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

Section 1: Consortium Information

15-328-044

**1.1 Consortium Planning Grant Number:**

Redwood Adult Education Consortia

**1.2 Consortium Name:**

Rick Jordan

**1.3 Primary Contact Name:**

**1.4 Primary Contact Email:**

rick-jordan@redwoods.edu

Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

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

The Redwood Adult Education (REA) consortium, formerly known as the North Coast Adult Education Consortium, serves all of Humboldt and Del Norte Counties as well as parts of several neighboring counties. Membership on the Executive Advisory Committee includes three K-12 Districts, one Community College District, Probation, and the Humboldt County Correctional Facility. Various other K-12 Districts, community agencies, and adult education supporters are involved in the consortium work groups that advise the Executive Advisory Committee.

Previous partnerships of our members in various efforts on the North Coast are the foundation for working together and have been leveraged to strengthen the role of education and workforce training. Trust and good will exists between the members and partners due to their prior collective activities for education in our region, and now in our consortium. With the collaboration of schools districts, business partners, and county agencies, the services for Adult Education will be prioritized and aligned to meet the regional needs according to the Adult Education Block Grant.

**Vision**

RAE will offer adult education classes at locations geographically accessible to learners within the RAE region. Based on identified workforce needs, RAE classes will increase educational attainment and career success by providing the preparation and skills needed for employment, continuing education, and personal growth of the residents of our region.

Through the work of RAE, we have come together to identify the adult education needs and resources in our region. We have determined that we have significant needs, the expertise to develop effective programs, and a strong desire by all members to see a robust adult education offering in our region.

The partnerships we developed as we worked together to develop this shared vision and plan will lead to integrated educational pathways, increased educational opportunities, and improved ability to address the varied needs of our collective adult learners. College of the Redwoods (CR) will continue to be the fiscal agent, and the Executive Advisory Committee will continue to make RAE decisions for the region with the involvement of workgroup partners throughout the region.

**Goal**

The goals of the consortium are to identify existing services and gaps and to determine how we can best partner to meet the needs of as many adult learners within our service area as possible. Specifically, we will determine: 1) what educational needs exist in our adult community, 2) what facilities are available to host services, 3) how adult learners can be directed to services that best align with their educational goals, 4) development of individualized pathways, and 5) the best ways to blend resources to meet these goals.

**Key Strategies**

**Marketing/Communications**

Supporting learners to enter the RAE program and embark upon an educational journey is key to our success. We will attract learners by promoting RAE throughout the region. A printed RAE schedule listing classes and locations will be distributed twice annually. We will also promote through posters, referrals, and partners. RAE Navigators will reach out to adult learners and provide supportive transitions through educational and career pathways by connecting learners with classes, service providers, and programs.

**Create the Infrastructure to Actualize Plan**

In order to turn the RAE plan into program, the staff, both classified and certificated, will need to expand. A new Organizational Chart with new members will be developed, team members hired, and professional development implemented. The consortium is very excited by the prospect of hiring two to three Navigators. Navigators will be pathway/academic counselors responsible for assisting all students make a smooth transition into adult education and to develop a long-term plan leading to completing certificates and/or an AA at CR.

**Pathway Development**

Grant Administrators, Navigators, and Curriculum Developers will work together to develop comprehensive pathways for learners. Pathways will begin where learners truly are (ABE and ESL) and articulate from noncredit classes through credit classes at CR. Stackable credentials, Associate Degrees, and transfers to four-year schools will be the ultimate goal. Pathways will be modeled on the Skyline College model, which emphasizes multiple drop-in spots on a pathway designed to meet identified workforce needs.

**Integration of ESL Classes and Targeted Workforce Skill Development**

ESL classes geared toward employment language development need to be the norm, doubling the value of each completed class and quickly leading to completion of basic certifications. Otherwise our students will be more likely to not complete programs.

**Expansion of ABE, GED Prep, High School Classes**

Adults in need of a high school credential are located throughout our region. We will expand the number of locations offering ABE, GED Preparation, and high school equivalency classes throughout our geography so that adults have access to classes within a reasonable commute from their work or residence.

**Expansion of Short-term Vocational Programs**

Short-term vocational programs will continue to be developed and implemented to help adults increase their employment options and outcomes. With input from RAE members and workgroups, these programs will be focused on local workforce needs and data indicating job openings.

**Expansion of Classes for People with Disabilities**

Classes for people with disabilities will be increased through outreach to the community and by working with organizations that serve the disabled community.

**Expansion of Evening and Weekend Classes**

To support working adults to continue on their educational pathway, we will increase the number and types of evening and weekend classes with an emphasis on high school equivalency, ESL, and short term vocational classes. Classes will often include access to childcare.

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

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

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

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

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

CR has increased the number of noncredit courses approved to 70 and has had five enhanced noncredit certificates approved in order to support community demand and consortium planning needs. Additional courses and certificates are being developed in support of the adult learner community’s needs based on the needs assessments completed by RAE as part of the AB86 process.

CR is now offering face-to-face enhanced and regular noncredit classes in both County jails in the region as well as within Pelican Bay State Prison (PBSP). Credit basic skills courses are also being offered face-to-face within Pelican Bay State Prison. RAE plans to continue to prepare PBSP inmates for credit classes through our noncredit college preparation classes. Del Norte Unified School District has elected not to implement MOE classes this year and will be turning its MOE funding back to RAE for deployment as part of the RAE program, which, in turn, will support the adult learners within their District.

The region has a very small Experience Works program that offers limited service. Services specifically for older adults to enter or reenter are extremely limited, thus older adults must use the resources available to all residents of the region, as described in the original report.

Currently the Humboldt County Office of Education runs a very small (about 5) number of workshop series to teach parents of elementary school children parenting skills that will support their children’s education. One other very small program (3-4 classes per year for the entire region) focuses on providing parents skills to assist children with behavioral problems. These behavioral problems inevitably have a negative impact on students’ academic successes.

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

This should provide an updated overview (if applicable) of the consortium’s region including:  
● Analysis/description of local regional economy   
● Additional analysis utilizing other data

Much of the analysis and associated narratives contained in the Comprehensive Plan remains as important now as it was when the plan was approved in March of 2015. The expanded narrative below captures consortium learnings and areas of increased focus.

**Program Area 1: Elementary and Secondary Education/Basic Skills Programs**

As described in our Comprehensive Plan, poverty rates, free and reduced lunch rates, and low educational attainment numbers keep the need for ABE classes high across the region. Ensuring these classes are accessible for community members across the region remains a challenge. Rural areas will require Rural Differentiation Funding to make some classes financially feasible.

**Program Area 2: ESL and Citizenship Programs**

The consortium has come to realize that simply offering ESL classes is not enough. ESL classes need to be taught in the context of workforce skills. So we are in the planning phases for offering ESL classes within a Hospitality Pathway for example. As in other regions, these types of classes offer students not only the essential second language skills, but also the types of work readiness skills that translate into hirer wages.

**Program Area 3: Workforce Re-entry**

The North Coast is in consistent need to retrain adults as traditional industries give way to new ones. Logging and fishing jobs continue to disappear, given way to new jobs in tourism, medicine, niche agriculture, finance, and manufacturing among others. Anticipating these changes and being prepared for a new round of adults needing training can be difficult, but RAE can partner with the Workforce Development Board, the Job Market, and others to be ready help these adults transition from jobs.

**Program Area 4: Helping Parents Help Their Children in School**

A few of the local school districts offer after school programs designed to help students perform better during the traditional school day, but none of the programs are designed to help parents of those students learn the skills that can help their children perform better in school. This is an area of training that is basically void at this time.

**Program Area 5: Adults with Disabilities**

This remains an underdeveloped area for RAE. Various organizations in the region offer training and support for adults with disabilities. Additional research and collaboration with existing service providers will occur to further develop this area of services to the disabled adult population.

Northern Humboldt Union High School District has a long established work training program for adults with disabilities and will work with RAE to determine if aspects of the Northern Humboldt Employment Services can serve as a model for RAE programming for disabled adults.

**Program Area 6: Short-term CTE Classes**

RAE has developed and/or refined a number of short-term CTE classes. For example, a series of classes in Janitorial/Maintenance has been updated and will be offered during the 16-17 fiscal year. Further development and delivery of programs will include but not limited to: Office Assistant, Landscaping, Manufacturing, Workplace Performance, and Workplace Leadership.

**Program Area 7: Apprenticeships**

Currently there are few apprenticeship offerings in our region. This will be an area of focus for RAE in the coming two years. There is a great deal of support for such offerings from the Workforce Development Board and the Eureka Chamber of Commerce, but as yet there is no formal structure for this to happen. RAE is confident there will be a great deal of community support for Apprenticeships once the planning and implementation begin.

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

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

Placement of adult learners into the comprehensive RAE system will happen utilizing two different but dependent pieces. An initial CASAS assessment of all pre high school diploma learners will help properly place students in the correct level of ESL, ABE, or GED Preparation classes. One of three Navigators will work with a new student to develop an individualized plan based on where they are starting and landing where they want to be. This may be as simple as guiding a student through the final stages before taking the GED assessment. It may mean helping an English Learner access the appropriate level and workforce specific ESL class. It may entail guiding a student through the WorkKeys curriculum focused on the student’s desired area of training. Or it may mean helping a student earn their high school diploma and transition to CR to earn a stackable CTE certificate or AA.

Navigators will work with adult learners in each community, helping to identify educational and employment pathways. Additionally, Navigators will help learners overcome barriers to education and employment. Navigators will work with local workforce agencies, including the One-Stops, tribal workforce agencies, and nonprofit workforce organizations to connect learners with existing workforce placement and referral services.

RAE Work Experience courses will have been developed in 2016-17 and will be in their first year of implementation. The supportive structure of a Work Experience opportunity, including placement, support, and ongoing feedback, will increase work readiness skills and result in increased employment outcomes.

RAE WorkKeys certification and work readiness courses in both 21st Century Skills and practical workplace skills will prepare learners to be successful in the workforce. CR Certificates of Competency and Completion will substantiate learners’ accomplishments. Learners will have the opportunity to earn multiple stackable credentials as they work toward their goal.

RAE adult learners seeking an educational path will be encouraged to begin taking credit classes when they are academically prepared. Navigators will be current on post-secondary transition needs and will assist students to make the transition. Navigators will help students identify post-secondary student support programs for which the student is eligible, such as Extended Opportunity Programs and the CR TrIO program, and connect the student to those post-secondary student support programs.

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

RAE will continue to seek partnerships with high schools, unions, the Workforce Development Board, the Chamber of Commerce, the Visitor’s Bureau and other groups to grow our pre-apprenticeship training. Due to the lack of pre-apprenticeship opportunities in this remote region, RAE is planning to develop Work Experience opportunities for adult learners to get on-the-job experience as a transition from adult education classes to the workforce.

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

There is a great deal of room for RAE to develop programs that will help parents help their child be more successful in school. First and foremost, the higher the level of education achieved by a parent allows a parent to more effectively help their child with their schooling, ideally well in to high school.

RAE will encourage and support parents and other adult learners to transition to college credit classes when those match that learner’s educational and career goals. By increasing the educational attainment and workforce readiness of parents, RAE sees that parents are able to provide a more stable home environment for their children, thus further supporting student success.

Research of the two-generation model shows that educating parents and children together increases the success of both. Scheduling Adult Education classes at times and locations when high quality daycare can also be provided will allow both parent and child to learn at the same time.

RAE Navigators support parents’ successful transition to credit classes or to employment. In addition to increasing parents’ educational outcomes, RAE is offering classes specifically to teach adults skills to assist elementary and secondary children to be academically successful and to enter employment or post-secondary education upon graduation from high school. These classes include parenting skills, understanding the K-12 system and how to navigate it successfully, and computer classes designed to teach adults to access K-12 school websites.

**2.3d** Collection and availability of data. (REQUIRED)

By the end of the 2017-18 year, with the use of additional State money designed for this purpose, the consortium will be using the new state data tracking system to seamlessly track adult learners throughout RAE programs and locations. Additionally, it is anticipated that CASAS assessments, WorkKeys assessments and certifications, High School Diplomas, GED and HiSET equivalencies, and College of the Redwoods Certificates of Completion and Certificates of Competency will be tracked. The combination of the new system, CASAS, WorkKeys, and College of the Redwoods’ MIS system will provide detailed tracking and other data to the consortium. Data will be collected and reported per AEBG expectations.

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

Instructors will meet the minimum qualifications for College of the Redwoods noncredit faculty, as described in course curriculum outlines, and determined by the faculty Minimum Qualifications Committee.

Teacher Engagement will be increased by the use of teacher-led workgroups, the creation of an ESL professional learning community, and the ongoing commitment to curriculum development and implementation.

The opportunity for CR non-credit and credit teachers to work together to develop a continuum of classes will be both exciting and rewarding. Through this collaboration of teaching staff, opportunities for adult learners to see an attainable pathway into higher education will be created.

**2.3f** Alignment of academic content and curricula (OPTIONAL)

Nothing to report at this time.

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

Nothing to report at this time.