



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

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

15-328-058

1.2 Consortium Name:

Shasta-Tehama-Trinity Adult Education Consortium

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Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

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

The Northern California Adult Education Planning Consortium is a broad-based partnership in northern California serving Shasta, Tehama and Trinity Counties. The membership of the consortium includes Shasta College, all high school districts, and three county offices of education. Government agencies, non-profits (including WIOA providers) and adult education practitioners are working alongside the members to create seamless education and career pathways for adult learners in northern California.

Vision: 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 execute 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. Shasta College will continue to be the fiscal agent for the AB 86/AB 104 process, but a strong governance plan will ensure equal access and buy-in throughout the three county region.

The work of the Northern California Regional Planning Consortium 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, over the next three years, we need to build capacity at our educational institutions, better capture what is currently being offered, share that information with each other and fill in some key gaps in services and communication.

Goals: Specific strategies and approaches to carry out the north state's AB 86/104 vision over the next three years are based directly off the AB 86 planning process and include the following:

Marketing/Communication: In a region of our size (over 10,000 square miles), 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" is currently underway. The working title of this platform is "Adult U". Adult U will be a networked collection of services where adults, or service providers working with adults, can access everything they need to know about adult education in one place. The Adult U portal will provide a welcoming structure that links adults and potential services by asking a series of

questions, including the following.

1. What is your educational goal?
2. Where do you live?
3. Do you have access to transportation?
4. Do you need childcare or other assistance to attend courses?

These questions will then lead to a sampling of programs that are appropriate to the individual goals of the adult seeking services. To make this happen, a “practitioners’ group” has been meeting regularly. This group created an asset-map for all programs serving adult learners in the north state and has been working with a marketing group to create the on-line platform. The name “Adult U” was chosen because of its positive affiliation. The “U” symbolizes the unification of all program providers and the individuality for the learner. The link to the portal (and the webpage) will be available on all of our partners’ webpages. Marketing materials, including billboards, radio ads, etc. will inform residents about its availability.

Assessment: The north state does not have a common system for assessing the educational needs of adults. In fact, a review by our partners indicated that there are ten different adult education assessments in our three-county region. 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. The development of common learning outcomes will also help with the overall accountability of our adult education offerings. Our current goal is to develop one tool for assessment for adults. If that is not

possible, we will create a tool that “crosswalks” existing assessments. This puts the responsibility to understand the assessment on the service provider instead of requiring that adults be over-assessed as they transition towards their academic goals.

Curriculum Alignment and Development: As we rebuild adult-focused programs that were reduced or eliminated due to funding restraints, alignment and articulation will guide the development of both courses and programs. 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. New courses will be developed where gaps are identified.

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 will be partnering with the local WIOA providers and EDD to determine what certificates will best serve our region. 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.

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 also has a 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. Shasta County has recently formed the Shasta County Access Network (SCAN) that links educational programs, non-profits and government agencies to better serve adults with disabilities. The SCAN network is a promising practice and we would like to see that expanded and then scaled to all of our participating counties.

Other plans to address stated gaps and integrate existing programs and create seamless transitions into postsecondary education or the workforce include:

- Scaling up and/or replicating “promising practices” such as Gateway to College in Shasta and the E-Learning Academy in Tehama to provide more opportunities in the region.
- Hiring of “Adult Education Navigators” in each county to advocate for adults and service providers and to support transitions through the educational and career pathways by providing a “warm hand-off” from one program and/or service provider to the next.
- Creating a program at Shasta College that is specifically targeted for working adults through accelerated programs and alternative schedules (nights and weekends) with access to childcare.

- Building capacity at high school adult education programs, including the possibility of shared staffing, to ensure that more adults have access to those programs. Enhanced delivery at our most remote sites is also a priority.
- Expanding ESL offerings in remote areas of the region through shared staffing and the leveraging of course costs.
- Revamping of the Foundational Skills programs at Shasta College so that adults can get through the basic skills sequence and into credit bearing courses more effectively and in a shorter amount of time.

Central to the success of these initiatives will be a strong governance group with active community engagement. Shared accountability and unified professional development opportunities will also be essential to actualize our AB 86/104 vision and goals. As stated in our regional plan, three and one year plans, we are confident that the Northern California Adult Education Consortium has created an action agenda that will succeed in carrying out these goals and untimely lead to increased academic access and success for the adult learners that we serve.

2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 & 2.

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.

There are no changes to report on Program Areas 1, 2, 5, 6, and 7. However, our consortium has discussed how to approach Program Areas 3 and 4 in the three year cycle. That information is included below.

Updates to Program Area 3: Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.

Current Offerings:

| Shasta County | Tehama County | Trinity County |
|---|---|--|
| SMART Center: WIOA provider that connects job seekers with employment opportunities and support services. | Tehama County Department of Social Services offers basic skills instruction and job readiness with wrap around services provided through the Cal Works program. | SMART Center: WIOA provider that connects job seekers with employment opportunities and employment support services. |
| Cal WORKS: Program through Shasta County and Shasta College that supports employment and educational opportunities. | Job Training Center Adult and Dislocated Worker Programs. | Southern Trinity Joint HS District; drop-out recovery and high school equivalency support. |
| Good News Rescue Mission: basic skills instruction and GED preparation. | Shasta College CTE programs and Economic Workforce Development department. | California Heritage Youth Builders Charter School provides diploma (CAHSEE) programs up to age 24. |
| The Prosperity Initiative; community collaborative to increase economic opportunities for all adults | | Shasta College CTE programs and Economic Workforce Development department. |
| Shasta College STEP UP program to connect formerly adjudicated adults with educational and career opportunities. | | |
| Shasta College CTE and Economic Workforce Developments. | | |

Gap Analysis: Throughout this process, it became evident that our region has fantastic programs designed to ensure that adults have multiple pathways into the labor market. Our WIOA providers in each county are active and skilled at reaching out to adults and providing client-centered services to meet varying needs. These partners include the Job Training Center in Tehama, SMART in Shasta and Trinity and Cal WORKS serving all three counties. However, it was also evident that these programs were often working in isolation from each other and from our basic skills providers including the adult schools and Shasta College.

These partners were active in our planning process and shared their frustrations of not knowing the mechanisms for engaging their clients in existing adult education options. Also, Shasta College's semester-based coursework did not always meet the immediate needs of the adults that they served. Stronger partnerships, increased awareness of services being offered, technology support for adults and the development of new short-term CTE and additional basic skills courses at the college will allow us to maximize the services offered by our employment-focused partners. The consortium will also rely on them to inform our accountability systems including WIOA procedures and the eventual tracking of adults into the labor market.

Since Shasta College currently serves adults in all three of our focus counties, another strategy will be to increase their outreach to and access for adults that have some college but no degree. Supporting adults as they complete an associate's degree and/or certificate is another way to promote entry, or reentry for adults into the workplace. Finally, incentivizing employers to hire our adult learners is a best practice from our Cal Works program that we will explore as a way to further connect adults with employability options.

Updates to Program Area 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.

Current Offerings:

| Shasta County | Tehama County | Trinity County |
|--|--|--|
| Parent development and outreach programs at Shasta County schools. | Parent development and outreach programs at Tehama County schools. | Parent development and outreach programs at Trinity County schools. |
| First- 5 Shasta; parent education classes focusing on parenting skills, communication and how to support children in schools. | First- 5 Tehama; parent education classes focusing on parenting skills, communication and how to support children in schools. | First- 5 Trinity; parent education classes focusing on parenting skills, communication and how to support children in schools. |
| SERF training and after school programs. | Tehama County Office of Education provides training for parents to support school readiness. | Trinity County Office of Education provides training to support school readiness. |
| Shasta County Offices of Education provides training for parents to support early school readiness. | ELAC program provides services to Spanish speaking parents in Tehama County. | Shasta College Foster and Kinship Care provides support for caregivers of foster youth including strategies to support academic success. |
| PIQE program trains parents to support school success in targeted schools. | PIQE program trains parents to support school success in targeted schools. | |
| Shasta College Foster and Kinship Care provides support for caregivers of foster youth including strategies to support academic success. | Shasta College Foster and Kinship Care provides support for caregivers of foster youth including strategies to support academic success. | |

Gap Analysis: As mentioned in our demographic section of our regional plan, the Shasta-Tehama-Trinity region has a low post-secondary college going rate. This issue is compounded when adults that did not have access to advanced educational options are asked to support and mentor their own children through the educational process. There are a variety of

programs, including First-5, that have a proven track record for supporting parents in their goals to support children academically. First-5's focus on ensuring that students enter pre-kindergarten ready to succeed is especially important. We have reached out to First-5 and look forward to partnering with them to support the adults in our schools.

In addition, the County Offices of Education offer excellent support for adults in understanding school success issues, such as how to provide academic support to children through homework help. The school districts also offer outreach to parents to engage them in the educational process. However, these programs are also limited by available funding. Transportation to school-based events continues to be an issue.

The AB 86 planning process shed light on several programs that exist in our communities that can support adults seeking to support school-aged children succeed academically. As with many of our other findings, these programs have limited access and many throughout the region do not know what they have to offer. These entities can be supported through AB 104 funds or serve as technical experts to the AEBG Governance team to strengthen outcomes relating to this priority. Parent education, tutors, literacy coaches, increased transportation, child care and technology courses for adults are all potential areas of need that we will explore to meet this program goal.

2.2a Objective #1: An updated evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220). Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.

The Shasta-Tehama-Trinity region was originally linked with Siskiyou and Modoc Counties for the purposes of AB 86 planning. When the decision was made to split the region into two, a

new Regional Plan was submitted. The new plan has been included with this submission. No additional changes to the narrative provided in the updated Regional Plan are required.

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. 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>).

| | Shasta | | Tehama | | Trinity | | Tri-County Pop. | |
|---|---------|-------|--------|-------|---------|-------|-----------------|-------|
| | # | % | # | % | # | % | # | % |
| Female | 90,366 | 50.8% | 31,806 | 50.3% | 6,670 | 48.9% | 128,842 | 50.6% |
| Male | 87,600 | 49.2% | 31,435 | 49.7% | 6,968 | 51.1% | 126,003 | 49.4% |
| Any Disability age 18 to 64 | 17,211 | 16.1% | 6,313 | 17.3% | 1,679 | 20.8% | 25,203 | 16.7% |
| Non-disabled age 18 to 64 | 89,413 | 83.9% | 30,171 | 82.7% | 6,391 | 79.2% | 125,975 | 83.3% |
| Poverty Status | 30,575 | 17.5% | 12,271 | 19.7% | 2,579 | 19.2% | 45,425 | 17.8% |
| Veterans | 17,765 | 12.8% | 5,608 | 11.8% | 1,648 | 14.8% | 25,021 | 9.8% |
| Age under 18 | 39,313 | 22.1% | 15,804 | 25.0% | 2,467 | 18.1% | 57,584 | 22.6% |
| Age 18 to 64 | 107,318 | 60.3% | 37,061 | 58.6% | 8,261 | 60.6% | 152,640 | 59.9% |
| Age 65 and older | 31,335 | 17.6% | 10,376 | 16.4% | 2,910 | 21.3% | 44,621 | 17.5% |
| Less than 9th Grade | 3,511 | 2.0% | 3,070 | 4.9% | 272 | 2.0% | 6,853 | 2.7% |
| 9th to 12th Grade, no diploma | 10,765 | 6.0% | 4,896 | 7.7% | 639 | 4.7% | 16,300 | 6.4% |
| High School Graduate (Includes Equivalency) | 32,252 | 18.1% | 12,281 | 19.4% | 2,969 | 21.8% | 47,502 | 18.6% |
| Some College, No Degree | 39,585 | 22.2% | 13,074 | 20.7% | 3,494 | 25.6% | 56,153 | 22.0% |
| Associate's Degree | 13,548 | 7.6% | 3,170 | 5.0% | 824 | 6.0% | 17,542 | 6.9% |
| Bachelor's Degree | 15,334 | 8.6% | 3,734 | 5.9% | 1,707 | 12.5% | 20,775 | 8.2% |
| Graduate Degree | 7,693 | 4.3% | 1,939 | 3.1% | 514 | 3.8% | 10,146 | 4.0% |
| Employed, no health coverage | 13,081 | 7.4% | 4,854 | 7.7% | 1,424 | 10.4% | 19,359 | 7.6% |
| Unemployed | 9,856 | 5.5% | 3,745 | 5.9% | 735 | 5.4% | 14,336 | 5.6% |
| Not in Labor Force | 33,300 | 18.7% | 11,734 | 18.6% | 3,012 | 22.1% | 48,046 | 18.9% |
| Speak English less than "very well" | 4,969 | 2.8% | 4,170 | 6.6% | 154 | 1.1% | 9,293 | 3.6% |
| 7th grade education for adults | | | | | | | 4,587 | 1.8% |

2009-2013 5 year ACS
2014 ESRI Data

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)

By the end of 2017-2018, the Shasta-Tehama-Trinity region will have established educational and career pathways leading to employment opportunities that support the local labor market. Adult learners will have knowledge of these programs through the “Adult U” on-line portal. Service providers for adults will also be aware of these opportunities.

Local WIOA providers will continue to be active partners on the AEBG Governance team. Their expertise will inform educational options for connecting adults with employment opportunities. A streamlined assessment system will ensure that adults can move seamlessly through our educational and career pathways.

In addition, each county will have an established AEBG Navigator that will work on local pathways and opportunities to ensure relevancy, alignment, accountability and awareness at the local level.

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

There are currently very few pre-apprenticeship training programs in our three-county region. However, there are a several opportunities including the Career Pathways Grant and AEBG that will allow us to expand in this area.

By the end of 2017-18, the Northern California Adult Education Consortium will have established partnerships with regional and local employers, labor unions, WIOA providers, Chambers of Commerce, correctional programs, and Workforce Development Boards that will

lead to more opportunities for pre-apprenticeship training throughout the north state region. Focus will be placed on growing labor market sectors including manufacturing and the health fields. Multiple funding sources will be identified to ensure the sustainability of these programs once they have been developed.

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)

In the revision of our three year plan, our Governance group discussed how to infuse this program area into our regional collaborative. Priorities identified include working with parents to better understand the requirements of the K-12 system including common core and college going procedures. Other key areas that will promote academic success for students include parenting classes, student engagement strategies and how to help students with their homework. Making sure that adults have the technology skills to support students and to support their own goals, was a another priority.

There are several agencies in our region that focus on this work, including First 5 and the County Offices of Education. In addition, several of our high schools have strong parent engagement components at their sites. By 2017-2018, community partners will be represented in our consortia and best practices will be shared and scaled throughout the region. We predict that this will result in a 300% increase in the amount of adults receiving services in this category and a direct connection to an increase in student success.

2.3d Collection and availability of data. (REQUIRED)

By 2017-2018, all members of the Northern California Adult Education Consortium will have agreed upon a solid evaluation framework that ensures accountability at the local and regional levels. Data sharing agreements between agencies will be in place. Key data elements including student demographics, enrollment, student/classroom level indicators and educational outcomes will be collected regularly and disaggregated for analysis. Data will be stored using local systems or a system recommended by other consortia and/or the State of

California. The AEBG Coordinator will be working with each site to collect these data and the governance group will review results annually.

The Shasta College Research Office will actively support the research process and partnerships with Cal Pass Plus (or other providers) will help to solidify transitional data, including placement in the workforce.

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

In three years, we recognize that the qualifications of instructors will still be tied to the regulatory agencies governing each segment. However, joint professional development and intersegmental learning communities will ensure that faculty at each level are coordinated and aligned in their efforts to educate adult learners in a seamless fashion. In addition, by 2017-2018, dual and concurrent enrollment opportunities will be established wherever possible to ensure maximum impact for adult learners.

Shared professional development opportunities, such as acceleration, have already started in our region and they have been extremely well received. In addition, task forces that include teachers and faculty from K-12 and higher education will encourage on-going collaboration and alignment.

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.