currently offered in other parts of the CR district, serves this the Southern Humboldt area, including having partner-supported parenting classes, childcare, and snacks to support the ESL adult learners. This model could be improved by offering a comprehensive program to support class attendance by combining related classes, agency services, funding sources, and transportation assistance.

Student organizations, supported by Humboldt State University, have coordinated with the American Civil Liberties Union (ACLU) in San Francisco to provide housing, legal, and literacy assistance to documented and undocumented immigrant students.

Humboldt Literacy Project: There is a huge demand for ESL, and the ESL component of the program is thriving and growing. Even though it is not directly funded by State and Federal government, the ESL program represents about 20% of overall program services provided, and offers individualized curricula, focusing on the specific needs of each adult learner. HLP nearly folded after the State slashed budgets for libraries and literacies at the end of 2012, creating a survival mentality, but the doors have remained open, and the program is currently stable. In order to grow and serve more students, HLP needs learning materials, a full-time Program Coordinator, and increased funding. Money makes all the difference in the scope and quality of services.

The Parent Institute for Quality Education (PIQE), funded by the HSU Chancellor's Office, instructs low-income and immigrant parents on how to navigate the school system and find educational opportunities for their children. HSU is also in partnership with CR and HCOE to provide ESL classes at a number of local elementary schools, from Arcata to south of Fortuna. CR provides the teacher, and HSU and HCOE provide

funding, which covers course materials, childcare, a parent liaison, and snacks for about 60 families. Attendance and retention are high. More personnel, especially outstanding ESL teachers, and further needs analysis within the communities, head the list of current gaps. Another difficulty has been identifying trusted individuals within the immigrant community to serve as Parent Liaisons. HSU's current needs can be expressed simply as information, people, and dollars.

Adults with Disabilities

There is currently no organized educational program for adults with disabilities in Del Norte County and there is definitely a population in need of this training. The same needs and deficits are apparent in the greater Hoopa area, Garberville and Fortuna areas of the region. These potential students need living skills and vocational skills to become more self-sufficient.

The Del Norte area would benefit from some of the noncredit Living Skills classes currently being offered by College of the Redwoods in the Eureka area.

Humboldt County currently serves adults with disabilities through Humboldt Employment Services, formerly Redwood United.

At Humboldt State University, a Recreation Administration Special Educator coordinates program development and supervises students who work with Adults with Disabilities in the community.

In the Yurok Tribe, Adults with Disabilities are currently referred to outside programs and social service agencies.

Overall, the entire consortium region has a need for living skills and adaptive PE classes for people with disabilities. Many consortia residents who would benefit from classes currently do not have the opportunity to attend such a class..

Short Term CTE

There is a need going forward to begin to blend basic skills with CTE beginning in high school, in order to create a pathway to both a high school diploma, and longer term postsecondary education in a community college setting.

Corrections organizations recognize a significant unmet need for adult education in their populations. This region would benefit from increasing the available adult education programming to offenders who are in jail custody, to get them engaged and trained (if possible) before they are released into the community. Development of soft job skills would provide a good foundation for pre-release activity. Providing vocational training opportunities oriented more towards general labor would probably best suit the majority of offenders. Providing information while in custody about educational/vocational

training opportunities outside the jail (CR, etc.), financial assistance, and assistance with applications would also be helpful for those who are motivated, but uninformed. Finally, provision of cognitive behavioral training (Thinking for a Change, for instance) in custody would prepare offenders for healthier participation in the community upon release.

The Consortium has a very large unmet need for additional adult education Career Technical Training. The needs are similar in each geographic area. Current needs include skills in Culinary Basics, Entry-level Hospitality, Customer Service, and Food Service. Entry-level Agriculture, Custodian, Customer Service, General Office Skills, Office Administration, Microsoft Office including Excel and Word, touch-typing, IT and entry-level computer networking are also needed. Entry-level healthcare trainings of all types are needed; Child Development training, Auto Repair, Entrepreneurship, and Small Business Development are also commonly needed trainings.

There is a common need to teach “soft skills,” such as accountability, punctuality, teamwork, and other skills needed to keep a job. Stakeholders prefer short term training and stackable certificates in many of the areas, so that participants can earn a small certificate, and return later for a more complex certificate. The adult education certificates should be designed as bridges to Credit education and/or living wage jobs. For a relatively small investment of time, students are able to get in, get out, and come away with something of value to themselves and to employers. They also learn that education is a reliable pathway to an improved future. Many stakeholders expressed a desire for noncredit CTE classes in order to support learners and facilitate a smooth and successful transition into credit CTE.

Humboldt County has absorbed Driver Education training. Auto shop class has provided ASE certification, which led to employment for a number of students this past year. The Building Trades program has also helped students find work with local contractors. Employers in the community are very generous, and want to contribute to CTE and Apprenticeship programs. Current needs include adult education in all AB86 Program Areas, more administrative support for current programs, and better retention of Training Specialists who supervise Adults with Disabilities.

Other possibilities for short term CTE include Agriculture Technician and Vegetable Gardening certifications, which lead to jobs or CR Credit programs. Programs currently exist under Credit Agriculture, and it is important not to duplicate curricula and compete for students. Credit Agriculture includes general education requirements and is a pathway to a four-year degree. Landscape Maintenance and Greenhouse Technician are short term training that could lead to further credentials in Agriculture.

There is also a significant need among the learner population for technology training. People may not want enough technology training to get a college degree, but they do need a place where they can develop more skills. Due to the remoteness of the region, many people telecommute to jobs outside the area. In order to offer this possibility to more people, students need to learn to use the basic technology required to telecommute. These skills, combined with greater access to reliable high-speed internet service, would greatly increase the job possibilities for many residents.

There is a consensus that CTE students must also have all of the basic academic skills needed to support a technical career, and that this level of basic skills needed varies by specific career training requirements.

Many of the CTE areas, such as Customer Service, Retail Sales, and Computer Skills training, might work best as components of other certification programs, as opposed to stand-alone classes and credentials.

The key finding is the clear need for a common set of skills which transfers broadly across careers: “Universal skills packaged in the name of an occupation.”

The Northern Humboldt Adult School previously offered night community classes covering many CTE subject areas such as real estate, pharmacy tech, and other career tech options including welding and computer skills. CR currently offers real estate and will offer pharmacy tech this year. Basic adult education level welding and computer skills classes are an unmet need in all communities.

There is a need to help probationers and parolees continue their education upon release, and, perhaps, make the transition from custody to Noncredit to Credit courses and degree programs.

There is a strong demand in Southern Humboldt County for QuickBooks, MS Word, Excel, PowerPoint, and other business and accounting software training, as well as basic computer operation and office skills training, and marketing for entrepreneurs and small business.

Web design, web hosting, iMovies, tax preparation, citizenship classes, and classroom driver’s education are all subjects of local interest.

Spanish language classes, especially Workplace Spanish are another perceived need in this area, as well as Customer Service, Cash Handling, Workforce Preparation, Hospitality, and other similar classes emphasizing workplace communication and other soft skills.

A crucial issue in this community is the lack of availability of reliable high-speed internet service. Many students have no internet access at all, and for others there is no alternative to dial-up service. Limited access to high-speed internet limits students' ability to take greater advantage of online education opportunities.

Like every other community in the Consortium region, residents of Southern Humboldt would like to take Organic Gardening classes.

Culinary and hospitality classes, including Serve Safe food handling certification for food service management, are another local exigency, and would provide immediate employment opportunities upon completion.

Other identified needs in this community are Basic Finance and Bookkeeping, Early Childhood Education with a Child Education and Childcare Lab, Wood Shop, Small Engine Repair, and Auto Shop training, as well as Sewing, Book Club/Book Review/Literature Study, Film Criticism, Permaculture, and Viticulture.

The California Conservation Corps (CCC) offers a 1-year training program. About half of the young women and men on crews leave due to disciplinary issues. The other half are eligible for an Internal Career Development Program, which places them with sponsoring employers, such as CalTrans and the Forest Service. The 50% who do not graduate need to get back onto a career pathway as soon as possible. There is a need to develop, and integrate into CTE, curricula which extend beyond the specific training program, preparing students for other options, such as further higher education or more generalized employment. Many students seek out CTE and apprenticeship opportunities in order to avoid college, which they see as irrelevant to their current interests and career goals.

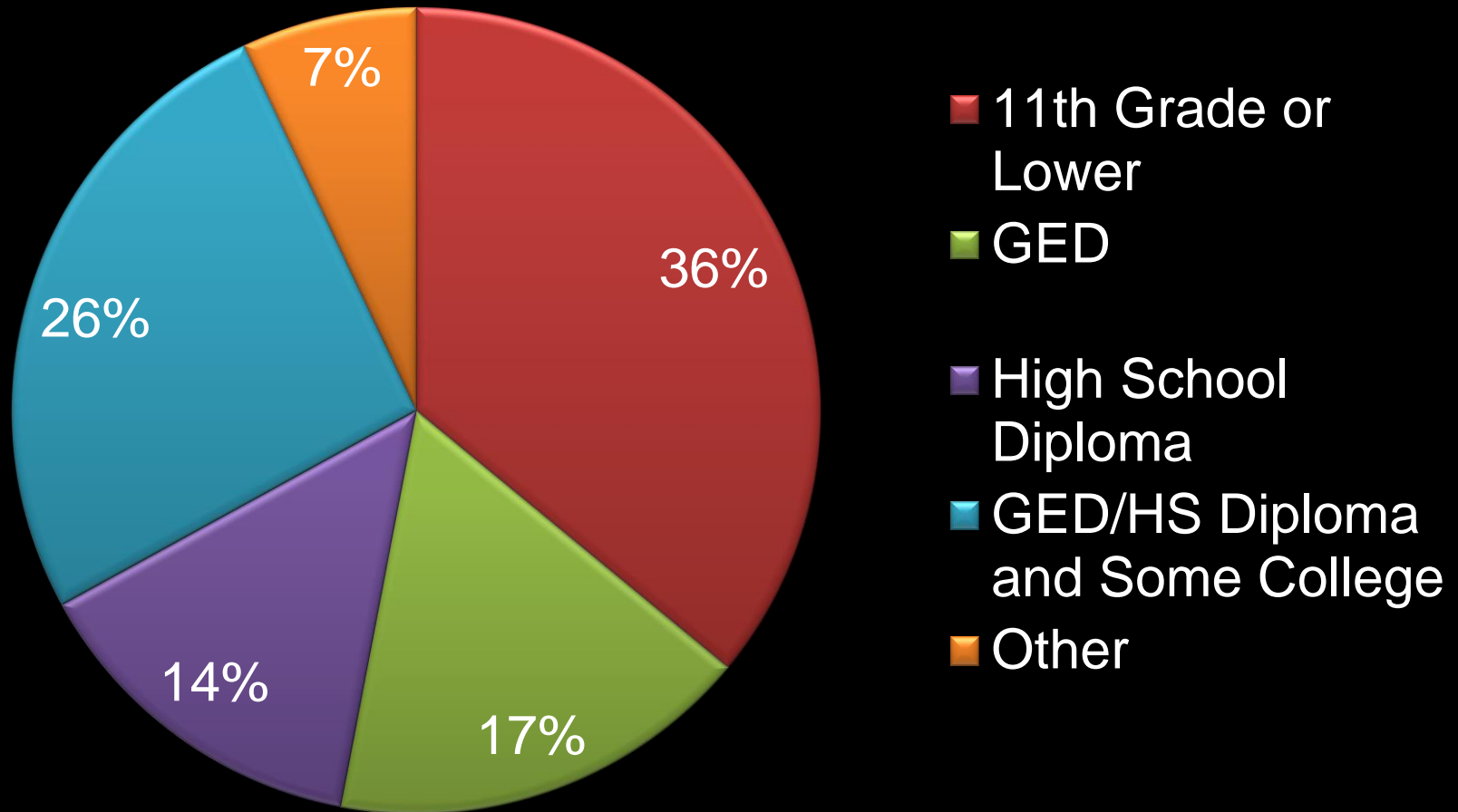
Current vocational requests from the Yurok Tribe include Cosmetology and Heavy Equipment Operation, but these are expensive long-term training opportunities, and serve only 5 to 8 students each year.

Apprenticeship

The Consortium agrees that there is a significant need for apprenticeships and support to help people transition into apprenticeships that lead to living wage jobs.

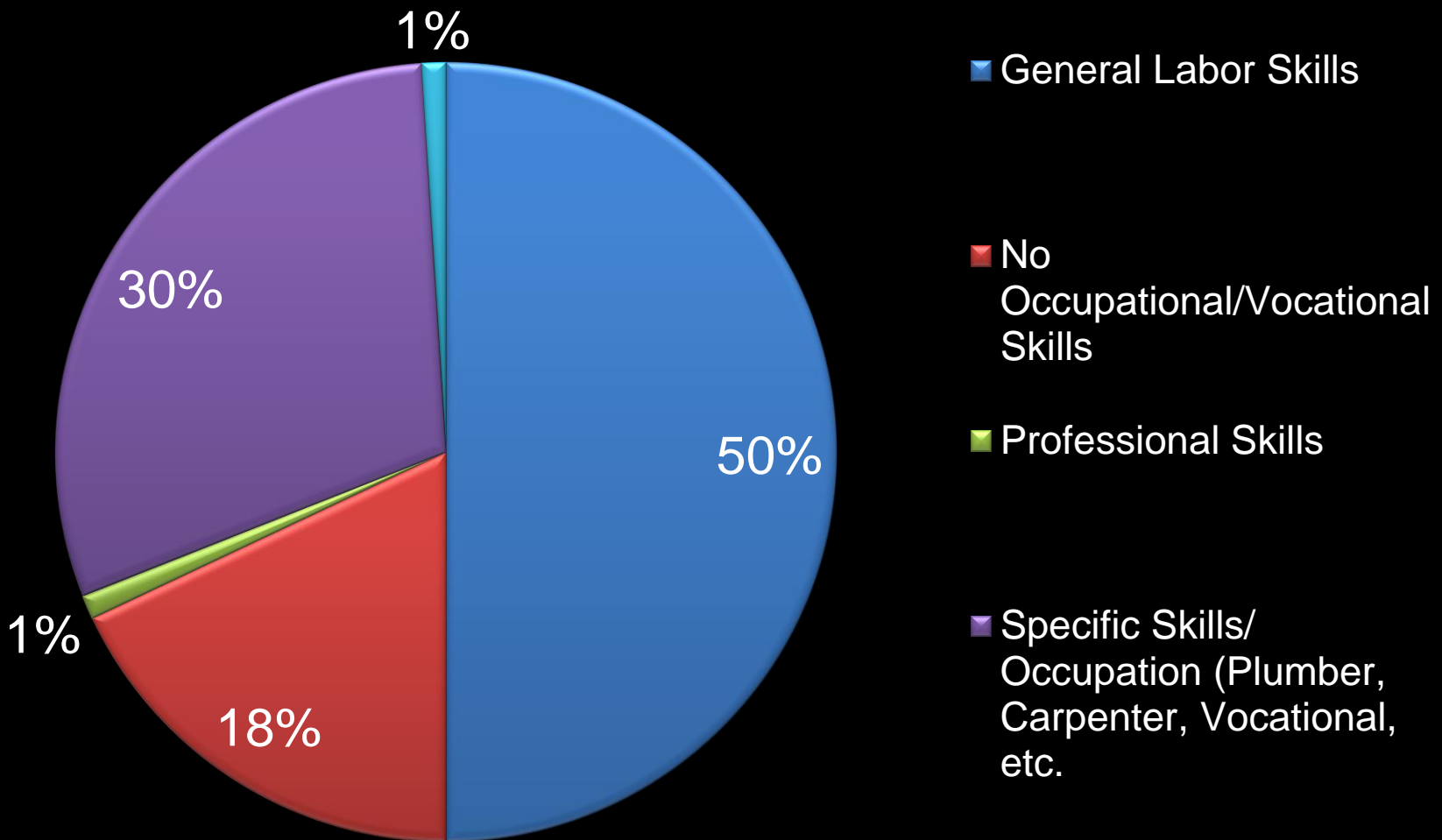
The Yurok Tribe provides Yurok language instruction apprenticeships to help middle-school teachers develop the skills necessary to pass the Tribe's certification test, and teach Yurok in the public schools, but it has been difficult to find qualified training teachers.

Humboldt County Offenders: Highest Grade Level Completed



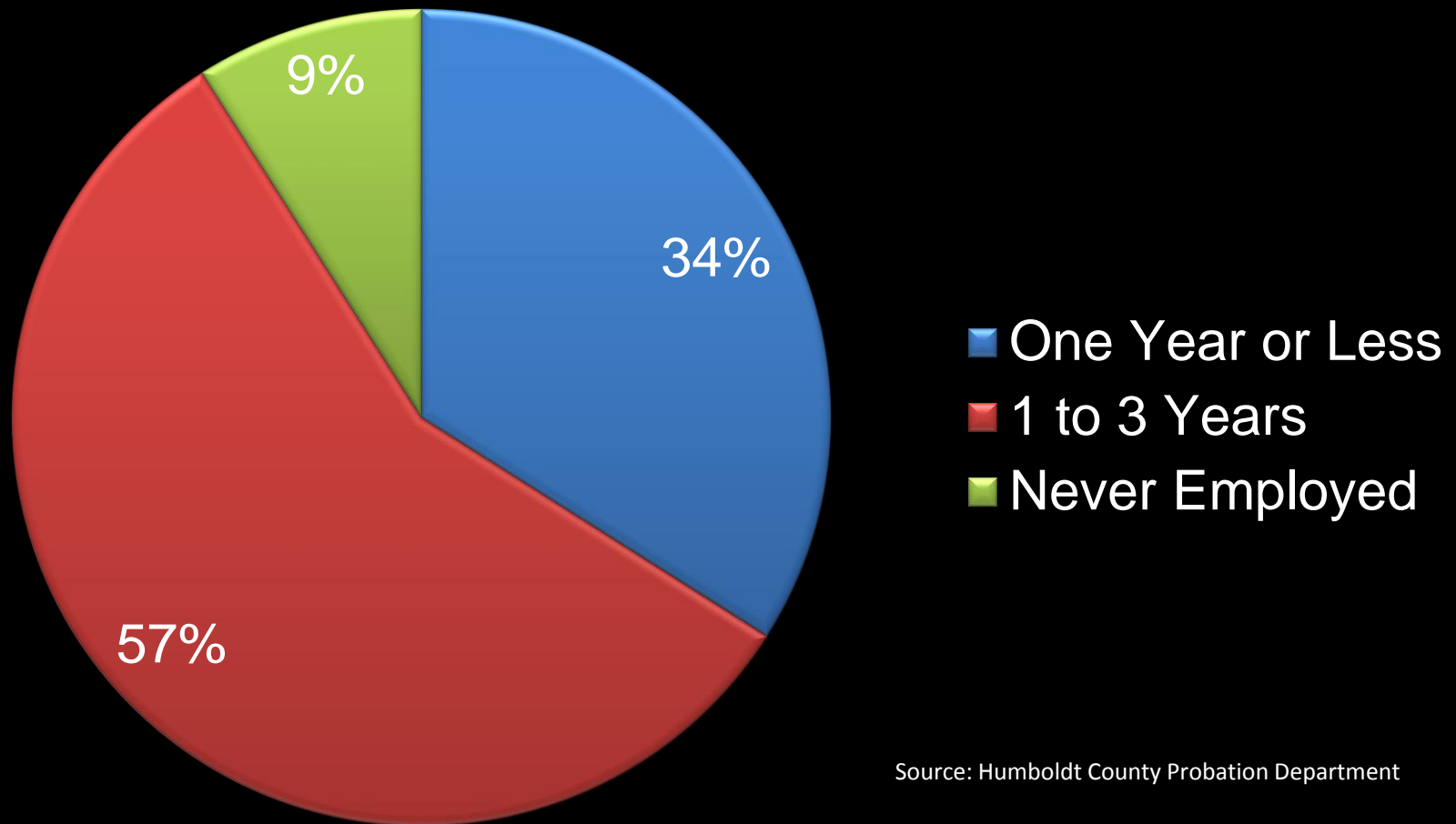
Source: Humboldt County Probation Department

Humboldt County Offenders: Current Occupational and Vocational Skills



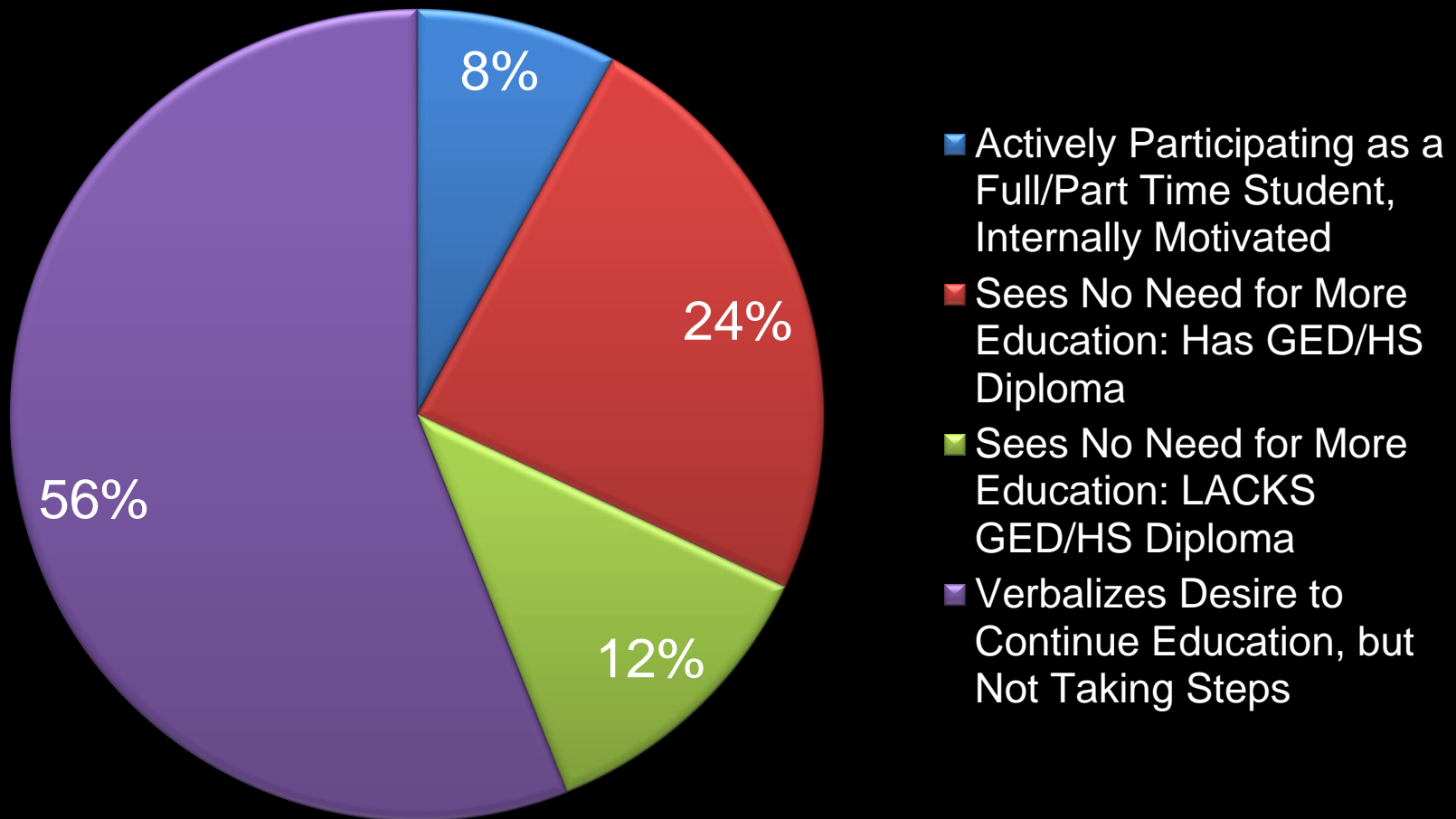
Source: Humboldt County Probation Department

Humboldt County Probation: Longest Period of Continuous Employment Since Age 18



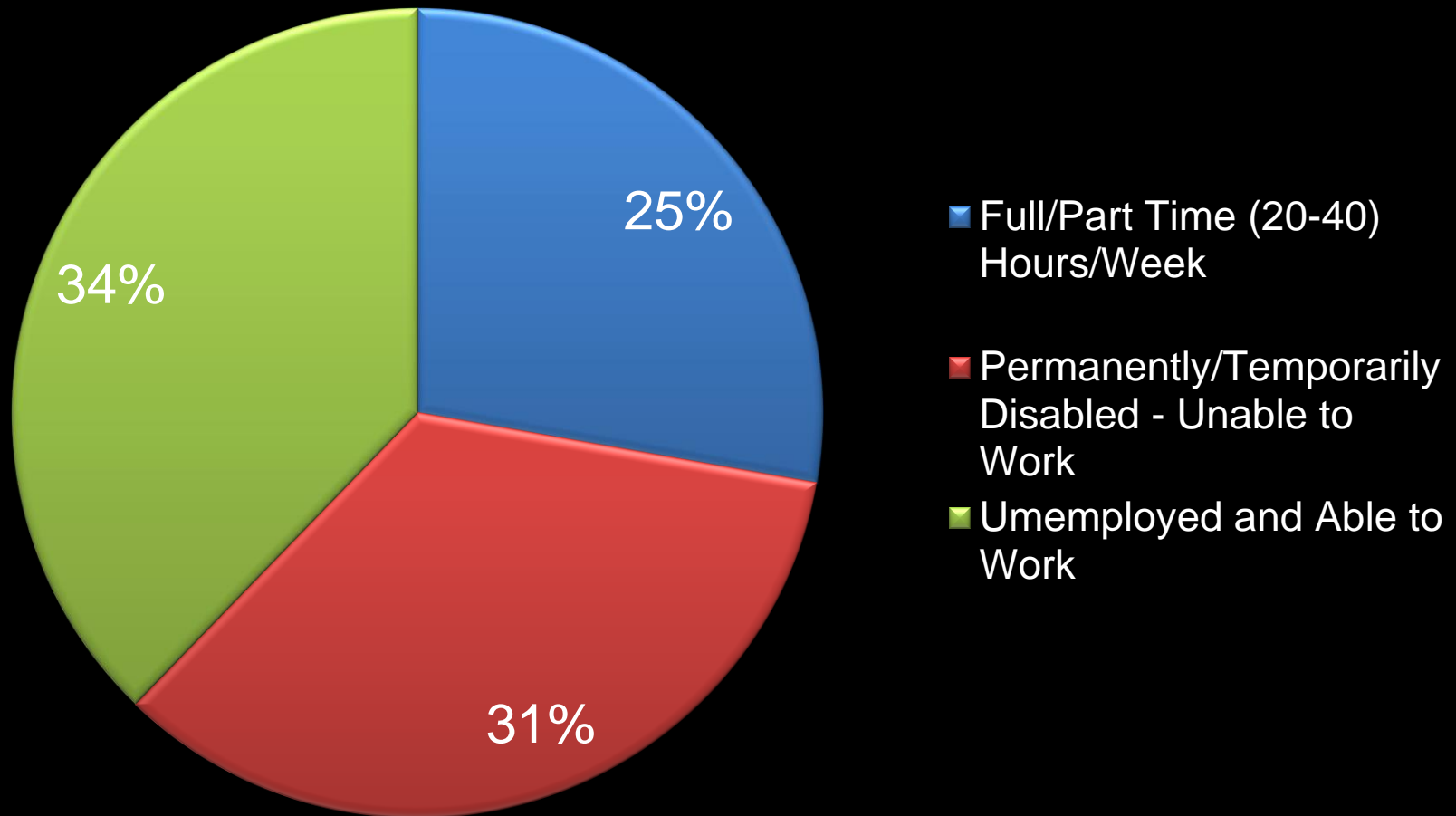
Source: Humboldt County Probation Department

Humboldt County: Offenders' Motivation for More Academic/Vocational Education



Source: Humboldt County Probation Department

Humboldt County Probation: Current Employment (Or Just Prior to Incarceration)



Source: Humboldt County Probation Department

AB86 School District Faculty and Staff Survey: Narrative Analysis

The Advisory Committee created a survey to increase the number of K-12 faculty and staff providing input in to the planning process. The survey consisted of 10 questions, and was sent to high school and continuation school teachers, counselors, and other District staff identified by the K-12 Consortia representatives for adult education expertise. We received 119 total responses, and 109 completed surveys. Of the completed surveys, 71 (64.55%) were from teachers, Grades 9-12, 10 (9.09%) were from counselors, and 28 (24.45%) were other secondary school staff and administrators.

School districts represented in the survey were Eureka City Schools, Humboldt County Office of Education, Eureka United School District, Northern Humboldt Unified High School District, Del Norte County Unified School District, Fortuna Union High School District, Klamath-Trinity Joint Unified School District, and Redwoods Community College District.

Across all districts, the greatest need reported is for Career Technical Education (CTE), followed closely by Apprenticeships and Adult Basic Education/Basic Skills (ABE/ABS). Disabled Students Programs and Services (DSPS) followed, just ahead of English as a Second Language (ESL).

When asked to indicate the level of interest for each program area in their district, slightly fewer than 80% of respondents indicated interest in expanding existing CTE programs, and 48% indicated interest in expanding Apprenticeships. 68% indicated interest in expanding ESL, and 65% were interested in expanding Disabled Students Programs and Services (DSPS). 52% reported interest in expanding ABE/ABS.

16% of respondents saw no need to attend additional professional development in Adult Education, and 41% indicated that they would prefer to attend school in-service days for additional Adult Education training. 17% would prefer to receive professional development in Adult Education through a one-week summer institute, and 16% reported an interest in webinars, podcasts, or other web-based alternatives.

70% of respondents reported that adult learners in their district would be most likely to attend Adult Education classes at a local high school, after school hours. Other suggestions (16%) included an Educational Resource Center, County Office of Education in the evening, and a continuation high school location.

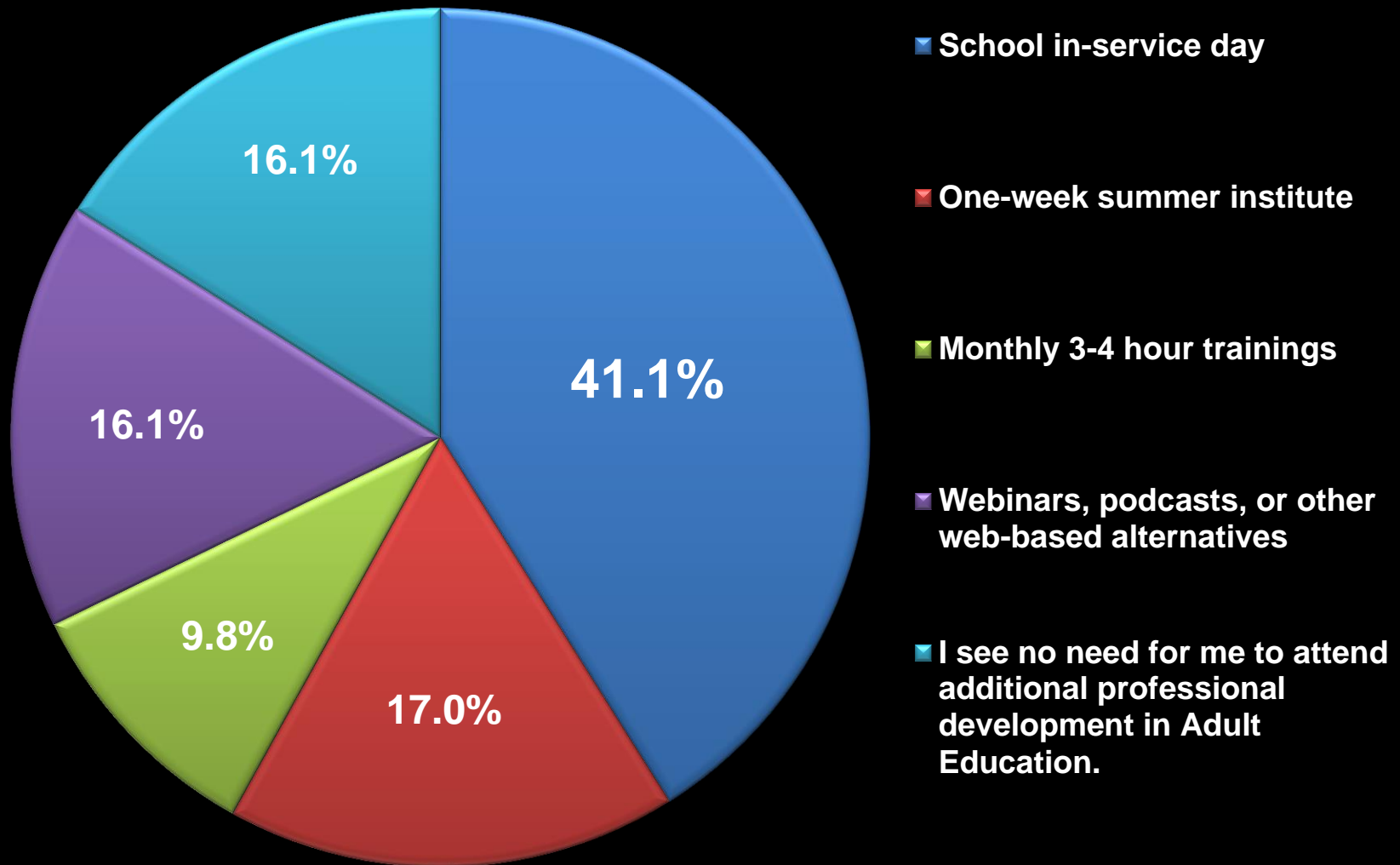
Across all districts, the most respondents (46%) believe that adult learners would travel 5-10 miles to attend classes, and 26% believe adult learners would travel 2-5 miles. 20% believe adult learners would travel 10-20 miles to attend classes, and only 4% believe they would travel more than 20 miles.

47% of respondents believe the optimal cost adult learners should pay for an Adult Education class is "\$0 or Free," 20% believe the optimal cost per class is \$10, and another 20% believe the optimal student cost per class is \$20. Only 6% believe that \$30-50 is optimal.

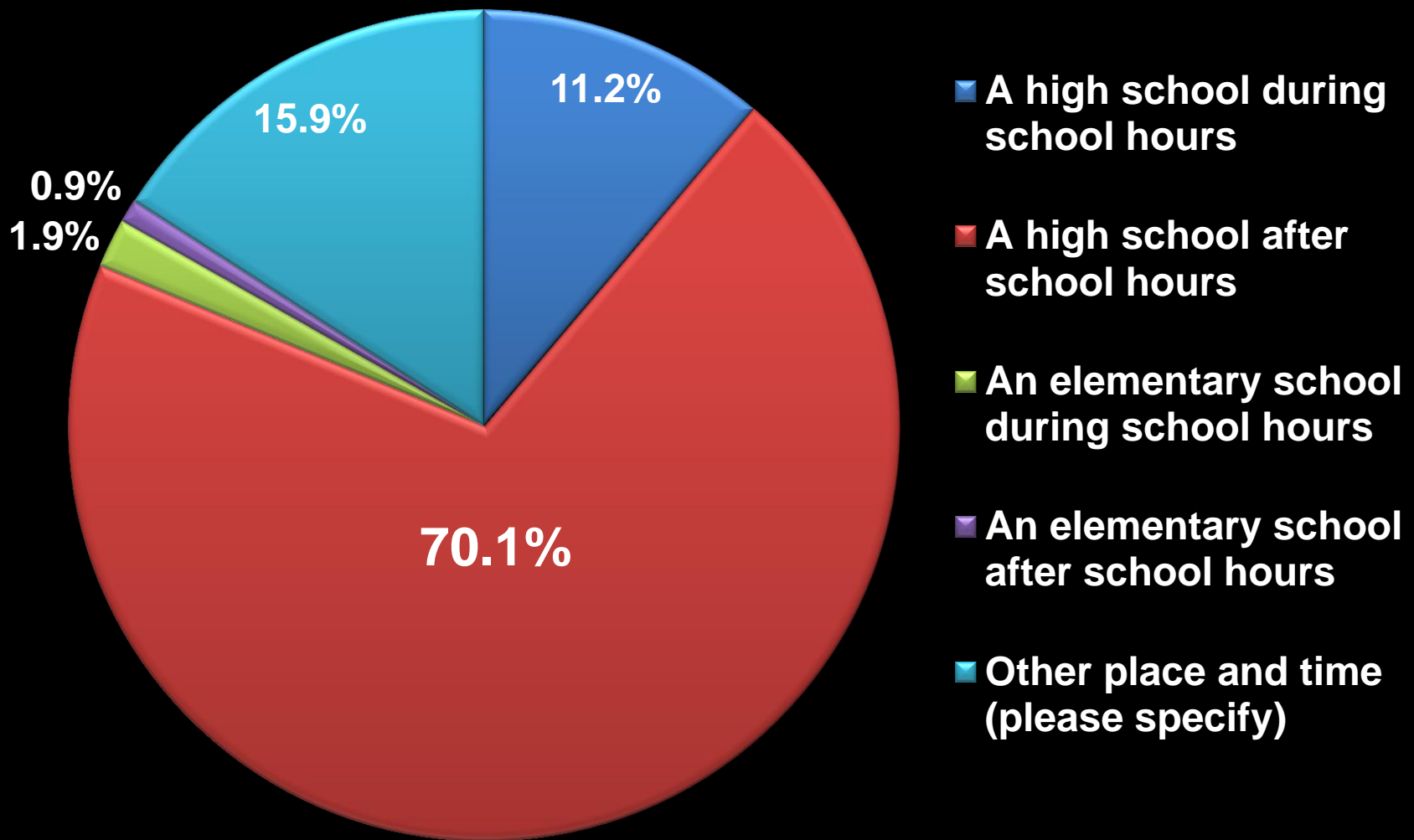
11 respondents (10%) offered additional comments:

1. I work in the Klamath Trinity Joint Unified School District. Currently there is NO adult education services offered. There is one College of the Redwoods class that prepares students to take the \$150 exam, but if they flunk, they have to keep paying \$150 until they get a certification of completion for high school. This is sad.
2. This shouldn't be a questionnaire. It should be how this district can improve adult Ed. And reach individuals needing it.
3. We no longer have Adult Ed. Services in our district but we do service adult students (18) at the continuation high schools in our district.
4. High school dropouts or high school students need access to this program. High school students that fail a class could attend an evening course to keep on track for graduation.
5. Many of the young adults in our district who lack a diploma are employed in full or part-time jobs at minimum wage jobs. They would benefit from a program that was available mornings and evening with minimal costs, either in fees, transportation, child care or other expenses.
6. It would be wonderful to provide more CTE and internship opportunities for High School and Adult students
7. Survey did not give acceptable choices. Please provide comments sections to get details about programs. Adult Learners Gen. Ed. or Special Ed.?
8. There is a great need to expand adult education in our school district
9. Our area has a need for adult education. We should look into expanding our offerings in order to better align k-12 with Community College and Career Technical Education offerings.
10. We have multiple locations to have adult Ed classes
11. I believe we should expand Adult Ed ASAP

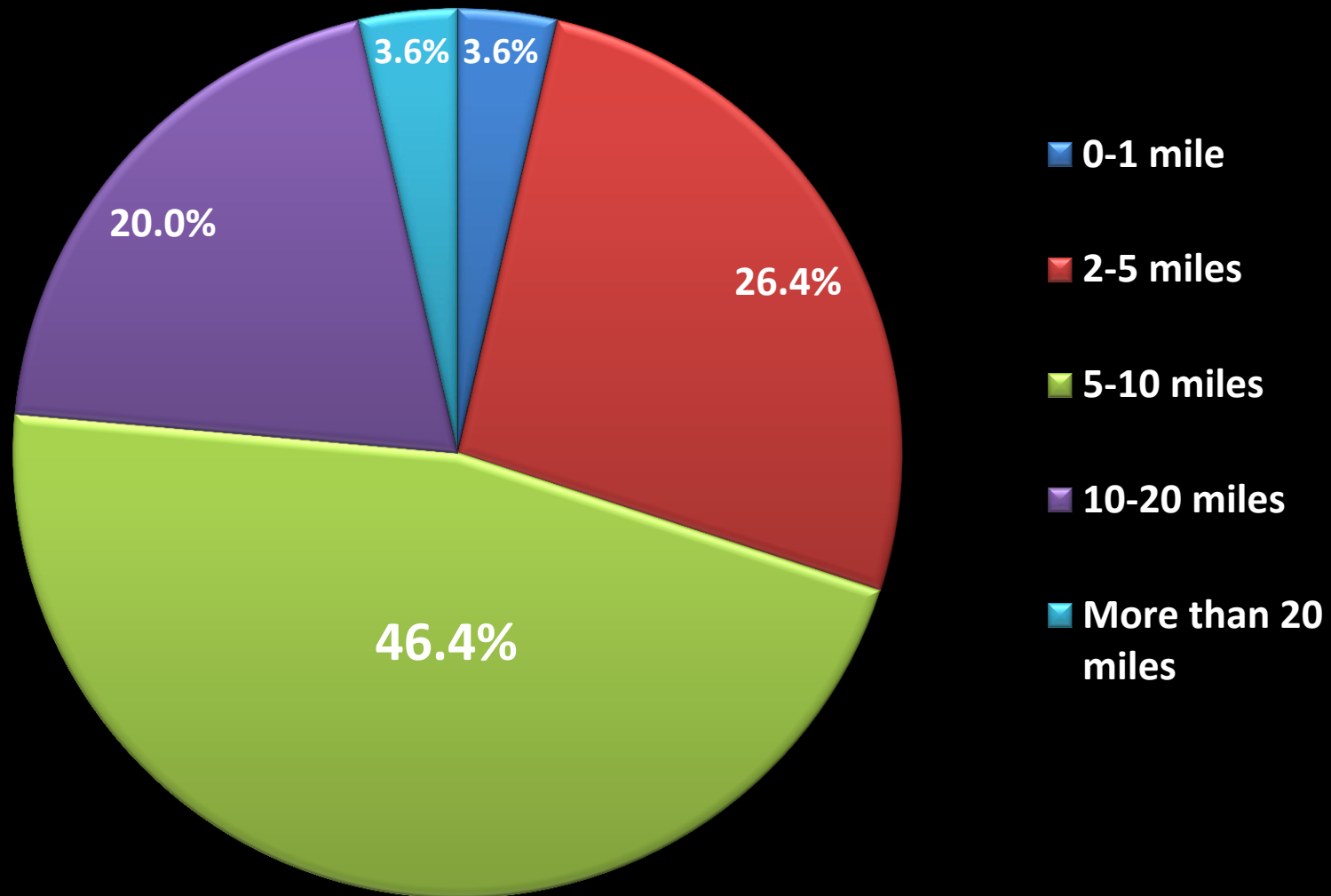
If professional development for faculty teaching adult learners were to be offered in your school district, when would you prefer to attend?



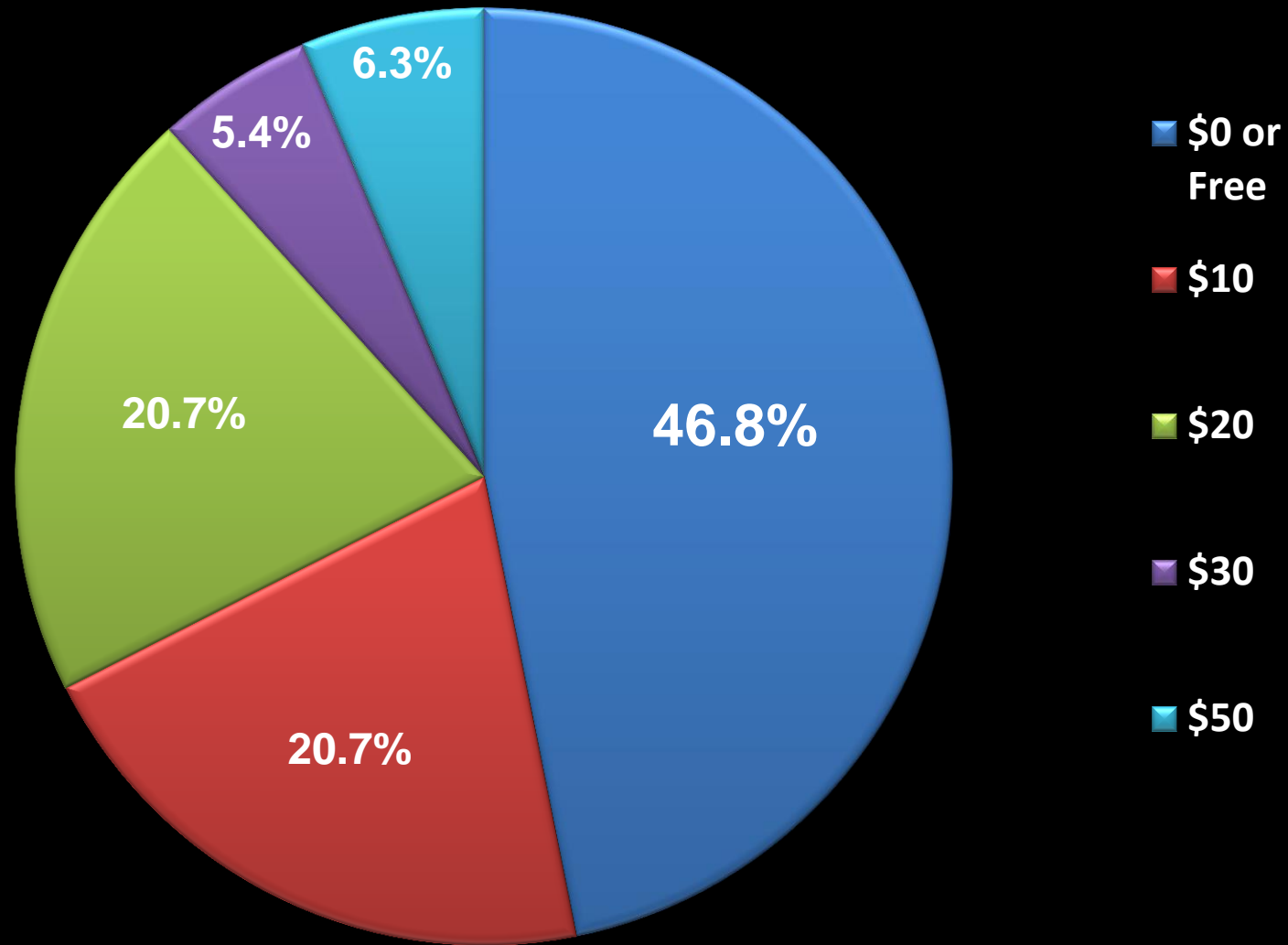
Adult learners in my school district would be most likely to attend Adult Education classes at:

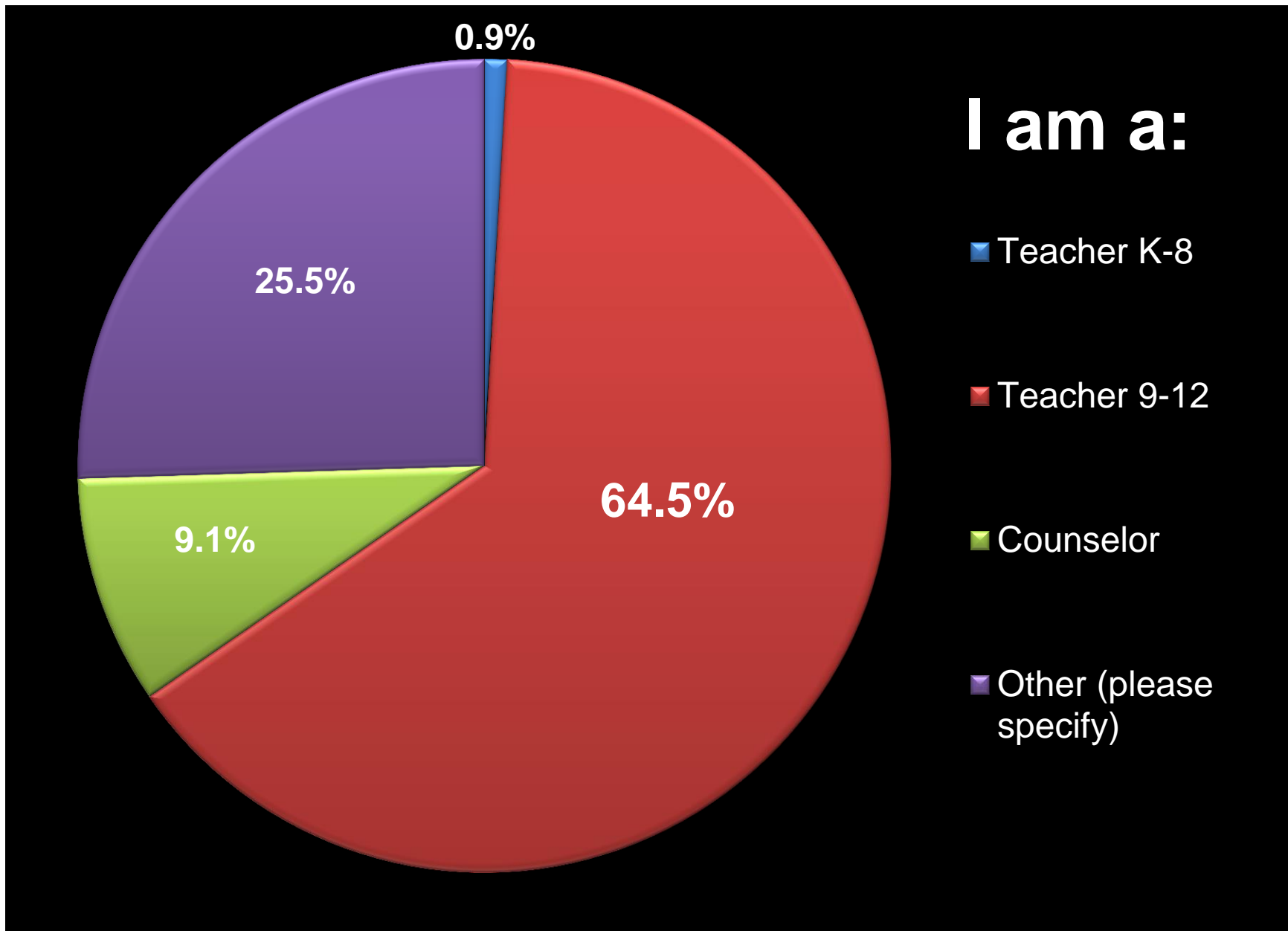


I believe most adult learners in my school district would travel the following number of miles to attend classes:



I believe the optimal cost adult learners should pay for an Adult Education class is (per class):





Regional Comprehensive Plan Objective #3: Strategies to Create Pathways, Alignments and Articulations

<u>Transition to be Addressed</u>	<u>Strategy/Approach to be Employed</u>
Each geographical area has different pathway needs	<ul style="list-style-type: none"> • Regional focus groups will evaluate community needs and develop pathways that are specific to that geography
High school students using Kuder Navigator will transition to postsecondary education and on to planned careers	<ul style="list-style-type: none"> • Dual enrolled classes at high schools will facilitate students' transitions to postsecondary education • CR outreach to high schools will include CR advisors on high school campuses to assist students with placement, application, and registration • CR and high school faculty will increase the number of articulation agreements so that high school graduates receive college credit for articulated classes at CR.
Adults seeking a new career or increased skills for their current career	<ul style="list-style-type: none"> • CR will create pathways that offer effective starting points for reentry students
Adult learners enter and exit the educational system based on external factors. Pathways must accommodate these realities of life.	<ul style="list-style-type: none"> • Pathways will have opportunities for adults to enter, exit, and reenter as they navigate the educational continuum. • Students will have opportunities to earn stackable credentials as they move along the pathways.
Adults need to have a clear understanding of the outcome of investing in their education in order to make life changes needed to attend classes.	<ul style="list-style-type: none"> • Academic and career guidance will be provided to help learners select pathways that are a good fit. • Pathways will depict the realities and rewards of careers so that learners can select a pathway that is a good match for them.
Pathways for people transitioning from regimented programs, such as CCCs, jail, or prison, or who have specific needs to help them to successfully enter the educational setting	<ul style="list-style-type: none"> • Specific transitional classes will be developed to create cohorts of students with similar needs, and provide the learning outcomes to support them.

There is an agreed upon need to develop pathways for adults, from high school, to adult education, to postsecondary education, and on to careers and higher education. One opportunity is to align the Kuder Navigator (<http://www.kudernavigator.com/>) career planning system (used in the K-12 schools) with career planning at CR. We also want to strengthen and better utilize existing articulation agreement partnerships and dual enrollment with the high schools.

CR is currently developing educational Pathways for adult learners to higher education and careers. These Pathways offer opportunities for adult learners to enter, exit, and re-enter the academic continuum in order to accommodate the realities of life in this region. Refinement and dissemination of these Pathways will help our adult learners' educational vision and progress.

Clearly, there is a great need to attract and redirect adult learners who have left the traditional educational route, at any point, back onto an educational pathway with extensive options. One approach is to establish "learning communities" which participate in cohesive projects around social issues or community development. We must explore ways to relate education to those things adult learners value and want to understand or accomplish, as opposed to teaching discrete skills which seem disconnected from any real outcome. And we need to galvanize students' initial motivation to improve their lives through education, and help them build on that momentum through more contextualized instruction, in order to demonstrate the connections between learning, life, and work experience.

Problem solving, critical thinking, time management, and other soft skills are universal, and are essential components of any educational pathway. Interdisciplinary education encourages students to connect these universal concepts with a variety of specific tasks, skills, and academic subjects, and challenges them to continually enlarge their experience and ambition.

Commuting is an overwhelming barrier in many of our local communities, both financially and emotionally, so there is a need to bring adult education directly to potential students. Offering supportive learning environments, including childcare and transportation, within a flexible time frame through CR noncredit classes, has greatly expanded adult learner access and improved overall success in CR's current ESL offerings. Adult education has to happen on the learner's terms, and not the institution's. CR's current WIA grant can assist with some food, childcare, and transportation expenses to reinforce and expand the current effort.

The California Department of Education website (<http://www.cde.ca.gov/ci/ct/> and <http://www.cde.ca.gov/ci/ct/pt/>) has been a valuable resource for information on clearly defined model career pathways. It seems that, as an adult education consortium,

we worked to define the most beneficial CTE pathways for potential employees in Humboldt County, and focus on developing those pathways, starting in high school, continuing through graduation, and on to community college or other postsecondary education. Adult education classes can facilitate transitions and help students navigate their pathway over an extended period of time. Equipping students with marketable skills and sustainable employment in the short term increases their overall capacity to pursue further postsecondary education. Defining our CTE pathways will go a long way toward determining what classes we should offer in adult education.

The next step in this planning process should support the development and implementation of hands-on, results-oriented CTE curricula, with a focus on appealing to the interests and abilities of kinesthetic and visual-spatial learners. Defining practical short-term goals, such as obtaining professional certification or licensure, can begin the process of motivation to develop an interest in academic subjects for these students. Helping students make the connection between their personal and family economic needs and aspirations, and the evolving educational requirements of the workforce, is imperative. Creating stackable credentials breaks long-term achievement down into manageable, relevant short-term objectives, providing opportunities for accomplishment, which increase student confidence and motivation.

There has been some difficulty determining precisely which trades are in demand in this region. The Humboldt County Targets of Opportunity report, the Humboldt County Comprehensive Development Strategy, and information from the Chancellor's Office (Doing What Matters for Jobs and the Economy) present conflicting information on projected job growth and development in the region. Apparently, different data analyses have led to different conclusions. The Chancellor's Office report is based on a more regional approach to job growth. We know that a great percentage of graduates of certain programs, such as Nursing, will stay in the area, but some will go to Redding or Willow Creek. The Redwoods region remains geographically unique and isolated, unlike most of California, where daily freeway commuting is relatively common. Targets of Opportunity is very clear and well suited to drawing up the career pathways we are developing. We have considered both the regional and local data presented in these reports.

Summer Bridge to College will be a 12-week free noncredit Math, English, and College Exploration and Work Readiness workshop for people preparing for or considering entering any college. The schedule is divided into 3-4 noncredit classes (about 6 hours per day), and will introduce students to the structure and format of college credit courses, building effective study habits, time management, and providing subject matter review and reinforcement. Spending time on Career Exploration will help students to focus on a specific course of study, improving their overall opportunity to graduate within 2 years. More advanced students might be able to increase their placement score

and reduce the need for a semester or more of remedial classes. Additionally, students could be enrolled for the Fall semester at CR as early as April, and the last week of school for graduating Seniors could be devoted to orientation, registration, testing, and placement. Another possibility is a week-long Alternative Spring Break program of Noncredit classes to introduce high school students to college and career planning. The Summer Bridge to College is planned to start Summer 2015. A Summer Bridge to Work is thought to attract students not interested in attending college credit classes, but interested in improving their employment marketability. These two programs will run together and allow students the opportunity to make academic progress toward their personal goal while receiving career and academic guidance to plan their next steps.

Curriculum is currently in development for a Noncredit Career Exploration course to be offered in correctional facilities. This curriculum, which is planned to be used for long-term inmates, would include personality assessment, aptitude and placement testing, and career exploration directed toward each inmate developing a personal vision and educational goals and plans to achieve sustainable employment or further postsecondary education upon release. Incentives such as future financial aid and book vouchers could help motivate incarcerated students to make a seamless transition to their local campus. Additionally, Understanding Addiction and Parenting classes that are being developed will be appropriate for the jail and prison populations. These classes can increase self-awareness and build self-esteem, opening up pathways to further credit study in fields like Social Work and Human Services. It is planned that these new classes will help inmates make the transition from incarceration to careers and education.

Noncredit classes for older students returning to college may be the key to helping non-traditional students, who can be decades removed from formal education, or who may not have taken college prep electives in high school, to catch up academically, especially in the Health Care careers, which require rigorous credit course work in Biology, Chemistry, and Mathematics. Students' success could be significantly improved through noncredit "foundation" certification pathways in their field of interest, introducing them to the requisite fundamental skills and planning requirements for advanced scientific education and training.

There is a consensus that "education about education," for career planning and attainment of long-term educational and professional goals, should begin as early as middle school, and that intervention pathways are valuable at every point of contact for students whose education is interrupted by life choices and events. Adults in our community often require "education about education" and so we will develop career exploration and guidance classes and provide counseling support as needed to help our adults understand the options and benefits of furthering their education.

Compassionate early educational intervention and guidance in local alternative schools are essential to disrupting the “school-to-prison pipeline” which has resulted from zero-tolerance disciplinary policies, and disproportionately impacts poor students, students of color, and youth raised in foster care.

Working with existing WIA programs, such as ASTEP, the Consortium can develop pathways to help students acquire essential employment skills through noncredit education directed toward specific living wage career opportunities, or toward further postsecondary educational goals.

Adult education programs for offenders re-entering society could be coordinated with existing Humboldt and Del Norte County Jail classes, as well as providing support for those returning from state prisons.

In order to serve students who are committed to staying in the Hoopa region, there is a need for career pathways specific to the Hoopa people, which can lead to full and sustainable employment. In Hoopa, 80% of local employment is based on natural resources. Certificates and degrees need to be designed to meet the specific employment needs of the community. The ONABEN (Our Native American Business Network) model can provide ideas for products, services and networking opportunities to local Native entrepreneurs and the organizations that serve and support them. In addition to overall Entrepreneur education, specific skills need to be identified, and pathways developed, for self-sufficiency in the local arts and other micro-enterprises. Helping adult learners develop these specific skills, through noncredit classes and stackable certification programs, will provide pathways into CR’s Business degree programs and into self-employment or entrepreneurship.

There are both merits and disadvantages to general career pathways and what we have identified as community-based interest pathways. Some adult learners in the Eureka area want to pursue careers unique to this region and its communities, and others desire careers which will sustain them in other parts of the state and beyond. There is a need to help students understand that career pathways require long-term planning and commitment, and to design skill-based pathways with multiple branches and educational options, which can combine skill-based and classroom instruction with living wage employment opportunities.

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
Each geographical area has different pathway needs	Regional focus groups will continue to evaluate community needs and further develop pathways that are specific to that geography	0.5 FTE Staff to work with established regional focus groups and ensure alignment and continuity across the Consortium geography	\$50,000	College of the Redwoods to lead regional groups, each school district to participate within their regional groups	Have focus groups worked together to align programs on regional pathways?	Ongoing, beginning July 2015
High school students using Kuder Navigator will transition to postsecondary education and on to planned careers	<p>Dual enrolled classes at high schools will facilitate students' transitions to postsecondary education</p> <p>CR outreach to high schools will include CR advisors on high school campuses to assist students with placement, application, and registration</p> <p>CR and high school faculty will increase the number of articulation agreements so that high school graduates receive college credit for articulated classes at CR</p>	<p>1 FTE to coordinate and facilitate dual enrollment classes</p> <p>1 FTE outreach staff to bring CR Advising and Counseling services to high school sites</p> <p>Funding for articulation workshops</p>	\$188,300	<p>College of the Redwoods will work with high schools to develop an appropriate dual enrollment program</p> <p>College of the Redwoods will work with high schools to bring college outreach to high school students</p> <p>College and high school faculty will develop articulated classes</p>	<p>Are dual enrollment classes being offered on high schools campuses?</p> <p>Is College of the Redwoods providing outreach activities at high schools within the consortia geography?</p> <p>Are new articulation agreements created between College of the Redwoods and local high schools?</p>	Ongoing, beginning summer 2015

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
Adults seeking a new career or increased skills for their current career	CR will create pathways that offer effective starting points for reentry students	1 FTE to refine, update, explain, and promote pathways within CR, high schools, adult job seeker organizations and the greater community	\$100,000	College of the Redwoods	Have pathways been marketed to adult reentry students?	Begin August 2015
Adult learners enter and exit the educational system based on external factors. Pathways must accommodate their realities of life	<p>Pathways will have opportunities for adults to enter, exit, and reenter as they navigate the educational continuum</p> <p>Students will have opportunities to earn stackable credentials as they move along the pathways</p>	Inspirational materials are available at educational entry points and throughout the pathway so that adult learners are freshly inspired and can see the next steps to take on their educational pathway as well as both short and long term outcomes	\$50,000	College of the Redwoods will distribute to appropriate organizations throughout the region	Are inspirational materials with clear pathways distributed at adult learner entry and reentry points within the region?	Begin summer 2015, ongoing thereafter
Adults need to have a clear understanding of the outcome of investing in their education in order to make life changes needed to attend classes	Academic and career guidance will be provided to help learners select pathways that are a good fit	1.5 FTE counselor	\$125,000	College of the Redwoods	<ol style="list-style-type: none"> 1) Are counselors hired? 2) Are adult learners selecting and declaring 	Begin September 2015

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
	Pathways will depict the realities and rewards of careers so that learners can select a pathway that is a good match for them				pathways based on academic and career guidance.	
Pathways for people transitioning from regimented programs, such as CCCs, jail, or prison, or who have specific needs to help them to successfully enter the educational setting	Specific transitional classes will be developed to create cohorts of students with similar needs, and provide the learning outcomes to support them	Curriculum development Small class size funding to ensure classes run with sufficient frequency as to be timely and relevant to adult learners nearing transition.	\$131,000	College of the Redwoods in partnership with agencies running regimented programs for adult learners (county jails, CCC's etc.)	1) Is transitional curriculum developed? 2) Are transitional classes held?	Begin summer 2015

Regional Comprehensive Plan Objective #4: Closing the Gaps Across All AB86 Program Areas

Need/Gap	Solution
Filling classes at current funding thresholds	<ul style="list-style-type: none"> • Rural differential funding to alleviate apportionment funding gap created by low population density • Expand Noncredit class offerings
Serving jail and prison inmate populations	<ul style="list-style-type: none"> • Shorter duration classes • Noncredit classes • Career exploration classes • Transition programs to facilitate releases back to campus for further career pathway classes • Counseling • Classes in problem solving, interpersonal and social skills
Need to combine basic skills with CTE	<ul style="list-style-type: none"> • Contextualized basic skills classes
Accessibility to ESL classes	<ul style="list-style-type: none"> • More flexible schedules • Convenient locations • Smaller classes • Noncredit Vocational ESL classes • Funding for transportation and childcare • Combining ESL with Early Childhood Education/Parenting

Need/Gap	Solution
Shortage of Adult Basic and Secondary skills in some geographies	<ul style="list-style-type: none"> • Expand Noncredit offerings
Absence of any organized educational program for Adults with Disabilities in several geographies	<ul style="list-style-type: none"> • Expand Noncredit Living Skills classes to all geographies • Noncredit Vocational classes • Strengthening transitional pathways from K-12 district Special Education programs to Noncredit Adult Ed
Need to combine Basic Skills with CTE beginning in High School	<ul style="list-style-type: none"> • Clearly defined pathways based in assessment and counseling
Low High School Graduation rates	<ul style="list-style-type: none"> • Expanded Noncredit options for High School Equivalency preparation • Create Noncredit high school diploma for recovery
Lack of accessibility to High School Equivalency preparation and testing	<ul style="list-style-type: none"> • Take pencil and paper High School Equivalency testing to rural communities • Noncredit High School Equivalency preparation • Distance education alternatives that do not rely on the internet, such as correspondence classes
Lack of reliable High Speed Internet access	<ul style="list-style-type: none"> • Funding for infrastructure improvements in rural areas
Basic computer literacy	<ul style="list-style-type: none"> • Noncredit classes
Basic office skills	<ul style="list-style-type: none"> • Stackable certificates with entry level office work skills

Work readiness	<ul style="list-style-type: none"> • Integrating “soft skills” into CTE classes • Dedicated Noncredit Workforce Preparation classes
Need for adult education that “goes somewhere” toward identified sustainable employment in this community	<ul style="list-style-type: none"> • Research to develop and refine pathways in: <ul style="list-style-type: none"> ○ Healthcare/Medical ○ Manufacturing ○ Hospitality and Tourism ○ Agriculture/Niche Farming ○ Oyster Production ○ Business and Entrepreneurship ○ Building and Construction ○ Drafting and Design ○ Sustainable Energy Careers ○ Fine Arts ○ Automotive Education ○ Office Computer Skills, IT, and Programming
Need for Life Skills	<ul style="list-style-type: none"> • Noncredit classes in Parenting, Basic Finances, and Workforce Preparation
Cost and availability of public transportation	<ul style="list-style-type: none"> • Public transit subsidies • Gas vouchers

Marketing CTE	<ul style="list-style-type: none"> • Make clear connections to positive career outcomes: effort to "lead with the job" • Define practical short-term goals, such as professional certification and licensure • Stackable credentials • Create full-time coordinator position as the primary point of entry for career pathways • America's Job Center at the JOB Market
Orientation and Advising	<ul style="list-style-type: none"> • Summer Bridge to College • Counselor Day • Align Kuder Navigator career planning with college advising • Early enrollment advising and orientation • Closer coordination between K-12 and college counselors
Lack of student motivation	<ul style="list-style-type: none"> • Using stackable certificates to reinforce short term achievement • Making clear connections between current achievement and long term goals and outcomes • Appeal to the interests of and abilities of kinesthetic and visual-spatial learners • Establish "learning communities" around community development projects and social issues

<p>Low adult literacy</p>	<ul style="list-style-type: none"> • Humboldt Literacy Project and Del Norte Reads • Additional public library computer workstations • Faster internet to support distance education • Noncredit Adult Basic Literacy and Adult Basic Skills classes
<p>Underserved immigrant populations</p>	<ul style="list-style-type: none"> • Partnerships to provide housing, legal, and literacy assistance to documented and undocumented immigrant students • Contextualized learning • Vocational Adult Basic Skills
<p>Underserved older and non-traditional students</p>	<ul style="list-style-type: none"> • Partner with community organizations to help underserved older students to reenter career pathways
<p>Invisible barriers: Negative attitudes and misconceptions about education and training</p>	<ul style="list-style-type: none"> • Use language to diminish the stigma of “education” and “college” • Emphasize positive outcomes and rewards
<p>Coordinated ongoing professional development in all program areas</p>	<ul style="list-style-type: none"> • Summer Symposium • Regular workshops and seminars • Webinars and podcasts • Multiagency partnership will increase opportunities in rural areas
<p>Significant student career advising and counseling needed to help students enter education, select a pathway, and to continue to garner more credentials</p>	<ul style="list-style-type: none"> • Funding for enhanced student services needed to support the population of adult learners, many of whom have multiple barriers • Create full-time coordinator position as

	the primary point of entry for career pathways
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CR is growing its Noncredit offerings in the 10 allowable state-supported categories:

1. English as a Second Language (ESL)
2. Immigrant Education
3. Elementary and Secondary Basic Skills
4. Health and Safety
5. Substantial Disabilities
6. Parenting
7. Home Economics
8. Courses for Older Adults
9. Short-term Vocational
10. Workforce Preparation

Noncredit classes offer open enrollment and open exit, unlimited repeatability, and zero tuition and fees. CR is currently developing modular short-term certificate programs in a variety of areas, including Customer Service, Culinary Arts, Hospitality, Custodian, and Agriculture.

Under AB86, local district discretion in adult education class offerings is shifting to specific program areas, with the goal of aligning current offerings and future needs, through consolidation and cooperation within the Consortium, to provide more effective services.

Some planned class topics to address the gaps in workforce preparation are Work Readiness for the 21st Century, Excellent Customer Service, Stress Management, Communication in the Workplace, Happiness and Success at Work, Conflict Management, Decision Making and Problem Solving, Handling Organizational Change, Team Building, Ethics and Values, and Time Management.

Organic Gardening is planned be taught on a small scale, with the goal of growing enough produce to feed a family of 4 with enough left to sell or barter.

Seniors are interested in work readiness and CTE classes to help them prepare for an encore career or to help them re-career altogether. According to our research, seniors would benefit from computer classes held separately from other adult learners due to the different learning styles and technology experience of seniors.

Employer polls consistently indicate that strong communication is universally regarded as essential to employee retention and advancement. From teaching basic workplace behavioral expectations, to helping students overcome extreme reactions to criticism, soft skills can be woven into career training. Tangible, incremental, short-term rewards, such as certificates and resume updates, will hold students' interest, enhance self-esteem, and increase motivation to keep moving along a pathway.

CR will offer HiSet preparation and testing at the Garberville site to reduce the barrier to attaining a high school equivalency certificate.

Due to the relatively small and widely dispersed population, filling classes at current funding thresholds is a challenge. Each of the Workgroups has considered how best to meet that challenge, and provide training for each category, but small class funding remains a significant barrier to expanding Adult Education in the region. Supplemental small class funding is a substitute for transportation assistance, but with many benefits such as geographically relevant training, classes in closer proximity to established childcare, the lower perceived barrier of nearby education, time savings for the students (transportation over distance requires time, especially with the infrequent bus service in our region).

CR Eureka is considering whether it is feasible to allow a small percentage of released inmates, who qualify (non-violent offenders, non-sex offenders), and who have no other housing options, to transition into the dormitories on the CR Eureka campus, including all necessary financial aid for credit students. Other possibilities for inmates to consider include working toward an Associate's degree, Thinking for a Change, Parenting, Alcohol Awareness, vocational classes, and Bridge to College. There is a need for shorter, discreet programs, with stackable certifications, to build success, so these will be developed and implemented.

ESL numbers have been increasing in the K-12 schools. ELL children's parents are often in need of adult education ESL. Accessibility to classes is the key to attracting and retaining adult ESL learners. More flexible schedules and convenient locations are necessary to meet this growing need. Noncredit Vocational ESL is another area of interest, both in Eureka and Del Norte. In Eureka, the Lincoln School site would be ideal for Vocational ESL, since it has a computer lab and is accessible to the local immigrant community.

The CR Eureka Downtown Site is currently teaching classes for people with disabilities (DSPS), including Survival Vocabulary & Basic Literacy, Life Management & Career Preparation, Community Resources, Basic Computer Skills, Social Opportunities, and Functional Money Skills.

CR will work with the Redwood Coast Regional Center (RCRC) in Del Norte to begin providing classes for seniors experiencing cognitive difficulties, as well as students with head injuries.

CR is working with the Humboldt County Jail, the Jefferson School Community, and the California Conservation Corps (CCCs) to provide short-term vocational training in the Culinary Arts, Agriculture and Landscape Maintenance, Janitorial, and Commercial Art. This work will continue.

Consortia members and partners are currently discussing ways to build programs to meet apprenticeship needs and have begun to reach out to local unions to develop relationships. Other on-the-job training and internship options for local jobs are also being discussed and considered by the workgroups in each area.

Two Generation Model

Based on extensive research of existing programs nationwide, the Consortium plans to implement a Two Generation approach to adult education through a pilot program at CR's Eureka Campus. This program would combine early childhood education with parents' workforce development training and other postsecondary education. If successful, the program would be expanded to serve other areas within the region.

The pilot program plans to utilize up to two (currently unused) classrooms in CR's Early Childhood Education center for the children's education component, with adult education classes held nearby on the same campus.

Providing a quality preschool education program during the parents' class time, the Two Generation approach makes adult learning more attractive and removes a significant barrier to parents' academic and training success. Parents want their children to succeed academically, and are more likely to persist in their own education when one of the benefits is enrolling their children in an outstanding preschool. Ample evidence indicates that children clearly benefit from quality early childhood education.

The pilot program would offer quality child educational services for children ages 0-5 years, and CR would provide parenting classes for those enrolled in the program.

Component	Estimated Cost	Estimated # Served, Yr. 1
Program Manager/Coordinator	\$75,000 (Includes benefits)	
Childcare Facility and Staff Cost	\$420,000	30
Career and Academic Counselor for Parents	\$75,000	

Planned Career Pathways

Career Area	Adult Education /Noncredit	Employment	CR College Credit	Employment	HSU or Other Higher Ed	Employment
Healthcare/Medical	<ul style="list-style-type: none"> Medical Assisting Phlebotomy 	<ul style="list-style-type: none"> CMA Phlebotomist 	<ul style="list-style-type: none"> Certified Nursing Assistant Licensed Vocational Nurse Registered Nurse 	<ul style="list-style-type: none"> CNA LVN RN 	<ul style="list-style-type: none"> Bachelor of Science in Nursing Clinical Lab Scientist 	<ul style="list-style-type: none"> Nursing CLS
Manufacturing	<ul style="list-style-type: none"> Basic Skills Introduction to Mechatronics Planned Certificate for entry level skills 	<ul style="list-style-type: none"> Packaging or Shipping Shop Helper Shop Technician 	<ul style="list-style-type: none"> Associate Degree or Certificate in: <ul style="list-style-type: none"> Manufacturing Technology CAD/CAM Welding Drafting 	<ul style="list-style-type: none"> Machinist CNC Machinist Drafter Designer Machine Operator Welder 	<ul style="list-style-type: none"> Engineering Industrial Technology Architecture 	<ul style="list-style-type: none"> Engineer Architect
Hospitality and Tourism	<ul style="list-style-type: none"> Hospitality Certificates Customer Service Certificate 	<ul style="list-style-type: none"> Customer Service Food Server Bartender Retail Clerk 	<ul style="list-style-type: none"> Associate Degree in Restaurant and Hospitality Management Certificate in Restaurant and Hospitality Management 	<ul style="list-style-type: none"> Hotel management Restaurant management Casino department manager 	<ul style="list-style-type: none"> Business MBA 	<ul style="list-style-type: none"> Management of Hospitality Organizations
Agriculture/Niche Farming	<ul style="list-style-type: none"> Organic Gardening Certificate 	<ul style="list-style-type: none"> Niche Agriculture Entrepreneur 	<ul style="list-style-type: none"> Associate Degree in Agriculture Certificate in Agricultural Production 	<ul style="list-style-type: none"> Agriculture Sales and Service Farm/Ranch Owner Farm Equipment Operator 	<ul style="list-style-type: none"> BS Agriculture Business BS Animal Science Masters in Agricultural Education 	<ul style="list-style-type: none"> Farm/Ranch Owner or Manager Public Policy Resource Management Agricultural Educator

Career Area	Adult Education /Noncredit	Employment	CR College Credit	Employment	HSU or Other Higher Ed	Employment
Oyster Production	<ul style="list-style-type: none"> Basic Mechanical Skills Practical Aquaculture Skills 	<ul style="list-style-type: none"> Aquaculture Production 	<ul style="list-style-type: none"> Associate Degree in Science Associate Degree in Business 	<ul style="list-style-type: none"> Aquaculture Supervisor 	<ul style="list-style-type: none"> BS Fisheries 	<ul style="list-style-type: none"> Aquaculture Owner Aquaculture Biologist
Business and Entrepreneurship	<ul style="list-style-type: none"> Small Business Certificate 	<ul style="list-style-type: none"> Start-up Business Owner Manager in a small business 	<ul style="list-style-type: none"> Associate Degree in Business Associate Degree in Small Business Management 	<ul style="list-style-type: none"> Small Business Owner Management within a small or medium business 	<ul style="list-style-type: none"> BS Business Administration MBA 	<ul style="list-style-type: none"> Small Business Owner Medium Business Owner or Manager
Building and Construction	<ul style="list-style-type: none"> Construction Certificate 	<ul style="list-style-type: none"> Handyman Construction worker 	<ul style="list-style-type: none"> Associate Degree or Certificate in Construction Technology 	<ul style="list-style-type: none"> General Contractor Construction Foreman 	<ul style="list-style-type: none"> BS in Business Administration MBA 	<ul style="list-style-type: none"> General Contractor Real Estate Developer
Drafting and Design	<ul style="list-style-type: none"> Basic Skills Introduction to Mechatronics Planned Certificate for entry level skills 	<ul style="list-style-type: none"> Design Assistant 	<ul style="list-style-type: none"> Associate Degree or Certificate in Drafting Technology 	<ul style="list-style-type: none"> Product Designer Drafter Cartographer 	<ul style="list-style-type: none"> BS in Engineering 	<ul style="list-style-type: none"> Architect Industrial Technology Designer
Sustainable Energy Careers	<ul style="list-style-type: none"> Basic Skills Basic Mechanical Skills 	<ul style="list-style-type: none"> Installation Helper Salesperson 	Certificates in: <ul style="list-style-type: none"> Solar Thermal Technician Solar Photovoltaic Technician 	<ul style="list-style-type: none"> Solar Thermal Technician Solar Photovoltaic Technician 	<ul style="list-style-type: none"> BS Environmental Resources Engineering BS Environmental Science 	<ul style="list-style-type: none"> Consulting Engineer Natural Resource Management

Career Area	Adult Education /Noncredit	Employment	CR College Credit	Employment	HSU or Other Higher Ed	Employment
Fine Arts	<ul style="list-style-type: none"> Applied Vocational Art Certificate 	<ul style="list-style-type: none"> Entrepreneurial Artist 	<ul style="list-style-type: none"> Associate Degree: Liberal Arts – Fine Arts 	<ul style="list-style-type: none"> Entrepreneurial Artist 	<ul style="list-style-type: none"> BA in Art 	<ul style="list-style-type: none"> K-12 Art Educator
Automotive Education	<ul style="list-style-type: none"> Basic Automotive Skills 	<ul style="list-style-type: none"> Automotive Shop Helper Specialized Technician 	<ul style="list-style-type: none"> Associate Degree in Automotive Technology Advanced Automotive Technology Certificate Basic Automotive Technology Certificate 	<ul style="list-style-type: none"> Automotive Technician 	<ul style="list-style-type: none"> BS Business Administration Bachelor's Degree in Automotive Technology 	<ul style="list-style-type: none"> Automotive Technician Automotive Industry Manager Automotive Industry Salesperson Automotive Entrepreneur
Office Computer Skills, IT and Programming	<ul style="list-style-type: none"> Office Skills Certificate 	<ul style="list-style-type: none"> Office Assistant Receptionist Secretary 	<ul style="list-style-type: none"> Bookkeeping Certificate Payroll Clerk Certificate Associate Degree: Office Professional 	<ul style="list-style-type: none"> Administrative Assistant Help Desk Support Technician Office Technology Support Executive Secretary 	<ul style="list-style-type: none"> BS Business Administration BS Computer Science 	<ul style="list-style-type: none"> Business Management Software Developer Network Maintenance Technician

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 (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Filling classes at current funding thresholds	Rural differential funding to alleviate apportionment funding gap created by low population density Expand Noncredit class offerings	Supplemental funding to support low enrollments incurred in small, rural areas Cost to identify, interview and hire 30 new teachers Marketing in each community for community awareness Facilities use cost for community classes Cost to create Career Development and College Preparation certificates for expanded noncredit classes	\$255,000 + rural differential	College of the Redwoods and local school Districts where classes are held	1) Is a rural funding differential or supplement available to allow for fiscally sound small class sizes in low population density and or remote geographies? 2) Have noncredit class offerings been expanded throughout the District?	Begins summer 2015; ongoing thereafter New teachers hired over the 2015-16 year, beginning summer 2015 Marketing begins summer 2015 50% of CDCP classes will have a Certificate by Dec. 2015; 80% by June 2016
Serving jail and prison inmate populations	Shorter duration classes Noncredit classes Career exploration classes Transition programs to facilitate releases back to campus for further career pathway classes Counseling	0.5 FTE classified staff to manage frequent class registrations and scheduling Small class size differential due to jail maximums of inmates allowed to attend classes	\$231,220 + small class differential	College of the Redwoods	1) Has a classified staff been assigned to support inmate education? 2) Are classes being held with a low class size if supported by a low class size differential?	By Sept. 2015 classified staff will be hired. By October 2015 at least one Navigator and one PT Counselor will be hired

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 (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	Classes in problem solving, interpersonal and social skills	together Release Navigators to work with inmates prior to release and to help them upon release to transition to further education Academic Counselors Curriculum Development for specific classes and delivery methods to support inmate educational needs			3) Are Navigators working with inmates prior to and after release? 4) Are Counselors working with inmates prior to and after release? 5) Has curriculum been developed to support the needs and constraints of inmate education?	
Need to combine basic skills with CTE	Contextualized basic skills classes	Professional Development for contextualized instruction Develop contextualized CTE basic skills curriculum	\$156,000	College of the Redwoods	1) Is professional development training held? 2) Is contextualized CTE curriculum developed?	Begin summer 2015 and ongoing through June 2016
Accessibility to ESL classes	More flexible schedules Convenient locations Smaller classes Noncredit Vocational ESL classes	AB86 member and partner sites will host noncredit ESL A rural differential will allow smaller class sizes, thus reducing transportation	\$283,000 + rural differential	College of the Redwoods and local school Districts where classes are held	1) Are ESL classes held in multiple community locations? 2) Has VESL curriculum been developed? 3) Has curriculum for ESL Parenting	Begin summer 2015 and ongoing through June 2016

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 (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	Funding for transportation and childcare Combining ESL with Early Childhood Education/Parenting	barriers Curriculum for vocational ESL classes will be developed Curriculum for ESL Parenting classes will be developed Childcare will be provided for ESL classes Transportation will be subsidized for ESL classes			been developed?	
Shortage of Adult Basic and Secondary skills in some geographies	Expand Noncredit offerings	Rural differential will allow smaller class sizes in low population density rural communities	See above	College of the Redwoods	Are Adult Basic and Secondary skills classes offered in each of the geographies consortia members expressed a need?	By June 2015
Absence of any organized educational program for Adults with Disabilities in several geographies	Expand Noncredit Living Skills classes to all geographies Noncredit Vocational classes Strengthening transitional pathways from K-12 district Special Education programs to Noncredit Adult Ed	Rural differential will allow smaller class sizes in low population density rural communities CTE curriculum for people with disabilities will be developed Clear pathways will	\$22,600 + rural differential	College of the Redwoods	1) Is a rural differential in place to support smaller classes in low population areas? 2) Has CTE curriculum been developed for people with disabilities? 3) Have clear	Begin in July 2015 and ongoing. New CTE classes will be offered in Spring 2016

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 (Specific school district(s) or college(s))	Methods of Assessment	Timeline
		<p>be developed from high school and community programs into CTE classes for people with disabilities and on to careers</p> <p>Professional development will inform high school teachers and staff and community organizations of the CTE pathways for people with disabilities</p>			<p>pathways been developed for people with disabilities?</p> <p>4) Has professional development to support the pathways been offered?</p>	
Need to combine Basic Skills with CTE beginning in High School	Clearly defined pathways based in assessment and counseling	Professional development for high school and adult education teachers on CTE pathways and transitions	\$20,000	College of the Redwoods	Are Pathways professional development meetings being held?	Spring 2016
Low High School Graduation rates	<p>Expanded Noncredit options for High School Equivalency preparation</p> <p>Create Noncredit high school diploma for recovery</p>	<p>Rural differential will allow smaller class sizes in low population density rural communities</p> <p>A noncredit high school diploma program will be developed</p>	\$20,000 + rural differential	College of the Redwoods	<p>1) Are high school diploma classes developed?</p> <p>2) Is a high school diploma certificate developed?</p>	Begin July 2015
Lack of accessibility to High School Equivalency preparation	Take pencil and paper High School Equivalency testing to rural communities	Subsidy for administration of pencil and paper	\$27,200 + rural differential	College of the Redwoods	1) Are pencil and paper high school equivalency tests	Begin in August 2015

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 (Specific school district(s) or college(s))	Methods of Assessment	Timeline
and testing	<p>Noncredit High School Equivalency preparation</p> <p>Distance education alternatives that do not rely on the internet, such as correspondence classes</p>	<p>test to low numbers of students in remote areas</p> <p>Rural differential will allow smaller class sizes in low population density rural communities</p> <p>Develop curriculum for non-internet based distance education alternative classes</p>			<p>being offered in remote areas?</p> <p>2) Is a rural differential supporting these classes?</p> <p>3) Has non-internet based distance education curriculum been developed?</p>	
Lack of reliable High Speed Internet access	Funding for infrastructure improvements in rural areas	Develop high speed internet for Southern Humboldt site	\$30,000	College of the Redwoods	Is Southern Humboldt Site connected to high speed internet?	By June 2016
Basic computer literacy	Noncredit classes	<p>Rural differential will allow smaller class sizes in low population density rural communities</p> <p>Portable computer lab for rural community sites</p>	\$26,000 + rural differential	College of the Redwoods	<p>1) Is a rural differential supporting smaller rural classes?</p> <p>2) Has a portable computer lab been acquired and used to teach computer skills in remote areas?</p>	By Spring 2016
Basic office skills	Stackable certificates with entry level office work skills	Curriculum development	\$5,000	College of the Redwoods	Have stackable certificates been developed?	June 2016

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 (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Work readiness	Integrating “soft skills” into CTE classes Dedicated Noncredit Workforce Preparation classes	Professional development with CTE faculty on integration of soft skills Curriculum development and revision of noncredit workforce preparation classes to include soft skills	\$68,000	College of the Redwoods	1) Has professional development around soft skills integration been held for CTE faculty? 2) Has noncredit CTE curriculum been written and revised to reflect the workforce need for soft skills?	By June 2016
Need for adult education that “goes somewhere” toward identified sustainable employment in this community	Research to develop and refine pathways in: <ul style="list-style-type: none"> ○ Healthcare/Medical ○ Manufacturing ○ Hospitality and Tourism ○ Agriculture/Niche Farming ○ Oyster Production ○ Business and Entrepreneurship ○ Building and Construction ○ Drafting and Design ○ Sustainable Energy Careers ○ Fine Arts ○ Automotive Education ○ Office Computer Skills, IT, and Programming 	Staff to research and refine pathways, develop integration and alignment between high schools, adult programs and employers Marketing funds to disseminate the pathways through education to jobs	\$100,000	College of the Redwoods	1) Have pathways been developed? 2) Have these pathways been marketed to adult learners?	By June 2016
Need for Life Skills	Noncredit classes in Parenting, Basic Finances, and Workforce	Develop noncredit curriculum	\$10,000 + rural	College of the Redwoods	1) Has curriculum been developed?	Begin July 2015

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 (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	Preparation	Rural differential will allow smaller class sizes in low population density rural communities	differential		2) Have classes been scheduled in rural areas?	
Cost and availability of public transportation	Public transit subsidies Gas vouchers	Funding for	\$1,687,500	College of the Redwoods	Are gas vouchers and public transit subsidies being offered?	September 2015
Marketing CTE	<p>Make clear connections to positive career outcomes: effort to "lead with the job"</p> <p>Define practical short-term goals, such as professional certification and licensure</p> <p>Stackable credentials</p> <p>Create full-time coordinator position as the primary point of entry for career pathways America's Job Center at the Job Market</p>	<p>Marketing materials will be developed and implemented to clearly explain the pathways to careers</p> <p>A full time coordinator will be hired</p> <p>Pathways will be promoted at The One-Stop centers to help job seekers envision their educational options and outcomes</p>	\$120,000	College of the Redwoods	<p>1) Are materials developed?</p> <p>2) Is a coordinator hired?</p> <p>3) Do the One-Stop centers have marketing materials on CTE pathways?</p>	By June 2016
Orientation and Advising	<p>Summer Bridge to College</p> <p>Counselor Day</p> <p>Align Kuder Navigator career planning with college advising</p> <p>Early enrollment advising and orientation</p> <p>Closer coordination between K-</p>	1 FTE staff to plan and implement events and to coordinate programs with high schools and other organizations serving adult learners	\$190,150	College of the Redwoods	<p>1) Has a Bridge to College been held?</p> <p>2) Has Counselor Day been held?</p>	By June 2016

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 (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	12 and college counselors					
Lack of student motivation	<p>Using stackable certificates to reinforce short term achievement</p> <p>Making clear connections between current achievement and long term goals and outcomes</p> <p>Appeal to the interests of and abilities of kinesthetic and visual-spatial learners</p> <p>Establish "learning communities" around community development projects and social issues</p>	<p>Marketing materials that help learners see the benefits of educational pathways</p> <p>Professional Development for faculty and staff in motivating students and drawing connections</p> <p>Funding for certificates and small visible achievement awards</p> <p>Staff time for coordinating classes working with community groups and projects</p>	\$90,000	College of the Redwoods	<ol style="list-style-type: none"> 1) Have materials emphasizing stackable credentials and clear connections been developed? 2) Have stackable certificates been made meaningful to achievers? 3) Has at least one class been held around real-world local interest projects or issues? 	By June 2016
Low adult literacy	<p>Humboldt Literacy Project and Del Norte Reads</p> <p>Additional public computer workstations</p> <p>Faster internet to support distance education</p> <p>Noncredit Adult Basic Literacy</p>	<p>Hold ABE and ASE classes in partnership with Humboldt Literacy Project and Del Norte Reads</p> <p>Rural differential will allow smaller class sizes in low</p>	\$10,400 plus rural differential	College of the Redwoods	Have adult basic and secondary literacy classes been held?	June 2016

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 (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	and Adult Basic Skills classes	population density rural communities				
Underserved immigrant populations	Partnerships to provide housing, legal, and literacy assistance to documented and undocumented immigrant students Contextualized learning Vocational Adult Basic Skills	Staff time to coordinate with other organizations to serve the literary portion of this need Noncredit Vocational ESL classes that include contextualized basic skills	\$30,000+ rural differential	College of the Redwoods	1) Are there noncredit literacy classes serving the immigrant population? 2) Has VESL curriculum with contextualized basic skills been developed?	Begin summer 2015
Underserved older and non-traditional students	Partner with community organizations to help underserved older students to reenter career pathways	1 FTE Academic Counselor for outreach on-site at community locations	\$100,000	College of the Redwoods	Is on-site career pathway outreach being provided?	Begin September 2015, ongoing thereafter
Invisible barriers: Negative attitudes and misconceptions about education and training	Use language to diminish the stigma of “education” and “college” Emphasize positive outcomes and rewards	Funding to develop materials that help staff, faculty and partner organizations present positive educational outcomes and rewards Funding to provide small rewards to recognize educational achievements.	\$40,000	College of the Redwoods	1) Are materials developed? 2) Are positive awards used to recognize educational achievement?	By June 2016

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 (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Coordinated ongoing professional development in all program areas	Week-long Summer Symposium Regular workshops and seminars Webinars and podcasts Multiagency partnership will increase opportunities in rural areas	Funding to implement the preferred strategies	\$92,110	College of the Redwoods	Are coordinated professional development events held?	Throughout the 2015-16 academic year
Significant student career advising and counseling needed to help students enter education, select a pathway, and to continue to garner more credentials	Funding for enhanced student services needed to support the population of adult learners, many of whom have multiple barriers Create full-time coordinator position as the primary point of entry for career pathways	2 FTE for enhanced student supportive services 1 FTE Counselor 1 FTE Coordinator	\$325,000	College of the Redwoods	Are staff available to provide services to adult education students?	By June 2016
County jails in the region lack adequately equipped classrooms in numbers sufficient to meet inmate educational needs	Furnish four jail classrooms: three in Humboldt County and one in Del Norte County Jails	Funding for refurbishing the rooms and purchasing equipment	\$75,000	College of the Redwoods with the Humboldt County Jail and the Del Norte County Jail	How many new classrooms are deployed?	By June 2016
Adult Education students need classes relatively close to home	Partner to pilot Adult Education programs at two or three high schools.	Custodial, Coordinator, rural differential for low class size	\$58,500 + rural differential	College of the Redwoods with ESD, NHUSD, and potentially DNUSD	Are CR noncredit classes being offered at two or three high school adult education programs?	By June 1016
High School Equivalency exam testers often lack funds for the actual exam	Provide scholarships to adult education students determined to be prepared to take the exam.	Funding for 200 exams	\$30,000	College of the Redwoods	Were exams administered?	Beginning July 2015

Regional Comprehensive Plan Objective #5: Work Plan for implementing Accelerated Student Progress

Description of the Approach	Tasks/Activities Needed to Implement
Develop contextualized basic skills classes.	<ul style="list-style-type: none"> • Identify best practices in contextualization of basic skills • Create curriculum and lesson plans that incorporate best practices • Provide professional development to faculty so that curriculum can be delivered utilizing best practices
Acceleration through compressing course material to increase the speed of student learning.	<ul style="list-style-type: none"> • CR is already testing this concept in Math and English basic skills courses. It is too soon to know whether students taking the accelerated courses were successful in the next course in their sequence. • This approach does work at other schools and is thought to be a good option for many students • 3CSN is an organization that provides professional development and support for accelerated basic skills.
Utilize open entry classes to allow students to move to the next level as soon as they are ready.	<ul style="list-style-type: none"> • Within the region both CR noncredit and several adult school programs offer open entry classes. • Short window managed enrollment classes also serve this as well and could be developed and tested to see whether they are more effective.
Short refresh and update courses prior to placement testing or beginning a higher level of ABE or ASE.	<ul style="list-style-type: none"> • CR has developed and used this technique effectively for math; students taking a two week Math Jam course typically move up one semester level upon completion of the short course. • A similar course is being developed for English. Data will need to be assessed after the new course is taught to determine effectiveness at accelerating students.

Description of the Approach	Tasks/Activities Needed to Implement
<p>Customized curriculum for individual students that targets their areas of need without reviewing material they already know.</p>	<ul style="list-style-type: none"> • The adult schools offer individualized packets for students to work on specific areas of personal academic opportunity. • CR offers noncredit ASE courses that utilize packets and computer-based software that directs students only to areas of academic opportunity as determined by a pretest. • The cost of software, materials legal for duplication and photocopy costs must be funded. • Students utilizing individualized instruction would benefit from interactive visual material as well as packets. This material should be available online and on CD so that those without internet access could see videos that support the written materials.
<p>Integration of basic skills and soft skills into CTE classes to help students make the connection between education and career.</p>	<ul style="list-style-type: none"> • Identify best practices in contextualization of basic skills • Create curriculum and lesson plans that incorporate best practices • Provide professional development to faculty so that curriculum can be delivered utilizing best practices
<p>Use noncredit classes to help students struggling with or dropping out of credit classes due to basic skills deficiencies. Helping these students master the basic skills component of their classes will reduce the number of classes they must repeat.</p>	<ul style="list-style-type: none"> • Academic advisors and faculty would need professional development to better determine which students are good candidates for receiving positive results from additional instruction. • Early alert systems at high schools and college would enable support to be provided quickly and is thought to be likely to allow effective intervention to assist students in getting back on track. • Resources are needed to identify students needing intervention, for providing the intervention, and to train faculty and staff on identifying students and on intervention options.

We plan to use several approaches to accelerate student progress. The approach most commonly believed among our stakeholders to be successful in our region is to teach contextualized Basic Skills. Students who enter CR with basic skills deficiencies graduate at an extremely low rate. Accelerating these students' progress is of great value, to the student, to the college and to the community. Contextualized basic skills classes will be developed, implemented and assessed for success and improvement.

Compression of course sequences, planning more learning into a shorter period, is another type of acceleration we are interested in pursuing. CR is currently experimenting with several compressed classes that combine two semesters of Credit Basic Skills English or Math into one semester. For example, at CR, the first Credit English class is English 350, followed by English 150, and then English 1A. Accelerated learning combines English 350 and English 150, allowing students to enroll for English 102 with the English 350 placement score, which, upon successful completion, prepares them for English 1A, thus reducing the English sequence by a full semester. The savings in time and resources, to the state, the college, and the student, should be substantial.

More assessment is needed, but compression has been successful for some students in other districts. We will have data, probably late this academic year, on whether students who have taken compressed classes are more or less successful in the next class. We need to wait until students who have completed the compressed class have completed the subsequent class in order to study the outcome. We hope that acceleration will work as well for adult learners reentering the workforce through education and training as for college-bound students. The accelerated program for English, which combines English 350 and English 150, is a definite improvement, at least from a time standpoint. If these credit courses prove successful in accelerating student learning, we will develop similar courses for noncredit students.

Accelerated classes will complement ongoing Noncredit contextualized support classes within our adult education program. Developing supportive instructional materials, connected with the main content of a compressed class or certificate program, might help students who are struggling to practice their basic skills in context.

Many students are struggling with Math, and continue to struggle in subsequent courses, after having taken remedial Math classes. We are interested in the work of colleges piloting more hands-on, accelerated application types of Math classes, which relate to real life situations. The focus is on how a student understands concrete examples of a specific concept, such as fractions, functionally, as it applies to everyday activities such as downloading music or purchasing food. The emphasis is on visual displays and concrete examples of mathematical concepts. We will develop a hands-on, accelerated applied math class and assess the outcomes of students completing it.

We believe that we have many students who will be more interested in math when it is hands-on, contextualized and this will increase student success in this area.

Noncredit Workforce Development classes offering classes with contextualized basic skills, soft skills, and hands-on job readiness skills, in areas of great interest to students, such as resume and cover letter writing, and career-specific document reading and writing.

Integrating basic skills and soft skills into CTE curricula encourages students to make the connection between education and sustainable employment, and supports a student's comprehensive educational pathway. Additionally, communication skills, such as how to have a conversation with supervisors or managers, can be contextualized into CTE courses.

Introducing subjects such as Reading and Math in the context of a student's primary academic or career interest is another method of combining course work for greater efficiency and ease of understanding. Contextualizing lessons helps students make the connection between academic subjects and their practical application, building on a student's innate knowledge and curiosity, and enhancing overall motivation and retention of the subject matter.

Professional Development of faculty will be required to gain a better understanding of both contextualized instruction and compression. New noncredit curriculum will be developed and offered. We plan to use many of the resources available through 3CSN, The California Acceleration Project.

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	Timeline
Develop contextualized basic skills classes.	<p>Identify best practices in contextualization of basic skills</p> <p>Create curriculum and lesson plans that incorporate best practices</p> <p>Provide professional development to faculty so that curriculum can be delivered utilizing best practices</p>	<p>Professional Development for contextualized instruction</p> <p>Develop contextualized CTE basic skills curriculum</p>	\$156,000	College of the Redwoods	<p>3) Is professional development training held?</p> <p>4) Is contextualized CTE curriculum developed?</p>	Begin summer 2015 and ongoing through June 2016
Acceleration through compressing course material to increase the speed of student learning.	<p>CR is already testing this concept in Math and English basic skills courses</p> <p>This approach does work at other schools and is thought to be a good option for many students</p> <p>3CSN is an organization that provides professional development and support for accelerated basic skills.</p>	Bring two acceleration workshops to this region for shared professional development.	\$108,400	College of the Redwoods	Are acceleration workshops held?	By June 2016
Utilize open entry classes to allow students to move to the next level as soon as they are ready.	Within the region both CR noncredit and several adult school programs offer open entry classes.	0.5 FTE Staff time	\$50,000	College of the Redwoods	Review of student records to determine whether students are utilizing open entry classes to progress to	Begin July 2015

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	Timeline
	<p>Short window managed enrollment classes also serve this as well and could be developed and tested to see whether they are more effective</p> <p>Refine curriculum, faculty professional development in this area, refine scheduling, market open entry and mid-class promotions to students, staff and community members..</p>				higher levels of basic skills as soon as they are ready?	
Short refresh and update courses prior to placement testing or beginning a higher level of ABE or ASE. CR has developed and used this technique effectively for math	Develop ABE and ASE refresh and update curriculum. Disseminate information about the benefit to students of taking such classes prior to taking placement tests to counselors, advisors, students and sources of adult learner students.	Staff time	\$20,000	College of the Redwoods	Are classes developed and implemented?	By June 2016
Customized curriculum for individual students that targets their areas of need without reviewing material they already know.	The adult schools offer individualized packets for students to work on specific areas of personal academic opportunity. CR offers noncredit ASE	Funds for photocopies to create printed packets, software licenses for computer-based study, and	\$260,000	College of the Redwoods and Eureka Adult School	Are materials available for student use?	By June 2016

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	Timeline
	<p>courses that utilize packets and computer-based software that directs students only to areas of academic opportunity as determined by a pretest.</p> <p>The cost of software, materials legal for duplication and photocopy costs must be funded.</p> <p>Students utilizing individualized instruction would benefit from interactive visual material as well as packets. This material should be available online and on CD so that those without internet access could see videos that support the written materials.</p>	classroom interactive materials				
Integration of basic skills and soft skills into CTE classes to help students make the connection between education and career	<p>Identify best practices in contextualization of basic skills</p> <p>Create curriculum and lesson plans that incorporate best practices</p> <p>Provide professional</p>	<p>Staff time for curriculum development</p> <p>Professional development for faculty</p>	\$128,400	College of the Redwoods	<p>1) Is curriculum developed?</p> <p>2) Is shared professional development offered?</p>	Begin fall 2015

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	Timeline
	development to faculty so that curriculum can be delivered utilizing best practices					
Use Noncredit classes to help students struggling with or dropping out of credit classes due to basic skills deficiencies. Helping these students master the basic skills component of their classes will reduce the number of classes they must repeat	<p>Academic advisors and faculty would need professional development to better determine which students are good candidates for receiving positive results from additional instruction.</p> <p>Early alert systems at high schools and college would enable support to be provided quickly and is thought to be likely to allow effective intervention to assist students in getting back on track.</p> <p>Resources are needed to identify students needing intervention, for providing the intervention, and to train faculty and staff on identifying students and on intervention options.</p>	<p>Professional Development</p> <p>Early Alert system software and training to allow early intervention.</p>	\$90,000	College of the Redwoods	<p>1) Are advisors trained in early identification and intervention of at-risk students?</p> <p>2) Is an Early Alert system put into place?</p>	By June 2016

Regional Comprehensive Plan Objective #6 Collaborative Professional Development Plan

Topic	Professional Development Strategy
Professional Development days during non-instructional days adjacent to academic calendar teaching days.	<ul style="list-style-type: none"> • CR offers professional development days prior to the start of each semester. • Adult School faculty will be invited to attend sessions jointly with CR faculty
On-demand asynchronous webinar options are thought to be well received and effectively used by faculty and staff for professional development.	<ul style="list-style-type: none"> • One-hour facilitated webinars on various topics than can be viewed when time is available. • Short monthly meetings via online meeting software could review that month’s webinar topic in person to stimulate discussion and further understanding of the concepts.
On-demand just-in-time training available to all faculty and staff.	<ul style="list-style-type: none"> • Create, or assemble from other sources, professional and engaging short videos on various professional development topics. • Place this material in one area on CR’s website so that CR and Adult School faculty can reference information as needed.
Faculty new to teaching or new to Adult Education students benefit from a peer mentor.	<ul style="list-style-type: none"> • A peer mentor program will be developed to facilitate new teacher development.
Supporting adult learners college and career readiness, especially Habits of Mind	<ul style="list-style-type: none"> • Bring a 3CSN trainer to the Redwoods region for a jointly attended “Habits of Mind” professional development training. • Hold annual jointly attended adult basic and secondary skills trainings, likely in the form of a symposium or summer institute with follow-up of shorter monthly meetings either in person or via video conferencing.
Instructors throughout the region have the opportunity to participate together in professional development.	<ul style="list-style-type: none"> • Develop interactive video capability within the region to support professional development.

As we continue to discover what we would like to see in the way of future curriculum innovations, we plan to develop new pathways for professional development. Faculty are interested in further professional development exploration in several areas including project-based learning, collaboration, and thinking through problems in groups, with texts as a means of supplementing the way students think about problem solving, are possible avenues of innovation of interest to faculty. Presenting basic skills as a social learning activity redefines the roles of teacher and text, and presents the challenge of aligning professional development with new models of adult learning.

Under AB86, funds are expected to become available for programs of joint professional development among consortium members, partners, and stakeholders. As a Consortium, across the Redwoods District, we are committed to collaboration with teachers, staff, and administrators to conceptualize and communicate the ways that we, as a group, see adult education developing. We have to assume that our teachers, for the most part, will continue doing what they have been doing if we don't organize to stimulate and extend the process of collaborative innovation through opportunities for ongoing professional development.

Teachers at all levels want new tools to teach, and new ways to motivate students and help them to succeed, and it is our task to introduce them to proven strategies and more effective methods. We must train teachers to become detectives in observing students' ways of knowing and questioning, and why they give the answers they do, as opposed to merely teaching answers to questions. These are not short-term objectives, and will require extensive planning, generous funding, and consistent implementation in order to bring about the necessary deep structural changes to professional development.

We believe our faculty would be best served by a symposium with an initial 2 to 5 day kickoff (likely as a Summer Institute for August of 2016 as there will not be time to plan one for August of 2015) of intensive exposure, combined with several months of regular follow-up, either evenings or weekends, with funding for time, childcare and other associated expenses. These regular "check-ins," hosted every few weeks, can coincide with regularly scheduled professional development days. All of this requires a great deal of coordination and planning, so that teachers have the opportunity, outside of their daily teaching responsibilities and professional priorities, to incorporate and integrate their new strategies and insights into the common core curriculum.

We may need to hire consultants or experienced presenters from outside the region to lead the training. The consortia will implement the roll-out of this type of extended training and development and offer it to all faculty teaching adult education within the region. An initial late-Spring orientation session will be organized to present the symposium concept and the values behind it in order attract a willing commitment from

the greatest number of participants. To be effective, this effort will require the full cooperation and participation of members, partners, and stakeholders across the consortium.

On a smaller, local scale, one-hour facilitated webinars, which can be recorded and replayed anytime, are effective, economical, and convenient. Topics could include case studies, successful instructional models, and classroom demonstrations. Webinars could stand alone, or support other materials and activities.

A more comprehensive approach would integrate a social media learning community for Noncredit and adult education teachers probably into CR's website. We might want to partner to share links and develop or provide "snappy," Youtube-style online video resources, by topic and subject area, for ongoing professional development.

There is a need to train adult education faculty to teach to different styles of learning, and to sensitize them to the special needs of returning and non-traditional students. Ongoing diversity training is essential and will be integrated into our ongoing professional development. Professional development should be presented through collaboration and cooperation among consortium participants, and based on successful model programs.

Peer mentoring among faculty is another potentially valuable approach to ongoing professional development and enrichment. Many adult education teachers are new to teaching or new to teaching adults. By providing a peer mentoring program we will help them learn best practices, increase their effectiveness, and improve retention of new faculty.

There is a clearly established need to coordinate professional development within the Humboldt and Del Norte area.

Some specific professional development topics requested by the Workgroups are:

1. A "How To Contextualize Basic Skills" Workshop
2. Assessment and Placement Training
3. Obtaining and Using Open Access Materials
4. "Learning Styles" Training

The Consortia wants to note that in this rural, remote region finding qualified faculty can be a significant barrier to providing classes. For this reason the Consortia recommends that the requirements for faculty not be made more rigorous than the current minimum qualifications.

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. Table rows can be added.

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Professional Development days during non-instructional days adjacent to academic calendar teaching days	CR offers professional development days prior to the start of each semester. Cost would include stipends for training on non-contract days, mileage for Del Norte participants, development and speaker costs. This would be for one day in the fall and one day in the spring.	Teaching, assessment, processes, networking.	\$66,900
On-demand asynchronous webinar options are thought to be well received and effectively used by faculty and staff for professional development	One-hour facilitated webinars on various topics could be viewed when time is available Short monthly meetings could review that month’s webinar topic in person to stimulate discussion and further understanding of the concepts	Could vary based on target group and specific needs	\$18,000
On-demand just-in-time training available to all faculty and staff	Create, or assemble from other sources, professional and engaging short videos on various professional development topics	Could vary based on target group and specific needs	\$6,600
Faculty new to teaching or new to Adult Education students benefit from a peer mentor	Peer mentor programs will be developed to facilitate new teacher development	Teaching techniques, retention, early alert, acceleration, pathways, support services for students and faculty.	\$52,000

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 Consortium-Wide
Supporting adult learners college and career readiness, “Habits of Mind”	Bring a 3CSN trainer to the Redwoods region for a jointly attended “Habits of Mind” professional development training Hold annual jointly-attended adult basic and secondary skills trainings, likely in the form of a symposium or summer institute with follow-up of shorter monthly meetings either in person or via video conferencing	Acceleration and college and career success skills	\$44,640
Instructors throughout the region have the opportunity to participate together in professional development	Develop interactive video capability within the region to support professional development	Could vary based on target group and specific needs	\$140,000
Develop Summer Institute Professional Training	Develop a one-week summer program with 10 monthly follow-up days during the school year.	Needs of adult learners, acceleration, contextualization, pathways	\$78,875

Regional Comprehensive Plan Objective #7: Leverage of Existing Regional Structures from Partners

Member Institution Supporting Regional Consortium	Leverage of Member Structures
College of the Redwoods	<ul style="list-style-type: none"> • Use of facilities offered: Eureka, Eureka Downtown, Crescent City, Garberville, and Hoopa • Noncredit classes are being expanded • Credit classes and support programs welcome adult learners
Eureka City Schools	<ul style="list-style-type: none"> • Use of facilities offered • Partnership on adult high school diploma program • Shared professional development planned
Northern Humboldt Unified School District	<ul style="list-style-type: none"> • Use of facilities offered • Partnership on adult high school diploma program
Del Norte County Unified School District	<ul style="list-style-type: none"> • Use of facilities offered • Partnership on adult high school diploma program
Fortuna Union High School District	<ul style="list-style-type: none"> • Use of facilities offered

The consortium region has an abundance of available facilities for CTE and other adult education. Locating classes in proximity to identified adult learner populations reduces travel times and distance, which helps to improve overall enrollment and attendance. Travel distances are a significant barrier in this region, and public transportation is an existing regional structure which must be improved to better serve these populations.

Future classes may expand to some or all of the Conservation Camps: Parlin Fork CC #6 in Mendocino, Alder CC #20 in Klamath, High Rock CC #32 in Weott, and Eel River CC #31 in Redway. The camps have classes and needs in all 5 AB86 Program Areas. The camps would host classes on-site for inmates.

**Table 7.1 Leverage of Existing Regional Structures from Partners
(expand table as necessary)**

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
North Coast Small Business Development Center	1,4	CR will work with the SBDC on CTE curriculum, which will be developed and implemented.	College of the Redwoods	Plans to assist with CTE curriculum, host classes, and refer students to these classes.	July 2015
The Job Market (Eureka One-Stop operated by the Humboldt WIB)	1,2,3,4	Space has been identified. Computers will be ordered and installed. Classes need to be started. Create and provide marketing materials to give to potential students.	College of the Redwoods	Will host an adult education classroom/lab and refer job-seekers to the classroom for educational opportunities to improve their job skills.	July 2015
Del Norte Workforce Center (Del Norte One-Stop)	1,2,3,4	Create and provide marketing materials to give to potential students.	College of the Redwoods and Del Norte County Unified School District	Will refer students to adult education classes and assist with high school equivalency testing cost.	Fall 2015
Del Norte Reads	1,2	Create and provide marketing materials to give to potential students.		Will refer students to classes	Fall 2015 and ongoing
Many elementary school districts	1,2,4	Schools will determine their parents needs and inform Consortia and Consortia will contact schools in geographies where classes are needed.	Varies	Will partner with CR to provide adult education to the parents of elementary school children, and other neighborhood adults, after hours in provided space.	Ongoing
Yurok Tribe	1,4	Determine appropriate classes, hire faculty, and gather sufficient numbers of students to run classes.	College of the Redwoods	Use of facilities offered: Klamath and Eureka	By Spring 2016
Hoopa Tribe	1,4	Determine appropriate classes, hire faculty, and gather sufficient numbers of students to run classes.	College of the Redwoods	Use of facilities offered: Hoopa	By Spring 2016
Humboldt County Correctional Facility	1,4	Determine appropriate classes, write curriculum for some areas, hire faculty, schedule classes. Partner on grant(s) to fund classroom renovation.	College of the Redwoods	Use of facilities offered: Jail classroom, SWAP yard, Corrections Farm	Beginning July 2015

Humboldt County Probation Department	1,2,3,4	Create marketing materials, including class schedule so officers can made effective referrals.	College of the Redwoods	Will refer people on probation to classes and will help newly released inmates enroll in classes upon release.	Beginning Fall 2015
Del Norte County Correctional Facility	1,4	Determine appropriate classes, write curriculum for some areas, hire faculty, schedule classes.	College of the Redwoods	Use of facilities offered	Beginning July 2015
California Conservation Corps, Fortuna	1,4	Determine appropriate classes, hire faculty, schedule classes.	College of the Redwoods	Use of facilities offered	Beginning July 2015
Humboldt County Office of Education	1,2,3,4,5	Determine appropriate classes, hire faculty, and gather sufficient numbers of students to run classes.	College of the Redwoods	Use of facilities offered, partnership on ESL and immigrant education classes, articulation on CTE classes	Beginning July 2015
Humboldt County Library	2	Determine appropriate classes, hire faculty, and gather sufficient numbers of students to run classes.	College of the Redwoods	Use of facilities offered	By Spring 2016
Humboldt State University	1,2,	Determine appropriate classes, hire faculty, and gather sufficient numbers of students to run classes.	College of the Redwoods	Use of facilities offered, partnership on ESL and immigrant education classes	By Spring 2016
Humboldt County Department of Health and Human Services (including CalWORKS)	1,2,3,4	Provide informational material to case workers. Provide professional development to case workers and other referring workers on pathways, careers, entry points and first steps in adult education.	College of the Redwoods	Referral of adult learners to classes, acceptance of class time to meet selected activity requirements	Beginning fall 2015

