

Draft Regional Plan for Northern California Adult Education Planning Consortium

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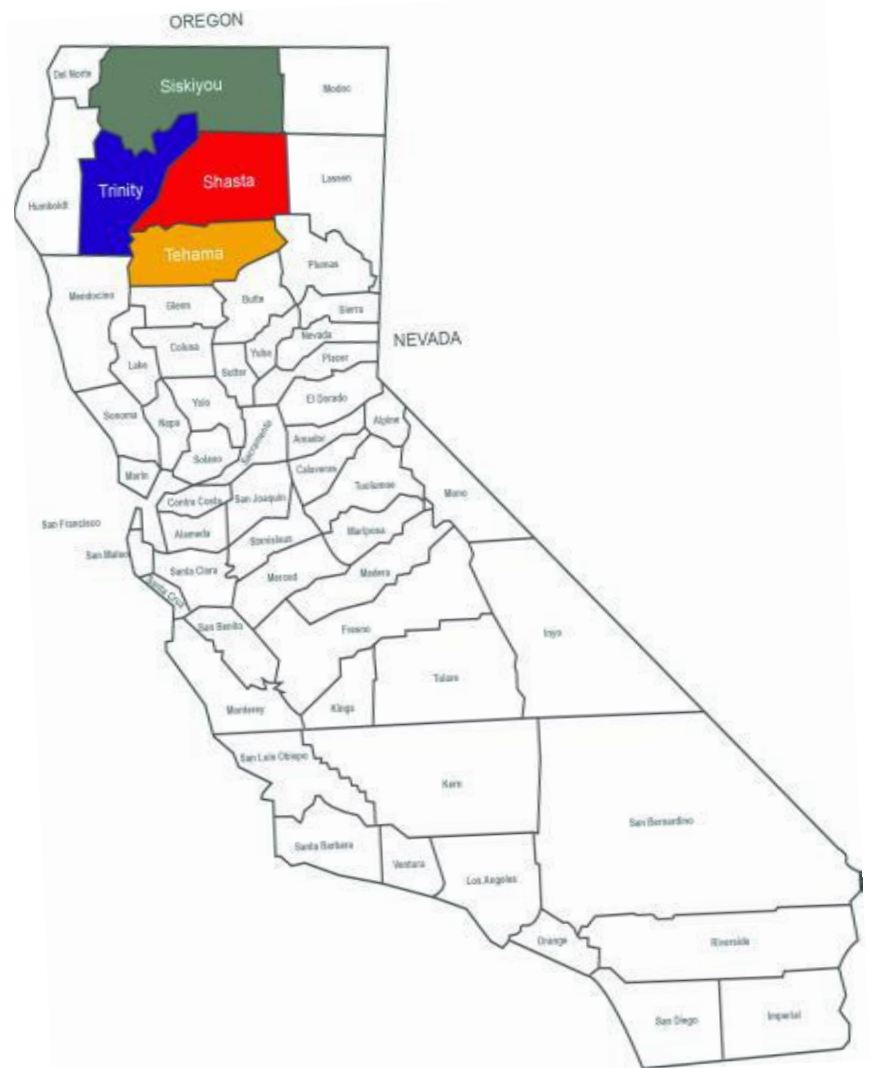
Northern California AB 86 Adult Education Consortium

Mission: The Northern California Adult Education Planning Consortium will work together to create seamless education and career pathways for adult learners in northern California. Through integrated academic programs, partnerships, increased communication, shared assessments, expansion of holistic support services and comprehensive joint professional development opportunities, the Northern California Consortium will create an exemplary model for increasing the access and success of all adults seeking increased opportunities through education. The consortium

recognizes that the academic and career success of adult learners will not only impact the lives of the individual learner, but the health, economic growth and vitality of our entire region.

Organizational Structure:

The Shasta-Tehama-Trinity Joint Community College District has combined regions with the Siskiyou Joint Community College District to form a larger planning consortium that will maximize efficient use of resources and



streamline adult

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education efforts across the north state. Spanning more than 4 counties in rural northern California, the total service area of the consortium exceeds 16,479 square miles. For the purposes of this grant, we will be known as the **Northern California Adult Education Planning Consortium**. To broaden the scope of our efforts, we have engaged both community college districts and nearly all of the public high school districts within a four county region – Siskiyou, Shasta, Tehama, and Trinity - as members in this consortium.

The Northern California Adult Education Planning Consortium is led by an active executive team consisting of Corning High School Superintendent, John Burch; K-12 Adult Education Director for Yreka Union High School District, Randy Baker; Shasta College Superintendent/President, Dr. Joe Wyse; and College of the Siskiyous President, Scotty Thomason. A 75% Project Director, Dr. Kate Mahar, facilitates the process and ensures that all grant deliverables and budget requirements are carried out in accordance with AB 86 guidelines.

Member and Partner Organizations:

Sixteen northern California high schools have partnered with the Shasta-Tehama-Trinity Joint Community College District and the Siskiyou Joint Community College District to form the Northern California Adult Education Planning Consortium. During the initial months of the grant, we reached out to additional area high schools to solicit their participation and the consortium developed and adopted a formal set of bylaws to guide infrastructure and decision making. The bylaws reflect a joint management and decision-making process and include the following core members and founding partners:

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Members: Shasta-Tehama-Trinity Joint Community College District
Siskiyou Joint Community College District
Anderson High School District
Butte Valley Unified School District
Corning Union High School District
Dunsmuir Joint Union High School District
Gateway Unified School District
Los Molinos Unified School District
Mountain Valley Unified School District
Red Bluff Joint Union High School District
Scott Valley Unified School District
Shasta Union High School District
Siskiyou Union High School District
Southern Trinity Joint Unified School District
Tulelake Basin Joint Unified School District
Yreka Union High School District

Partners: Shasta County Office of Education
Siskiyou County Office of Education
Tehama County Department of Education
Trinity County Office of Education

County Offices of Education in the north state have significant engagement in their communities and serve as hubs for adult education and K-12 collaborations. They are instrumental in helping the consortium establish relationships and coordinate efforts with more remote school districts, ensuring that an inclusive approach to regional adult education planning is achieved. Consequently, we have also designated them as voting partners in our bylaws.

Existing adult education programs in the region are limited and geographically stretched. According to the California Department of Education's Public School Directory, there are 11 adult education programs in the two community college regions. Four of those programs are currently administered by our consortium members, and we

continue to reach out to the others who are located in remote areas of Trinity and Siskiyou Counties.

Throughout this process, we have learned that community partnerships are instrumental to the successful Adult Basic Education (ABE) offerings in the north state. With the reductions in state funding, several community partners have stepped up to provide key holistic support services to adult learners. In addition, the direct links to employment development services has been instrumental. Key partners in the north state include CalWORKS, the local Economic Development agencies, Workforce Investment and Opportunity Agencies (WIOA), Community Action agencies, Shasta County Transition Partnership group, and local Community Corrections Partnership Programs (AB 109). As the consortium moves towards our action agenda, we have actively recruited these agencies as partners in the AB 86 Planning Process.

Shared Leadership Strategies:

Guiding principles and processes for working together have been established through the development of consortium bylaws and voting privileges. The Northern California Adult Education Planning Consortium holds regular meetings of its Executive Committee Leadership Team and quarterly meetings of the broader consortium members and partners. Meeting locations rotate between counties each quarter, with members volunteering to host. Electronic communications between meetings have also been essential to continue conversations and provide continuous feedback.

A collaborative grant planning meeting was held on January 16, 2014, at Shasta College. Representatives from Shasta College, College of the Siskiyous, Yreka High School District, Shasta Union High School District, Anderson High School District,

Corning Union High School District, and Shasta County Office of Education were in attendance. During this meeting, strategies for shared leadership and an inclusive and flexible process were discussed that will allow planning to evolve and develop as members and partners are added. All in attendance agreed to serve as members or partners in the consortium and decided unanimously that Shasta College would serve as the fiscal agent.

At the initial meeting, the consensus of the group was to form an Executive Committee that would provide leadership and guidance to the general effort and the Project Director. Membership on the Executive Committee consists of 4 representatives, two from each community college region, with community colleges and K-12 districts represented equally. This structure represents balanced and shared leadership across geographic regions, and community college and K-12 school districts.

The Executive Committee met again on February 11, 2014, to develop and approve the preliminary planning year budget including the decision to subcontract funds to College of the Siskiyous to carry out county-specific goals (if applicable). The Executive Team continues to communicate regularly to guide overall grant implementation and consortium development and make recommendations to the Northern California Adult Education Planning Consortium.

The larger Northern California Adult Education Planning Consortium has formalized its member and partner relationships with written MOUs and will hold quarterly meetings throughout the grant period. A formal decision-making process was established through the development of consortium bylaws and a formal voting structure inclusive of all members and a percentage of partner member agencies. Members are

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responsible for attending quarterly meetings; providing district or local data regarding needs, gaps, and existing programs; working collaboratively to create a plan to address adult education gaps by integrating existing services and programs; participating in public forums; making decisions regarding allocation of planning funds; and, meeting all requirements of the AB 86 Adult Education Consortium Planning grants.

Partners are responsible for attending quarterly meetings; participating in public forums; and, providing data and expertise to assist the process and development of a regional implementation plan. The Northern California Adult Education Planning Consortium provides a foundation for multi-agency collaborative work and relationship building in the area of adult education. This will allow us to leverage existing resources and expertise and pursue additional complementary funding opportunities, such as the Career Pathways grant or other career technical or adult basic skills programs as they become available.

Should conflicts arise during the decision-making process, the Executive Committee will work with individual members, partners, and any appropriate third parties to resolve the disagreement or come to a generally acceptable compromise. Decisions by the consortium will be made by a simple majority of voting representatives.

The initial data collection and needs assessment was conducted through subcontracts with each County Office of Education for their respective county or region. Assessments included collection of data from K-12's, private and charter schools, libraries, jails and AB 109 programs, ROP's, and community based organizations serving the target populations. Apprenticeship data was obtained from the AB 86 Apprenticeship List of LEA's and Sponsors.

Description of Planning Process: Roles and Responsibilities

Project oversight is a shared responsibility of the Northern California Adult Education Planning Consortium. Shasta-Tehama-Trinity Joint Community College District serves as the fiscal agent and maintains and monitors the project budget under the direction of the consortium. A 75% Project Director (Dr. Kate Mahar) was hired by Shasta-Tehama-Trinity Joint Community College District to oversee the day to day operations of the Northern California Adult Education Planning Consortium and ensure the work plan and grant deliverables are completed on schedule. The Project Director serves as the primary contact and liaison with the Chancellor's Office for this grant. Funds have been subcontracted to an educational agency(s) in Siskiyou County to carry out county-specific goals in conjunction with AB 86 planning.

The Project Director and Siskiyou County point personnel work closely to facilitate planning, lead networking efforts and outreach to new partners, collect data, and provide assistance to the Northern California Adult Education Planning Consortium. This will enable the Northern California Adult Education Planning Consortium to effectively manage the project plan, data collection, and responsibilities across a large geographic region in a timely manner. The action items and strategies required to create a regional plan to serve adult learners in the region are split between full consortium activities and specialized task forces and will be detailed in this report.

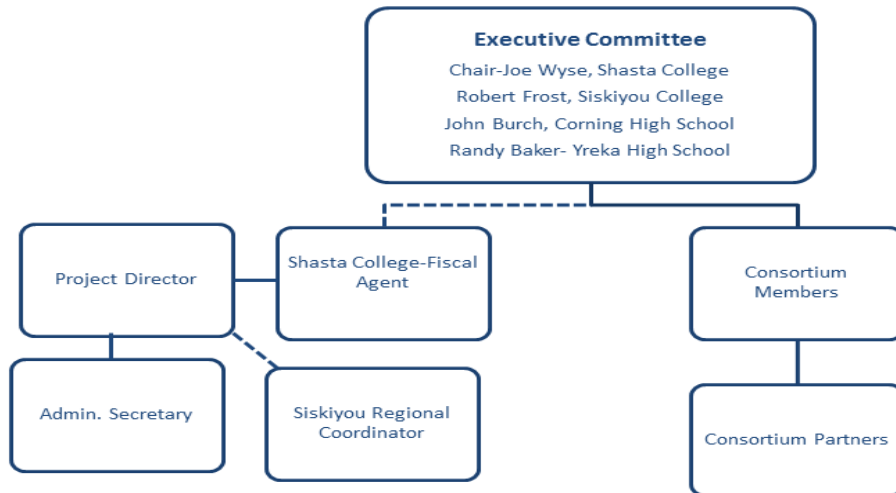
Project staffing also include funds to support administrative supervision of the Project Director as well as part-time secretarial support. The Project Director's office will schedule consortium meetings and logistics, prepare communications and meeting minutes, maintain a roster of members and partners, prepare and submit required

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progress reports, and serve as the hub for all the Northern California Adult Education Planning Consortium adult education activities.

As stated previously, the consortium leadership consists of an elected four person Executive Committee, demonstrating shared responsibility and collaboration between community colleges and K-12 school districts. The Executive Committee convenes regularly to make decisions and provide guidance to staff between regular consortium meetings, conduct outreach and communications to stakeholders, and consider additional partnership or funding opportunities to support adult education. An organizational chart of the Northern California Adult Education Planning Consortium has been developed.

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Overall program success will be measured by the achievement of AB 86 objectives in accordance with the designated timeline. These objectives, as stated in the Certificate of Eligibility, center on the development of a Regional Consortium Adult Education Plan that includes the following:

1. Evaluation of existing levels and types of adult education programs within the regions.
2. Evaluation of needs for adult education programs within the regions.
3. Strategies to integrate existing programs and allow for seamless transitions from secondary to post-secondary education or the workforce.
4. Address the needs and gaps identified during our regional assessments.
5. Find proven strategies to accelerate a student's progress towards their academic or career goals.
6. Provide ongoing professional development that includes faculty and other staff from K-12 districts and community colleges to promote program integration and improve student outcomes.
7. Leverage existing regional structures such as workforce investment areas and other complementary programs and services.

Additionally, we will consider the quality of the operation of the consortium in determining our level of success. These measures include retention of members, establishment of bylaws and general agreements, recruitment and integration of partners, and overall feelings of satisfaction with the consortium effort as measured by a local member survey.

Description of Teacher and Faculty Involvement:

The Northern California Adult Education Planning Consortium has been working with faculty to get input into each facet of the planning process. Shasta College's Basic Skills and ESL instructors have attended quarterly meetings and a Shasta College

English Instructor attended the Statewide AB 86 Summit. Adult Education teachers from Siskiyou County attend the monthly county meetings and contributed greatly to the regional report.

However, we know that we need to further engage our teachers/faculty if we are to truly make a difference in how we serve adults in the north state region. As identified in our plan to address gaps (Objective 4), the consortium will sponsor a task force to explore the alignment and integration of current adult education curricula. The exploration of a common assessment is also a goal. This **Curriculum and Assessment Task Force** will be faculty led and will consist of faculty across the educational segments.

In addition, the collaborative will host a day-long summit in May 2015 that will bring teachers/faculty together for a joint professional development activity and to engage in action planning. Stipends and substitute teachers will be provided to honor the time and efforts of the faculty members and instructors.

Faculty, teachers, and students will also be engaged in the identification of needs, gaps and planning through surveys and public forums. The Project Director will develop surveys, either hard copy or web based, to be disseminated in all four counties in the region. Locations for dissemination will include high schools, community college sites, county offices of education, AB 109 Day Reporting Centers, workforce investment agencies, and venues available through other members and partners. In addition to meeting with each Academic Senate, two public forums will be held, one in each community college region, to solicit public input into the planning process and proposed strategies. Results from our needs assessment data, analysis of curriculum and

programming models, and feedback from educators and community partners will be used as a foundation for our final plan.

Communication:

The Northern California Adult Education Planning Consortium uses both formal and informal communications to advise regional stakeholders about the planning process. Formal communications will include the development of a Northern California Adult Education Planning Consortium web page which will be hosted on the Shasta College website with live links to our member agency websites as well. The web page will include the general purpose and goals of the initiative, a meeting schedule and agendas for consortium meetings, contact information, a draft of the Regional Consortium Adult Education Plan, and information on professional development opportunities. Formal communications will be approved by the Executive Committee prior to public release. Additionally, two public forums will be held during the planning year to solicit citizen feedback into the proposed Plan.

Informally, member and partner representatives will provide regular updates to their constituent groups and local educational agencies regarding our progress. This includes internal agency and faculty meetings (including Academic Senate meetings), county school district Superintendent meetings, the North/Far North Regional Consortium, the Northern Rural Training and Employment Consortium, Community Corrections Partnership meetings, and other appropriate groups.

Formal processes for communications and outreach will be addressed in the Northern California Adult Education Planning Consortium bylaws. This will provide

general guidance and structure to the effort to support the strategic objectives of the Northern California Adult Education Planning Consortium. Communications will focus on creating a common awareness of the current status of adult education in the region. This will ensure that staff and partners involved or impacted by the project are aware of their role and/or ability to participate. It will also inform stakeholders (including faculty and students) about the expected benefits and impacts of a regional collaborative plan.

Demographic and Economic Profile of the North State Region

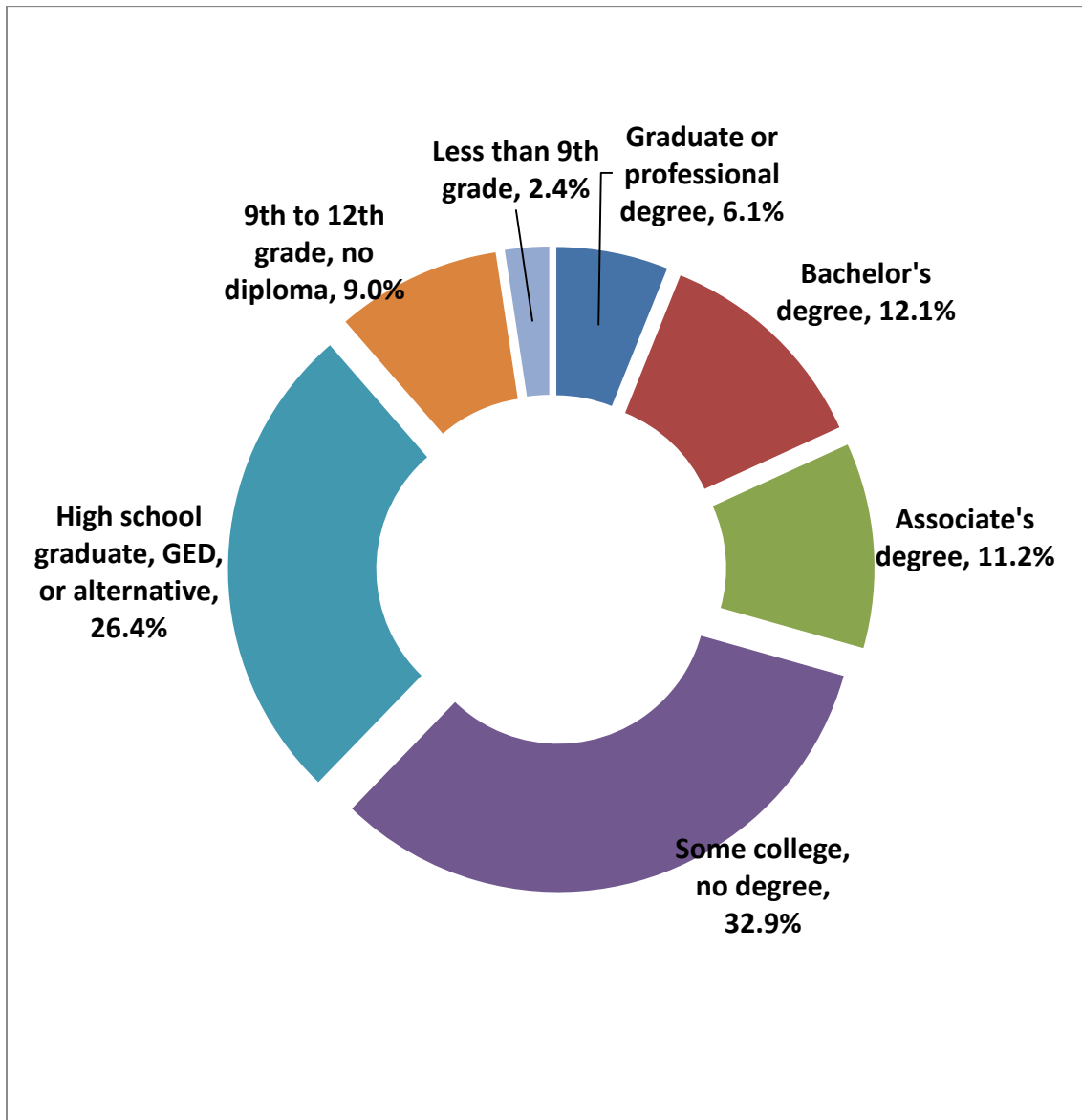
The Shasta -Tehama-Trinity Joint Community College District has combined regions with the Siskiyou Joint Community College District to form a larger planning consortium that will maximize efficient use of resources and streamline adult education efforts across the north state. Spanning more than 4 counties in rural northern California, the total service area of the consortium exceeds 16,479 square miles.

The Northern California Adult Education Planning Consortium’s service area is in the far north central section of California and is 1 to 5 hours away from any four-year public California State Universities. It is rural in character with broad agricultural valleys bisected by steep mountains and foothills. Due to the dramatic decline of the timber industry, the demographics of the area reveal a high poverty region vastly different from the significantly more affluent areas of California. This region has high unemployment and low postsecondary attainment rates as compared to the state of California.

Compiled by the Lumina Foundation, the following charts are derived from the US Census, American Community Survey, 2011 and represent the educational attainment information from the three counties served entirely by the consortium.

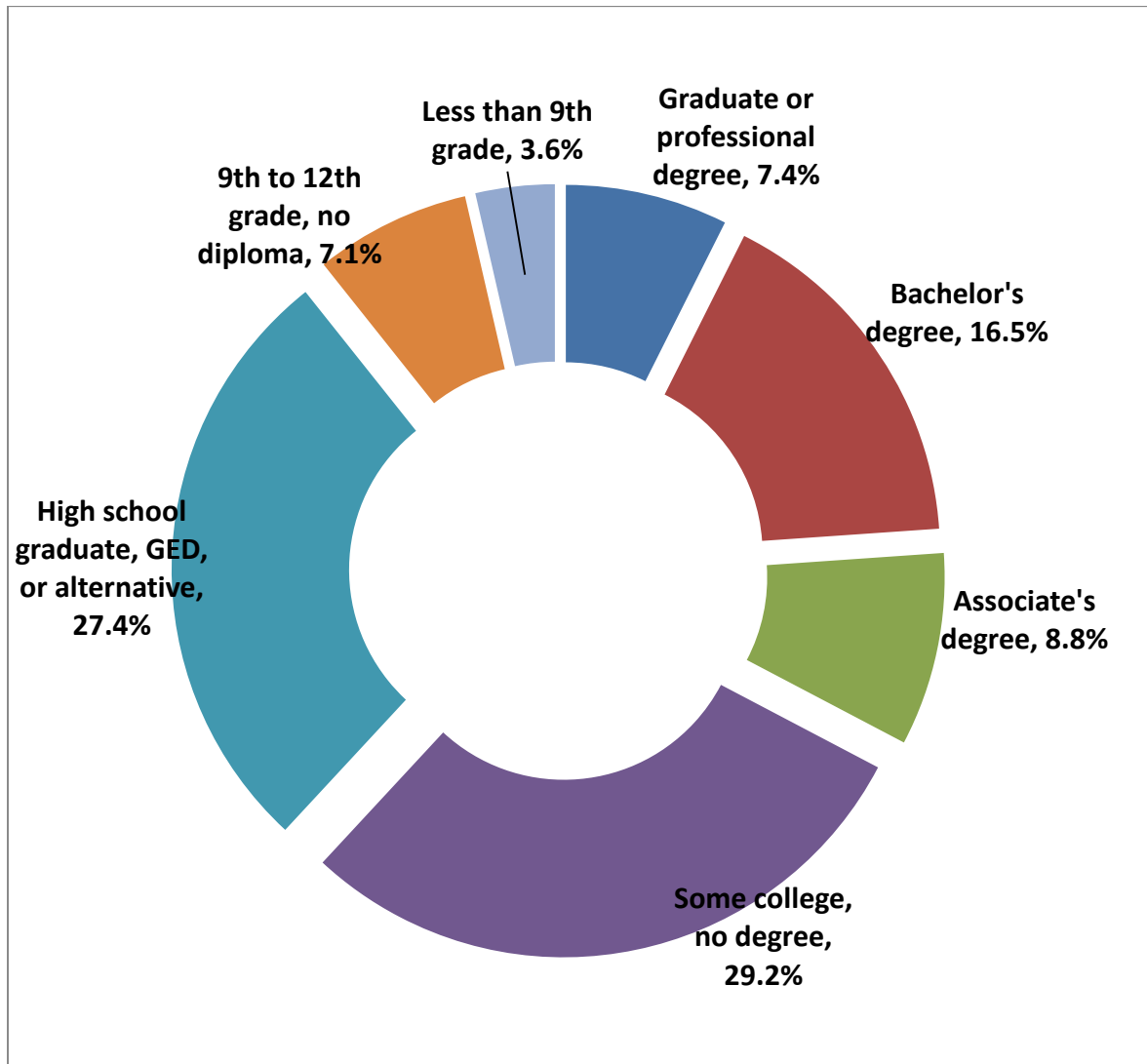
Educational Attainment: Shasta County

29.4% of adults have postsecondary credentials (degrees or certificates) while 33% have some college but no degree. 40,868 working-age Shasta County residents have attended college but do not have a degree. Shasta County's 2014 unemployment rate is 8.1% compared to California's rate of 7.1%



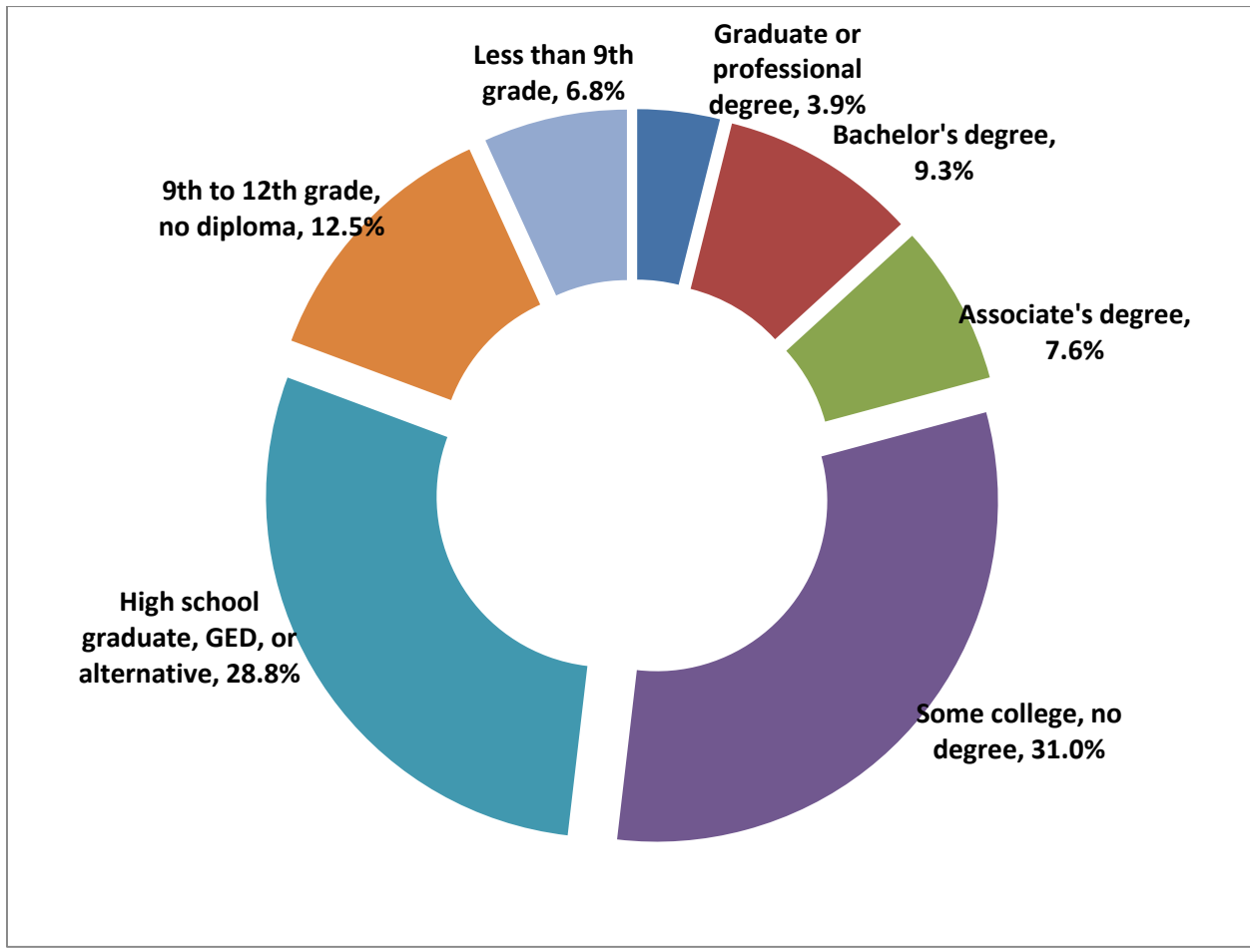
Educational Attainment: Siskiyou County

32.7% of adults in Siskiyou County have postsecondary credentials (degree or certificate). There are 9,392 working-age Siskiyou County residents that have attended some college but do not have a degree. Siskiyou County's 2014 unemployment rate is 10.1% compared to California's rate of 7.1%



Educational Attainment: Tehama County

In Tehama County, only 20.8% of the population has any form of postsecondary credential and 31% of the adult population has some college but no degree. There are 13,152 working age Tehama County residents that have attended college but don't have a degree (US Census, ACS, 2011). Tehama County's 2014 unemployment rate is 8.6% compared to California's rate of 7.1%



Trinity County's unemployment rate is also higher than the state at 9.2%. The low educational attainment for adults combined with a changing economy underscore the importance of increased services for adult learners. Despite the significant need, we are

only serving a fraction of eligible adult learners through either the K-12 ABE and/or community college systems.

GAP ANALYSIS

The following charts indicate our region’s current gaps for the four broad focus areas of AB 86. Current enrollments and potential gaps were compiled by the California Community College Chancellor’s Office AB 86 Leadership Team based on local submissions. Need was determined by the U.S. Census Bureau’s 2012 American Community Survey (ACS). As is evidenced by the charts, there is significant unmet need in northern California for all AB 86 priority areas.

Adults Needing Basic Skills Education:

- # of people 18 to 24 without a HS Diploma in the region - 13,873
- # of people 25 and over with less than a 9th grade education in the region - 31,559
- # of people 25 and over with at least a 9th grade education, but no diploma - 59,588

Percent of adults accessing services: Needs Met

SFY 08/09	SFY 13/14
15.9%	14.6%

English as a Second Language:

GAP: Number of people that speak English “less than well” – 50,006

Percent of adults accessing services: Needs Met

SFY 08/09	SFY 13/14
5.5%	3.9%

Adults with Disabilities (AWD)

Gap: Number of people that have a cognitive difficulty – 43,778

Percent of adults accessing services: Needs Met

SFY 08/09	SFY 13/14
9.8%	9.2%

Career Technical Education (CTE)

Gaps:

of unemployed people aged 25 to 64 with less than a high school diploma - 13,372

of unemployed people aged 20 to 24 – 12,317

Percent of adults accessing services: Needs Met

SFY 08/09	SFY 13/14
9.7%	5.2%

The GAP analysis, combined with a qualitative analysis of ABE offerings in the north state and continuous guidance and feedback from the Northern California Adult Education Planning Consortium, has informed Objectives 1-7 as outlined in the next section of this report.

Objective 1: Services and Programs Currently Offered

1. Elementary and Secondary Basic Skills, Including Classes Required for a High School Diploma or High School Equivalency Certificate

Shasta County	Tehama County	Trinity County	Siskiyou County
<p>Shasta Adult School (Shasta Union High School District) provides adult diploma, and GED preparation.</p> <p>Anderson High School District provides adult diploma and GED preparation; offers services to detention center programs and on-line.</p> <p>Shasta College offers basic skills courses in English and Math located at college site and at downtown Library. Provides GED prep and limited GED testing.</p> <p>Gateway Unified School District provides adult diploma and GED preparation.</p> <p>Shasta Adult Literacy Program provides basic skills instruction in reading/English.</p>	<p><u>Corning Adult School</u> (Corning Union High School Dist) provides high school diploma programs (CAHSEE prep and testing) and GED test preparation.</p> <p><u>Tehama e-Learning Adult Education Program</u> provides high school diploma (CAHSEE), GED preparation and testing through online instruction.</p> <p>Shasta College offers basic skills courses in English and Math located at Tehama Campus.</p> <p>GED testing site located at Palm Street in Red Bluff.</p> <p>GED preparation offered at Juvenile Hall and Tehama Jail.</p> <p>Tehama County Department of Social Services offers basic skills instruction and job</p>	<p>Southern Trinity High School offers an independent study program for adults seeking a high school diploma.</p> <p>Shasta College offers basic skills courses in English and Math at Trinity Campus and through distance education.</p>	<p>Yreka Adult School (Yreka High School District) offers diploma programs, and GED preparation.</p> <p>Siskiyou County Jail provides basic skills instruction, GED preparation.</p> <p>Butte Valley Adult School (Butte Valley Unified School Dist) offers independent study towards a high school diploma.</p> <p>College of the Siskiyous offers basic skills classes in English and Math.</p> <p>Siskiyou Union High School District offers adult school diploma programs and GED preparation in the communities of Mt. Shasta and Happy Camp.</p> <p>Siskiyou County Library offers basic skills instruction and GED</p>

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<p>California Heritage Youth Builders Charter School provides diploma (CAHSEE) programs up to age 24.</p> <p>Good News Rescue Mission provides basic skills instruction and GED preparation.</p> <p>SMART center (run through EDD) provides practice GED testing.</p>	<p>readiness with wrap around services provided through the Cal Works program.</p>		<p>preparation through volunteers.</p> <p>Siskiyou Training and Employment Program (STEP) offers GED preparation.</p> <p>John Muir Charter School offers high school diploma and GED preparation for students aged 18-25 enrolled in the California Conservation Corps</p>
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Basic skills courses offering remedial education, paths to high school diploma and GED are offered in specific pockets throughout the region, but are lacking in all communities, particularly rural, isolated, and the lowest income communities. In Tehama County, both Corning Adult School and eLearning have waiting lists. In Siskiyou County, Butte Valley Unified School District’s adult basic skills program is co-located and co-taught by a single teacher within the Cascade High School Alternative Education program. Siskiyou Union High School District suspended their program in 2011-12, and Tulelake Basin closed their adult education program in 2012, both due to funding. Shasta County has quality programs in Redding and near the I-5 corridor but limited services in outlying areas. Trinity County relies on Shasta College for much of their offerings including GED preparation and testing.

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2. Classes and Courses for Immigrants Eligible for Education Services in Citizenship and ESL and Workforce Preparation Classes in Basic Skills

Shasta County	Tehama County	Trinity County	Siskiyou County
<p>Shasta College offers Credit and non-credit ESL classes at campus locations and at the downtown Redding library. Potential for expansion in the Burney/MacArthur Region.</p> <p>Shasta College has offered Citizenship classes although they are currently inactive.</p>	<p>Corning Adult School offers 3 levels of ESL 2 times per week, students assessed using the CASAS and EL CIVICS; ELD and Citizenship preparation, Rosetta Stone lab.</p> <p>Northern Valley Catholic Social Services offers ESL and EL Civics in Corning.</p> <p>Tehama County Dept of Education offers multilevel ESL and EI Civics classes in Red Bluff and Corning, Rosetta Stone lab, assessed on CASAS.</p> <p>Shasta College offers credit and non-credit ESL courses at Tehama campus; citizenship curriculum infused with ESL courses and designed for non-English speakers.</p>	<p>None</p> <p>Shasta College has capacity to offer ESL courses on line to Trinity County; not currently doing that.</p>	<p>Yreka Adult School offers ESL on a very limited basis.</p> <p>College of the Siskiyous offers credit and non-credit ESL classes.</p> <p>Siskiyou County library offers ESL instruction provided by volunteers.</p>

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Classes and courses for immigrants are limited to ESL and EI Civics and are most predominantly offered by the community colleges and in Tehama County. However all of the Tehama County programs have waiting lists and communities with significant populations of Latinos such as Gerber and Los Molinos, do not offer ESL programs. In Siskiyou County, the Tulelake Basin area has a 69% Latino population, yet there are no ESL or other classes or courses in this community. College of the Siskiyous previously offered ESL courses to outlying areas but those were eliminated due to funding cuts. A needs assessment to inform programming is necessary for Trinity County.

3. Education Programs for Adults With Disabilities

Shasta County	Tehama County	Trinity County	Siskiyou County
<p>Shasta College Disabled Students Programs Services (DSPS) provides remedial and basic skills adaptive courses, transition certificate</p> <p>Far Northern Regional Center offers some short term job training for limited population.</p> <p>Shasta Union High School District -Adult Transition Program offers basic skills for adults 18-22.</p> <p>Shasta County Opportunity Center offers basic skills and job training (however, jobs are sub-minimum wage).</p>	<p>Tehama County Dept of Education – Tehama Adult Learning Center offers academic and life skills instructional and vocational opportunities</p> <p>Shasta College Disabled Students Programs Services (DSPS) provides remedial and basic skills adaptive courses, transition certificate at Tehama Campus.</p>	<p>None</p> <p>Shasta College Disabled Students Programs Services (DSPS) provides remedial and basic skills adaptive courses at Trinity Campus.</p>	<p>Siskiyou Opportunity Center provides basic and life skills and job training.</p> <p>Yreka Adult School provides basic skills instruction.</p> <p>Goodwill Industries of Southern Oregon provides basic skills, life skills, and job training programs.</p> <p>College of the Siskiyous Disabled Students Programs and Services (DSPS) provides basic skills instruction and educational accommodations.</p>

Shasta College's DSPS programs provide academic accommodations to students with disabilities who are enrolled in Shasta College, including in the CTE areas. These services are available to students at the Tehama and Trinity Campuses as well. The Adaptive Education program provides a 13-15 unit Transition Certificate for students to develop basic math, English, computer, and life skills for transition to work or to further post-secondary education. College of the Siskiyous also offers a DSPS program but does not offer the Transition Certificate program.

Tehama County Department of Education's Tehama Adult Learning Center (TALC) program serves 18-21 year olds and includes functional academics, social skills and daily living skills and operates school-based enterprise/vocational opportunities through the Barkery dog biscuit production and sales and Healthy Eats & Treats, a vending machine distribution located at the Tehama County Department of Education.

Siskiyou Opportunity Center serves 50-60 students on average each day with job skills training programs in woodworking, operation of a state certified recycling center, office skills, and janitorial programs. Goodwill Industries, funded by Far Northern Regional Center, also provides community integration training, job skills, and basic academic skills to aid students in budgeting, etc. There is a concern, however, that these jobs are offered to adults with disabilities at a sub-minimum wage.

Partnerships with EDD, Nor Cal, and the Job Training Center in Tehama can be replicated and expanded to better serve adults with disabilities.

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4. Short-term Career Technical Education Programs with High Employment Potential

Shasta County	Tehama County	Trinity County	Siskiyou County
<p>Shasta Trinity ROP provides short term CTE programs to adults not enrolled in high school in Admin of Justice, Automotive Tech, Careers with Children, Cosmetology, Firefighting, and medical occupations</p> <p>Shasta College offers a Firefighter Academy and community education courses linking to careers (Phlebotomy, medical transcription).</p> <p>Shasta College offers Step-Up program for adults transitioning out of detention facilities; leading to CTE and careers.</p> <p>The SMART center in Redding offers job readiness and placement services.</p>	<p>Tehama County Jail/AB 109 hosts automotive repair program and cabinet making.</p> <p>Job Training Center provides “Serv Safe” food service worker training.</p> <p>Tehama County Department of Social Services offers basic skills instruction and job readiness with wrap around services provided through the Cal Works program.</p>	<p>Trinity County has equipment for short-term training and access to facilities after school hours but lacks instructors.</p> <p>The SMART center in Trinity offers job readiness and placement services.</p>	<p>Siskiyou Training and Employment Program offer extensive job readiness and placement services.</p> <p>COS has strong CTE programs for credit and are seeking to expand short term offerings.</p>

Short-term non-credit CTE programs are extremely limited in the region and a high priority for the AB 86 Northern California Consortium.

5. Programs for Apprentices

Shasta County	Tehama County	Trinity County	Siskiyou County
Apply-A-Line pavement marking/line painter *Shasta College IBEW Electricians (discontinued in 2013-14). California Heritage Youth Build Charter School provides pre-apprenticeship programs in HVACAR, Construction, Electrical and Plumbing	None	None	None

Apprenticeship programs are severely limited and the Shasta College IBEW Electricians program has been discontinued. The California Heritage Youth Build Charter School programs are considered pre-apprenticeship. As with short-term CTE programs, apprenticeship programs are another essential need to better serve adults in the north state region.

Objective 2: Evaluation of Current Needs

1. *Elementary and Secondary Basic Skills, Including Classes Required for a High School Diploma or High School Equivalency Certificate*

According to the U.S. Census Bureau, 12.02% of Shasta County adults lack a high school diploma, with 27.2% of those persons living below poverty compared to the county's overall poverty rate of 17.6%. Shasta County has quality basic skills programs through Shasta College and there are limited GED testing opportunities at the campus location. There are also diploma/GED programs offered along the I-5 corridor in Anderson at the southern end of the county and through the Gateway and Shasta Union High School Districts. The Shasta County library has a strong cadre of volunteers in Redding who provide tutoring in basic skills. GED testing used to be offered at the Shasta Adult School, located in Redding, but testing was discontinued due to funding cuts and staffing. Identified service gaps in Shasta County include limited programs in outlying areas, particularly northern and eastern Shasta County and lack of additional GED testing sites. Unique populations in need of additional basic skills instruction are homeless/transients and prisoners/AB109 probationers.

Tehama County has two very strong adult school programs, Corning Adult School and eLearning which provide basic skills, high school diploma and GED preparation. However there are waiting lists for these programs and they are limited to the cities of Red Bluff and Corning. U.S. Census data indicates that 19.44% of adults in Tehama County lack a high school diploma, the highest rate in the region and greater than the state average.

Trinity County is very vast and rural, but only 8.54% of adults have less than a high school diploma – the best rate in the region. Preparation programs for high school equivalency are offered, but there are no GED testing facilities in Trinity County.

Siskiyou County offers several basic skills programs through the public high schools, College of the Siskiyous, a charter school, and the county library. Unfortunately, most of these are in larger communities. Tulelake closed their only adult education program in 2012 due to lack of funding and Siskiyou High School District has suspended the program in recent years. Butte Valley's adult education program is essentially shared with the high school's alternative education, sharing a single classroom and a sole teacher. One major obstacle to services in Siskiyou County is the sheer size and population density. Siskiyou is the fifth largest county in the state geographically, yet has a population density of 7.2 persons per square mile. This makes accessing existing adult education services difficult. A significant need in Siskiyou County is the ability to offer adult education programs through distance learning or an online format that will be more cost effective and yet still reach more isolated populations.

2. *Classes and Courses for Immigrants Eligible for Education Services in Citizenship and ESL and Workforce Preparation Classes in Basic Skills*

Tehama County offers multi-level ESL and EL Civics courses in both Red Bluff and Corning through the Corning Adult School, Tehama County Department of Education, and via a non-profit agency, Northern Valley Catholic Social Services. Corning Adult School also offers citizenship preparation, and typically has a wait list for services. They are limited due to lack of qualified faculty. Other communities such as Los

Molinos and Gerber have significant Spanish speaking populations; however no ESL or citizenship classes are offered in these communities due to lack of funds and qualified teachers.

Trinity County does not have any ESL or other courses for immigrants; however local data also indicates that the need for these services is minimal. According to the U.S. Census, 95.4% of adults in Trinity County speak only English and of those who speak a language other than English, 82% state they speak English “very well.” Over 95% of the population in Trinity County is classified as white.

Services for non-English speakers and immigrants in Shasta County are also limited, as Shasta College is the primary provider of services, offering ESL for credit and non-credit. According to the U.S. Census 2012 American Community Survey, 91.8% of adults speak only English, and 98.4% of all adults in Shasta County report speaking English very well. The next prominent language is Spanish, which is spoken by 2.9% of adults. There is a definite need to expand services to the outlying sites such as the Burney/MacArthur area.

In Siskiyou County, ESL and other courses for immigrants are limited to volunteer programs run by the Siskiyou County Library and non-credit ESL offered by College of the Siskiyous. Yet, the need for ESL services in Siskiyou County is high. In Tulelake, 18.2% of adults speak a language other than English, predominantly Spanish, and only 34.1% of those feel they speak English very well. The Tulelake Basin Unified School District reports that 45% of their enrolled K-12 students are English Learners and that approximately half of their parents would benefit from ESL classes. Butte Valley Unified School District also reports a high need for ESL in the community of Dorris. Distance

between services is a key problem in this area – College of the Siskiyous ESL courses are located in Weed, which is 77 miles from Tulelake and 51 miles from Dorris. There is very limited public transportation and not all communities are served. In addition, the bus services do not operate evenings or weekends, and often have lengthy commutes.

There is a significant need throughout the region to expand ESL offerings and ensure that the outlying communities are served. Programs offered at non-traditional sites, elementary schools or libraries seem to be the most accessible and welcoming for ESL learners. Increased transportation options to get adults to the education locations and/or increased distance education to get the education to the adults, is paramount.

3. *Education Programs for Adults With Disabilities*

Tehama County Department of Education offers the Tehama Adult Learning Center (TALC) program for disabled adults ages 18-23, providing academic instruction as well as independent living and job skills. TALC was the recipient of a 2010 GOAL Award for outstanding achievement in a career technical program, (the Barkery dog biscuit manufacturing and sales), by the California Advisory Commission on Special Education. North Valley Services is a community based organization that provides day programs and employment opportunities for adults with disabilities in Tehama County. They offer clients on-the-job training, situational assessments, job coaches, job development, and training and supervision.

Trinity County has one adult day program for disabled adults; however it focuses primarily on supportive care and socialization. Residents of Trinity County in need of services are often referred to Far Northern Regional Center or Shasta County providers.

In Shasta County, adults with disabilities are served through Shasta College's Disabled Students Programs and Services as well as services through the Shasta County Transition Partnership. Shasta College serves 700 students annually through its DSPS program and has an assistive technology lab. The Shasta County Transition Partnership engages other public and school based agencies to coordinate and share service delivery across Shasta County. Members include Shasta College, Shasta Union High School District, Mains College Plus Program, Far Northern Regional Center, Rowell Family Empowerment Center, Shasta County SELPA, and Department of Rehabilitation. This model for collaboration should be scaled to the region.

In Siskiyou County the Siskiyou Opportunity Center and Goodwill Industries are primary providers of academic and vocational training programs for adults with disabilities. Most adults are referred to these programs by the Department of Rehabilitation. The College of the Siskiyous DSPS program also delivers academic and support services to adults with disabilities in Siskiyou County.

4. *Short-term Career Technical Education Programs with High Employment Potential*

Across the region, this appears to be one of the greatest needs. In all counties, the need for short-term CTE programs that are aligned with the local labor market is a key concern. Currently, the only non-credit/short term credit CTE programs in the region are through the Shasta College Fire Academy, Red Bluff Fire Department's internal Fire Academy and through Tehama County's AB 109 Community Corrections Partnership which offers automotive repair and cabinet making. However, these programs are only available to specific target populations. In Trinity County in particular, local officials report that they have a lot of equipment through discontinued ROP programs in the high

schools, but no qualified instructors. There are also no programs designed to connect ESL populations and CTE programs. For example, an *English for Medical Fields* course, would meet the needs of both the ESL population and the local labor market.

6. *Programs for Apprentices*

This area is greatly lacking in the region for several reasons. Shasta College formerly operated an Electrician Apprenticeship program; however this was discontinued after 2013-14. The only formal apprenticeship provider is the Apply-A-Line who served 4 apprentices in 2012 and 5 in 2013. Pre-apprenticeship programs are offered through the California YouthBuild Heritage Charter School and the Shasta Builders Exchange. There are no apprenticeship programs in Tehama, Trinity, or Siskiyou Counties.

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

This objective encompasses the key work that continue to take place in the Northern California Adult Education Planning Consortium over the next five-eight months. The analysis of Adult Education in the north state has revealed talented school personnel who are dedicated to serving the needs of adult learners through ESL, Citizenships, Basic Skills, and career technical education. Unfortunately, many of the programs and partnerships in the region have been dramatically reduced due to the funding cuts implemented over the last several years. Despite these setbacks, Adult Basic Education (ABE) programs in our more populated areas such as Red Bluff, Redding, Corning and Yreka have used innovative methods such as grant funding and

partnerships to continue to serve adults needing basic skills through academic and holistic support services. Shasta College and College of the Siskiyous continue to support ABE through credit and non-credit basic skills courses. However, as a whole, the programs have struggled due to a lack of consistent funding. In addition, the programs are often working in isolation and are not integrated with each other. Access continues to be an issue in a region as vast as ours.

The AB 86 Planning process has allowed us to examine key aspects of our effective programs throughout the entire north state region, such as the Corning Adult School, to see what elements of these can be adapted, replicated or “scaled up” in our region. We are also working on access issues to bring adults to those programs (transportation) or to bring the programs to the adults (new locations, distance education, portable CTE programs, etc). For example, Shasta College has decided to partner with the Shasta County Library to offer GED and ESL courses at their location because it is more accessible to our adult population.

The consortium has found that as a region, we have the expertise that we need to create a comprehensive, seamless series of courses and programs that will allow adults to transition effectively through our educational pathways. However, we need to enhance pathways, capture what is currently being offered, share that information with each other and fill in some key gaps in services and communication. ***To accomplish these tasks in a long-term, sustainable way, the AB 86 Northern California Consortium has voted to redefine the structure of the Consortium (for implementation after July 1, 2015.)***

Combining the two community college districts for the purposes of the planning grant has been extremely beneficial because of the common issues facing the north state region and the opportunity to learn from each other. However, to achieve the ultimate goals of developing local plans to best serve adult learners in our vast region, the Northern California Consortium has unanimously decided to separate into two consortiums (centered around each community college), after the tenure of the planning grant has concluded.

Specifically, as of July 1, 2015, Shasta College will serve Tehama, Trinity and Shasta Counties (Shasta Consortium) and College of the Siskiyous will serve Siskiyou and Modoc Counties (Siskiyous Consortium).

We will continue to work as one consortium through the term of the planning grant. However, in addition to regional work, each community college will lead local workgroups to create consortium-specific plans for moving forward. By July 1, 2015, the Northern California Adult Education Collaborative will submit two final plans to the AB Work Group that outline the structure and format for the seven-person *Adult Education Advisory Committee* as outlined in the Governor's Adult Education Plan.

The implementation goals and on-going action items specified in the plans will be focused on the needs of each local consortium. Kate Mahar, the AB 86 Director for the Northern California Consortium will continue to serve both subgroups and will ensure that the two plans submitted by July 1 address all items specified in the AB 86 Planning grant guidelines including;

- Identification of Program Indicators and Major Outcomes

- Defined Pathways to Postsecondary Education and Careers relevant to each community college district and the service area's economic need; and,
- Articulated Requisite Holistic Student Services to support students through our education and career Pathways (this includes counseling services and educational plans for adults seeking to continue their educations).

As outlined below, the plans will also include localized strategies to address the shared gaps identified through the planning process. These issues are currently being addressed by the full Northern California Consortium, subgroups and/or AB 86 Taskforces. Stipends have been offered to key stakeholders as needed to coordinate and participate in these efforts. Examples for specialized Taskforces include:

- **Marketing/Communication:** There is a strong need to document current adult education offerings and to create marketing materials that can be shared with other service providers and adults seeking services. Creation of a centralized webpage that hosts these materials and serves as a one-stop or "Adult Education Resource Center" will also be implemented.
- **Distance Education:** Shasta College and College of the Siskiyous have strong distance education infrastructures. The Distance Education task forces will determine how to connect programs, such as ESL, with communities in need of those services. This could be within each county, or across county lines. Northern Siskiyou County K-12 communities will also be exploring potential partnerships with community colleges located in southern Oregon so that services can be delivered to all communities in Siskiyou County.

- **Adult Ed High School Diploma:** In Siskiyou County in particular, a key need emerged regarding the adult education high school diploma programs. The superintendents in Siskiyou County have decided to create a common high school diploma for adults that is integrated and articulated with the College of the Siskiyous' academic and certificate programs. This diploma will also be integrated with industry partners and workforce development agencies, such as STEP (The Siskiyou Training and Employment Program). Superintendents in Shasta, Tehama and Trinity Counties have expressed interest to replicate the integrated model put forth by Siskiyou County.
- **Assessment:** The north state does not have a common system for assessing the educational needs of adults. This problem is compounded by the highly transitional nature of the north state population. There is a need for shared assessment and tracking tools that can transfer information from one program to another. Common tools, including a shared transcript, will also support adults as they move within the region and further support seamless progression through the educational pathways. There is currently a promising practice used in Tehama County. The Tehama County Cal Works program uses the ACT National Career Readiness Certificate to assess adult learners. This diagnostic also includes a survey of career readiness skills. ACT services are evidenced-based and have legitimacy in both the employment and educational communities, and could be an answer in our region. The development of common learning outcomes will also help with the overall accountability of our adult education offerings. SB 173 will be used as a reference for this work.

- Curriculum Alignment: This will be led by K-12 teachers and community college faculty to ensure that each developmental course appropriately aligns with the subsequent course in the educational pathway. This alignment must take place across programs (from one segment to another) and within (non-credit to credit programs). Curriculum must also be fully integrated with career certificate programs and local employment needs.
- Expansion of short-term Career Technical Education (CTE) programs: Our intention is that all academic offerings for adults will be fully integrated with local industry needs and will include the employment and “soft skills” that are required to link adults with living wage jobs. We are partnering with the local WIB and EDD to determine what certificates will best serve our region. Phlebotomy and Medical Assisting are two potential areas for expansion. Delivery modalities (distance education, portable programs, etc.) will also be discussed; specifically in regards to access in our more remote regions. Conversations will also include how to infuse foundational skill development into these short term CTE certificate programs; contextualization of foundational skills into CTE training will be enhanced through additional professional development opportunities.
- Creation of a Community Alliance Network for Adults with Disabilities: The K-12 systems have excellent special education programs and resources for adults with cognitive learning challenges. Shasta College and COS have very strong Disabled Students Programs and Services (DSPS). In addition, the north state has several government and non-profit agencies that serve adults with disabilities. However, these services are often fragmented. The lead agencies

have specific purviews (hearing impaired, mobility, learning disabilities, etc.) and the educational services that are offered often require self-referral. There is not a specified group in the north state that is specifically responsible for or responsive to the educational needs of adults with disabilities. The **Community Alliance Network** will include the advisory boards of the DSPS programs and K-12 Special Education programs and bring together key service providers to serve as a clearinghouse for educational resources and referrals for adults with disabilities.

In addition, the Northern California Adult Education Planning Consortium is planning an Adult Education Summit for early-May that will bring participants together to share the results of the subgroups/taskforces and allow for input from multiple stakeholders in the region. Our intention is that this event will take place in a central location (Redding). Transportation, stipends and accommodations will be covered through the AB 86 planning funds. The event will also have key- note speakers discussing Adult Learning Theory, Acceleration and/or the Infusion of Foundational Skills into CTE programs. This will ensure that all adult education providers in the north state will directly benefit from involvement.

Additional takeaways from the Summit will include concrete action steps delineating potential pilot programs (including the purchase and implementation of a common assessment and the establishment of an additional GED Center) and a transitional staffing plan that will be funded through AB 86 carry-over funds after July 1, 2015 to ensure a consistency of services until future allocations are determined.

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
Regional Pathways; Common Outcomes; holistic student support services	Focus of full collaborative meetings; North State Summit	Planning time	Within scope of AB 86	Director; executive team Consortium	Completion of report	March 31, 2015
Marketing/Communication plan	Expansion of marketing/outreach materials; centralized web source	Task Force; funds for materials	\$6,000 staffing \$2,000 materials and supplies	Director, Marketing Committee	Tools and services; quantify hits on web page	June 31, 2015
Expansion of Distance Education and on-line accessibility	Distance Ed Task Force; needs assessment	Task Force	\$6,000	Director, Distance Ed Committee; community college staff	Program accessibility	March 31, 2015
Articulated course pathways between segments	Creation of Common Adult Ed High School Diploma for Siskiyou County Alignment of courses	HS Diploma Task Force Curriculum Taskforce	\$16,000 \$9,000	Director, Task Forces K-12 and community college faculty	Completion of degree; aligned coursework	June 31, 2015
Common/Shared Assessments	Find common assessment or tools to share results between programs/segments	Assessment Task Force	\$6000	Director, Assessment Task Force; K-12 and community college faculty	Creation of transferable assessment system	March 31, 2015
Expansion of short term CTE	Need to work with EDD, WIB and local partners to identify potential pathways	Key personnel from consortium and community colleges	Will depend on certificate and relevant supplies, equipment etc.	Director, Executive team	Creation of programs, enrollment in programs	June, 2016
Disconnect of services for adults with disabilities	Creation of Community Action Network	Task Force; Key staff	\$4000	Director, Task Force lead	Increased accessibility	June, 2015

Objective 4: Response to Gaps

The work of the Northern California Regional Planning Consortium has found that there are passionate educators in the north state who are committed to seeing adults succeed academically and in the workplace. However, the budget cuts have been dramatic for these programs. Despite inconsistent funding, there are still innovative programs for adults in most categories of Adult Education; however, the extent to which the services are accessible to all varies. In addition, communication and articulation between these programs and other service providers are also inconsistent. The geographic size of our counties (with services concentrated in the more populous areas) translates to lack of providers, transportation barriers, and isolated communities with few services. Our K-12 partners have developed strong programs, but the inconsistent funding mechanisms have forced many to reduce or eliminate offerings. There is also a significant need to research distance education and on-line offerings for enhanced service delivery.

The expansion of GED testing sites is crucial. Currently, there are no GED testing sites in Trinity County and only one each in Siskiyou, Tehama and Shasta Counties. An additional site in Shasta County recently closed due to funding constraints within the K-12 system. The remaining GED testing site has limited accessibility and limited hours of operation. In addition, when students take the GED, there is not a mechanism to share the results back with the service provider. This makes it difficult to assess the services that we are currently offering. The AB 86 Director will explore avenues for adding an additional GED testing venue in Shasta County with accessible hours.

Another significant gap is the lack of communication between service providers. We offer excellent programs to support adult education in several communities; specifically Corning, Red Bluff, Redding and Yreka. However, we do not have a mechanism for helping adults transition from one level to the next or one program to the next. For example, Shasta College and the Corning Adult School do not have a formal relationship that ensures that adults receiving their GED's are aware of the English/math courses or CTE offerings that are available to them at the Shasta College Tehama Campus.

To remedy this, we need to expand educational counseling services to all service providers. An education plan with direct linkages to relevant programs (and a personalized hand-off from one program to the next) will go far in addressing this gap. In addition, the creation of marketing materials and a centralized web-based source that serves as a clearinghouse of information for adults seeking services is paramount.

We also do not have a mechanism for ensuring that the credentials/degrees conferred at one program are honored at the other institutions and/or ABE programs in the region. For example, the high school diplomas for adults in Siskiyou County are different from school to school. The extent to which they are integrated and/or aligned with College of the Siskiyous also varies. The Siskiyous County superintendents have agreed to create a common high school diploma for adults, and planning for that is currently underway.

Short-term training programs in Career Technical Education that ensure linkages to living wage jobs are limited. We can learn from some of the AB 109 (program to

re-engage low-risk offenders) career technical programs that are being offered in Tehama County and perhaps expand efforts to other regions. There are also wonderful models for CTE pathways (and the contextualization of basic skills within those pathways) that we will continue to explore. College of the Siskiyous and Shasta College, and the partners in both regions, have the infrastructure necessary for expansion. Basic skills English linked to health careers, and Spanish language immersion for Agriculture are two excellent candidates for growth. We will look to I-BEST in Washington, the California Career Ladder Program, and other exemplary programs to inform our expansion in this area.

Also relating to CTE; our region needs to explore avenues for linking undocumented adults with internships and/or apprenticeships. There are innovative models for ESL and Citizenship classes, but we need to find a way to link participants with opportunities that will lead to career pathways. We need to work with state officials and local partners to see how we can connect SB540 eligible students and others with employment opportunities.

The need for a “Community Alliance Network” that will engage service providers for adults with disabilities to ensure that there is strong communication between partners has also been identified. Services exist, but they often operate on a system of self-referral. We need to ensure that all of our partners understand what educational opportunities and support services are available so that adults with disabilities can make educated choices for their futures.

Specific responses to stated gaps are included in the chart below.

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
Geographical and Access	Distance Education (on-line or ITV); explore possibility of additional bus lines to help people get to services; Additional GED testing center. Two consortia.	<ul style="list-style-type: none"> • Expansion of Distance Learning • Curriculum Development • Bus routes • Staffing 	\$40,000	Community Colleges AB 86 Director Faculty and ABE instructors	Increased course/program enrollments; increased GED completions	Spring, 2015
Counseling and Student Support	Engage with current partners and new partners	Outreach; AB 86 Planning Consortia	\$6,000	AB 86 Director, Full consortia	Amount of partners; fiscal and in-kind offerings	March 31, 2015

Northern California AB 86 Adult Education Consortium

Lack of Shared Assessment and Accountability Systems	Assessment Task Force SB 173	Task Force; professional development, committee work	\$12,000	AB 86 Director, Faculty and ABE Instructors; admin	Implementation of updated tools; shared data systems, common matrixes	June 31, 2015
Clear Pathways to Employment and Career	Expand partnerships with WIA providers; expand wrap around services	Task Force; professional development, Committee work;	\$28,000	Community Colleges AB 86 Director	Time to completion, documented pathways	June 31, 2015
Student and Course Articulation across counties/programs	Common high school diploma Curriculum Task Force	Task Force; professional development, Committee work	\$45,000	AB 86 Director, Faculty and ABE Instructors; admin; providers	Completion of degree; documented pathways	June 31, 2015

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

College of the Siskiyous and Shasta College have joined with K-12 and community partners in both regions for the purposes of the AB 86 planning consortia. This has been a very effective strategy because our student populations, geography, services and gaps are very similar. Strategies to increase efficiencies in our adult education system such as access, communication and alignment are also common to both regions. However, our specific plans to ensure that students accelerate through the educational and career pathways in the most expedient fashion are unique to the two community college service areas; Specifically, College of the Siskiyou and Siskiyou County; and Shasta College and Tehama, Trinity and Shasta Counties.

In Siskiyou County, students' forward progress is often stalled because of the lack of integration and alignment between the adult education programs and the College of the Siskiyous. The solution to this is the creation of a joint high school diploma for all ABE programs at adult schools. This diploma will be designed jointly by ABE practitioners at the K-12 districts and COS. STEP, the local workforce provider will also be on the design team. This will insure that the Adult Diploma will be fully integrated and

aligned across segments and will have direct links to employability skills and short term career certifications.

The Siskiyou Training and Employment Program (STEP) will also be partnering on the structure of the adult diploma. The design of the degree includes foundational skills across key subject areas with direct linkages to career skills and pathways. As students reach certain levels of competency (academic core defined by GED or CAHSEE), they will be linked to internships through the STEP program. To the extent possible, foundational skills will be contextualized within the CTE coursework. As students expand their math and English skills, they will also have access to “electives” on topics promoting workforce readiness; including resume writing, job placement, etc.

The final stage of the diploma will include a capstone project or potential apprenticeship. Once key academic benchmarks (to be established) are reached, students will receive a diploma and/or workforce certification. This diploma will prepare them for continued coursework at COS and/or direct linkage to a career pathway.

The full alignment with COS entrance expectations will ensure that students completing a high school diploma from an adult education center can transition seamlessly into COS. A career ladder approach will also ensure that students can continue through the educational pathway to gain additional skills that will enhance their readiness. STEP has committed to providing key support services that will be necessary for program success including childcare, transportation support, and case management.

In the Shasta-Tehama-Trinity region, the focus is on adapting/expanding the Shasta College basic skills coursework to increase acceleration through the pathways. Shasta College is currently adapting our basic skills math courses into faculty-led, self-paced modules so that students can work through the sequence at the most expedient rate for them. Our K-12 ABE programs have tremendous experience with self-paced individualized instruction and we will use their models (and efforts from other community colleges) to inform our work. Shasta College is also a member of the *Path 2 Stats* statewide acceleration project which allows students to access a two-course pathway in statistics that will get them through transfer level mathematics more efficiently.

Shasta College has campuses in Shasta, Tehama and Trinity Counties. After creating these accelerated courses/pathways, we will work with the Adult Education providers throughout the three-county region to make sure that there are direct linkages to Shasta College programming. Additional connections will occur through expanded counseling and marketing materials. Offering relevant courses in a dual enrolled format is another strategy that will be explored through the AB 86 Planning Process. Expanded partnerships with campus programs and service providers, such as Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS) and Cal WORKS, will provide additional student-centered support that will be key to academic success.

Our Assessment and Accountability Task Force will determine how the consortium will identify and gather measurable improvement metrics to determine if our methods are achieving desired outcomes. Key indicators will include increases in

enrollment in ABE and postsecondary education programs with parallel increases in internships, short term CTE certificates and CTE associate degree programs.

Decreases in time to completion for diplomas, certificates and degrees are additional considerations.

The North State region as a whole has identified professional development as a high priority so that we can implement research-based practices that will reduce the time it takes for adult learners to progress through basic skills and career education pathways. We are currently exploring existing models, such as the Integrated Basic Skills Training (IBEST) and the California Career Ladders Program, to see what can be adapted to our service area. Our professional development plan (below) reiterates our goals in this area.

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic and/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
Joint Professional Development	Site level and regional professional development on research based practices	Resources and/or consultants from I-BEST and other proven models	\$45,000	AB 86 Director, Executive Team, k-12 and community college leadership	Pre-post assessment; student outcomes	March 31, 2015
Student and Course integration and/or Articulation across counties/programs	Common high school diploma Curriculum Task Force Educational Plans for adult learners	Task Force; professional development, Committee work, partners Additional counselors	\$45,000	AB 86 Director, Faculty and ABE Instructors; , k-12 and community college leadership: providers	Completion of degree; documented pathways	June 31, 2015
Shared assessment for transition between programs	Assessment Task Force SB 173 Competency-based assessments	Task Force; professional development, committee work	\$12,000	AB 86 Director, Faculty and ABE Instructors; admin	Implementation of updated tools; shared data systems, common matrixes	June 31, 2015

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

The North State Adult Education Planning Consortium recognizes that on-going professional development will be fundamental for ensuring successful outcomes for adult learners. Currently, both Shasta College and College of the Siskiyous have a strong avenue for ensuring professional growth through contracted professional development days (known as Flex in the community college system). These “Flex” requirements have recently been expanded at Shasta College. Unfortunately, due to systematic cuts, the majority of our K-12 ABE programs have limited funds and/or time for professional development. K-12 Administrators report that a majority of the training that ABE teachers receive is “logistical” or compliance-based. There are opportunities to access additional funds through County Offices of Education; the AB 86 Director will follow up on this.

Shasta College and College of the Siskiyous have both been involved with intersegmental professional learning communities (PLCs) to align curriculum, but these PLCs did not have a specific focus towards adult learners or basic skills courses, nor have ABE programs been included in these opportunities. There is definite potential to reengage PLCs for these purposes. The consortium recognizes that faculty and staff from all adult learning providers and partners will need to engage in collaborative professional development strategies to foster alignment and to support ongoing assessment and improvement of student outcomes. Key professional development topics and deliver modes are articulated in charts 6.1 and 6.2 below.

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.

	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium- Wide
Community College Flex Days	Community College faculty currently have a set number of hours required for on-going professional development	Community college specific 1-4	Would need to adapt for system wide
ABE	Some opportunity for professional growth; often driven by individual, limited funding	Program specific 1,2	Would need to adapt for system wide
Distance Education	Shasta College currently offers workshops on Moodle and distance education platforms; access to workshops could be shared throughout region or replicated in Siskiyou County	Access 1-4	\$18,000
Student Success	Shasta College offers a series of student success workshops (planning, note taking, etc.); these could be offered on-line and shared and/or replicated regionally	Student Success 1-3	\$18,000

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
Technology	Distance learning, computer center for adults, on-line, blended learning and hybrid courses (Moodle training for on-line courses, on-going workshops, on-line and face to face; as needed)	Access; Acceleration 1-4	\$38,000
Academic Readiness	College readiness, critical thinking, career assessments, engaging adults (Staff Orientations, quarterly meetings, webinars, and face to face)	Student Achievement; links to pathways 1-5	\$32,000
Instructional Best Practices i.e. Accelerated Learning	Adult Learning Theory, Accelerated teaching and learning, skills building, linking basic skills with career pathway; career ladders; competency based assessments, Career Academies (Consortium-wide, large group, statewide councils, bi-annually)	Student Success; acceleration through the basic skills sequence; assessments (1-5)	\$64,000
Cultural Competency	Engaging adult learners, understanding students from generational poverty, differentiated learning, understanding learning disabilities. (Staff Orientations, quarterly meetings, webinars, and face to face)	Student engagement and achievement 1-5	\$18,000

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

The North State Adult Education Planning Consortium has strong partnerships in place with most educational providers in the region. However, there are definite areas where we can expand and/or leverage existing assets or structures to benefit the adult learners in the region. Key service providers and partners that will allow us to expand/leverage resources include:

- Siskiyou Training and Employment Program (links to internships, job skills)
- Shasta 21st Century Partnership (Career pathways, 21st Century Skills)
- Redding Library (Recruitment, Location for course offerings)
- Employment Development Department (Career Pathways)
- Tehama Job Training Center (Links to internships, employment readiness)
- Siskiyou Opportunity Center (Internships, services for adults with disabilities)
- Dunsmuir Library ((Recruitment, Location for course offerings)
- Cal WORKs (Support services to students, recruitment)
- Northern Regional Center (Internships, services for adults with disabilities)
- Regional Opportunity Programs (Internships, Career Pathways)
- Public Health Department (Support services to students, recruitment)

The AB 86 Director and Executive Team will lead recruitment and outreach efforts to engage and build upon additional partnerships. The North State Consortium has identified gaps that will allow us to reach out to specific service providers. These partnerships will result in key services to students and will also allow the consortium to build programs that are better aligned and attuned with regional needs.

**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
Siskiyou Training and Employment Program	1,3,4	In Progress, inclusion on Task Force	Siskiyou County	Job Readiness Skills, Case Management, links to internships	On-going
Shasta 21st Century Partnership	1-4	Outreach, inclusion on Task Force	Shasta County	Career Pathways, Critical thinking skills	On-going
Redding/Dunsmuir Public Libraries	1-3	Partnership in progress	Shasta and Siskiyou Counties	Offering courses at libraries; increased access	On-going
Employment Development Department	4,5	Outreach, inclusion on Task Force	All counties	Internships; expansion of CTE	On-going
Tehama Job Training Center	4,5	Outreach, inclusion on Task Force	Tehama County	Job Readiness Skills, Case Management, links to internships	On-going
Siskiyou Opportunity Center	3,4	Outreach, inclusion on Task Force	Siskiyou County	Student support services, internships	On-going

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Cal WORKs	1-5	Partnership in progress, expansion to all areas	All counties	Wrap-around student support	On-going
Northern Regional Center	3,4	Outreach, inclusion on Task Force	All counties	Wrap-around student support	On-going
Public Health Department	1-4	Outreach, inclusion on Task Force	All counties	Wrap-around student support	On-going
Redding Rancheria	1-3	Outreach, inclusion on Task Force	Shasta County	Recruitment, student support	On-going
AB 109 Service Providers	1-5	Outreach, inclusion on Task Force	All counties	Job Readiness Skills, Case Management, links to internships	On-going
SMART Center	4,5	Outreach, inclusion on Task Force	Shasta and Trinity Counties	Job Readiness Skills, Case Management, links to internships	On-going
Tehama County Department of Social Services; CalWORKs and Tehama County Community Action Agency	1-5	Outreach, inclusion on Task Force	Tehama County	Adult assessments, wrap-around services, programming	On-going