AB86 Adult Education

Regional Comprehensive Plan 2014-2015

Feather River Consortium

Grant:

13-328-16

Fiscal Agent

Feather River CCD

Overview of Consortium

The Feather River Consortium, as defined by the AB86 grant for the 2014-2015 fiscal year, encompasses the geographic region of Plumas County, CA. This region includes the Plumas Unified School District and the Feather River Community College District.

Demographic Profile of Plumas County Region

Plumas County is in rural Northern California covering 2,553.69 square miles. According to the US Census, the estimated total population in 2013 was 18,859, which was a 5.7% decrease from the 2010 population estimate of 20,007 residents. Within Plumas County, 24% of the population is over the age of 65, 8.8% speak a language other than English at home, 90.2% are high school graduates or higher, but only 22.9% have a Bachelor's degree or higher. The median household income is $45,358, with 13.9% of the population falling below the poverty line. http://quickfacts.census.gov/qfd/states/06/06063.html

Economic Profile of Plumas County Region

North Region partners at Shasta College provided the Feather River Consortium with economic data utilizing the Economic Modeling Specialists International (EMSI) services. As of 2013, the Industries in Plumas County representing the highest employment numbers were: Government (2,258 jobs present in 2013), Manufacturing (574), Retail Trade (524), Accommodation & Food Services (502), and Heath Care & Social Assistance (480). The report estimated total unemployment as of 2013 at 1,039. (Report PDF available upon request.)

Organizational Structure

Feather River College (FRC) established a Career Technical Education collaborative with Plumas Unified School District (PUSD) through Perkins funding and the inception of the SB70 Grant in 2008. Historically, this relationship centered on sequencing secondary students into postsecondary education and the world of work through career exploration activities and curriculum development. Pathways of support for adult education had not previously been explored between these two member institutions. In addition, local workforce development centers, social service organizations, and literacy programs provided services for adult learners within their own operating guidelines and organizational structures. There were no centralized departments or cross-program structures in place to address adult education within Plumas County. AB86 has served an integral role in establishing a collaborative structure amongst member and partner organizations. This has helped define the needs of the region's adult learners, and it has provided the opportunity for Advisory Group planning to further develop or enhance existing programs.

Member Organizations

The two member organizations are the Feather River Community College District (FRC) and the Plumas Unified School District (PUSD). At Feather River College, adult education needs are met through support services, course offerings, and Career Technical Education programs. Through the Plumas

Unified School District, adult learners can be served in the Community School programs and through the Childcare Professional Development program. Although repeated contact was made with Plumas-Sierra Joint Unified School District, the district did not proceed with becoming an AB86 grant member. Instead, they chose to receive periodic updates on the work of the member and partner organizations within the Feather River Consortium.

Partner Organizations

- Alliance for Workforce Development/Business and Career Network- WIA supported employment assistance centers in Plumas, Lassen, Sierra, and Modoc Counties
  http://afwd.org

- Eastern Plumas Chamber of Commerce
  http://www.easternplumaschamber.com

- Plumas County Probation Department: Alternative Sentencing and Juvenile Justice Commission
  http://www.countyofplumas.com/index.aspx?NID=90

- Environmental Alternatives, Foster Youth and Transition Services
  http://www.ea.org

- Plumas County Public Health Agency including Drug and Alcohol Prevention and the 20,000 Lives Initiative
  http://www.countyofplumas.com/index.aspx?NID=91
  http://www.countyofplumas.com/index.aspx?NID=2335

- Plumas County Literacy run through the Plumas Library system
  http://www.countyofplumas.com/index.aspx?NID=635

- Plumas Rural Services, a social service cohort in Plumas County including the A.L.I.V.E. Disability Program
  http://www.plumasruralservices.org
  http://www.plumasruralservices.org/alive/

- Plumas Crisis Intervention and Resource Center
  http://www.pcirc.com

Description of the Planning Process and Shared Leadership Strategies
    The structure of this planning year has been divided into two distinct phases.
    Phase1:
    In the first phase, the consortium's AB86 Program Director worked with FRC's President, PUSD's Superintendent, FRC's Chief Instructional Officer, the CTE/EWD Grant Director at Feather River College, and the Director of CTE at Plumas Unified to determine who should be invited to participate on an AB86 Advisory Group. After consulting with AB86 colleagues in Butte County, it was

determined the best structure would be to hold four collaborative meetings from May- January 2014-2015. Throughout this time, Advisory Group members were asked to provide data and narrative input for inclusion in the Regional Comprehensive Plan. This structure was adopted to allow for collaboration and transparency across organizations, and was compensated through a stipend system.

The group's partners were chosen based on their professional affiliation at the schools, the college, within social service organizations, literacy programs, workforce development agencies, and local chambers of commerce. This collaborative group represents an explicit recognition that a variety of services are required to support the diverse needs of adult learner populations. These include: basic life skills services; postsecondary education and career preparation programs; and services for non-mainstream individuals such as those from incarceration settings, foster youth transitioning into adulthood, ESL learners, or individuals with disabilities.

The World Health Organization (WHO) has made the connection between the health and vitality of a society and the heath of an individual explicit by stating that "reducing levels of educational failure, reducing insecurity and unemployment, and improving housing standards," will enable citizens "to play a full and useful role in the social, economic, and cultural life of their society." (WHO: Social Determinants of Heath Report, 2003). The report further explains that support is required to address the basic life skills needs of individuals, such as nutrition and addiction awareness, in order to foster socio-economic productivity.

Phase 2:

The second phase of the planning process was designed to take into consideration the rural setting in which the Feather River Consortium operates. In addition to the barriers to postsecondary education and career success in urban areas, rural communities often face higher percentages of unemployment or underemployment due to the lack of geographically available Industry Sectors.

The US Environmental Protection Agency outlined the challenges rural communities face, which include: growing ESL populations; aging populations; an outflow of young adults and therefore a decline in birth rates; higher child poverty rates; higher rates of obesity; and a general lack of services related to health care, public transportation, internet access, and sustainable funding sources as compared to urban areas.
http://www.epa.gov/livability/pdf/webinar2/ref_Herman_081612.pdf

One advantage found in rural areas, though, is a sense of common goals and objectives that exist across organizations. In a rural area, an adult learner can be known by various community organizations on an individual basis, therefore greater motivation exists for keeping individuals linked to the resources that will allow them to stay and prosper within the community. This is the case within Plumas County. After the Statewide AB86 Summit in October 2014, it became apparent to the Advisory Group that the Feather River Consortium has been operating under the "*Epistemic Community*" model in its approach to Adult Education. If an *Epistemic Community* is defined as "like minded networks of professionals whose authoritative claim to consensual knowledge provides them with a unique source of power in decision making," then Plumas County has achieved this through the structure of the AB86 Advisory Group it created at the

inception of this grant. In order to expand the current leadership model, which is built on various organizations working together on parallel tracks toward common goals, the AB86 Advisory Group will transfer into an Adult Education Work Group under the 20,000 Lives Initiative in Plumas County.
http://www.countyofplumas.com/index.aspx?NID=2335

The 20,000 Lives Initiative was created under the guidance of the Plumas County Public Health Agency. It serves as a means to bring diverse organizations together to identify projects that support the health and well being of residents across Plumas County. This group follows the structure of an Epistemic Community. It promotes the success of adult learners through numerous support organizations. It is also open to any community member who wants to join. The Work Group will be the ideal way to organize activities in the absence of existing adult education departments/centers within Feather River Consortium's geographic region.

Description of Teacher and Faculty Involvement
To ensure the involvement of faculty and teachers in the objectives outlined by the AB86 Advisory Group, the director of the Community School program through Plumas Unified School District has participated as a member of the Advisory Group. She also attended the AB86 Summit in Sacramento. In addition, faculty members in CTE programs at Feather River College have played an active role in AB86 planning. The CTE/EWD Director has acted as co-facilitator in AB86 Advisory Group meetings. She has provided updates to all participants on unique classes available at Feather River College designed to further the education and career goals of adult learners. These include student success courses, internship placements, and virtual training programs. The instructors of these courses have made themselves available for further information or to answer questions from AB86 member groups as a means to support their adult learner clients. As part of a countywide objective determined during the AB86 Advisory Group planning meetings, an upcoming Keirsey Career Assessment training will include teachers from the four local high schools in addition to faculty from Feather River College. This will act as additional support to the Get Focused Stay Focused curriculum training that Plumas Unified teachers and counselors at Feather River College received during this grant year.

Communication Plan
During Phase 1 of the planning year, through the Advisory Group meetings, a system of referrals and email communication was established. A countywide professional referral guide was created, and open sharing of an email list continues to allow group members to pose questions on behalf of adult learners with whom they are working. This has allowed group members an easy means to send clients/students to appropriate service organizations across the county.
In addition, the Feather River Consortium collaborated with the New World of Work (NWoW) Initiative at Feather River College to create a user-friendly web page for Adult Education resources. The NWoW website was designed through braided funding from CTE and EWD grants at Feather River College. It was designed to provide open access information on innovative practices in education

and workforce development. These activities include entrepreneurship education including the rise of virtual work training, STEAM education and the hand-on learning it promotes in both secondary and postsecondary settings, experiential learning models including internships and mentor-mentee succession planning, and 21st Century Soft Skills training. AB86 funding provided additional support to create an Adult Education page within the larger NWoW website. The Consortium's AB86 Program Director provided summary content to web designer Joshua Corbelli, Senior Digital Marketing Strategist within the Thompson Reuters group. The page outlines the statewide objectives for Adult Education, the concept behind Epistemic Communities, and how the collaboration amongst partner organizations is helping to support local Adult Education objectives. The page also lists current activities within the Feather River Region, along with links to services such as state-approved apprenticeship programs, applications to become a registered GED test center, and approved courses on the Caljobs website eligible for tuition assistance. Both service providers and adult learners are the target audience for the page.

Phase 2 of the planning year, including integration into the 20,000 Lives Work Group, will be marked by a countywide newspaper article. The focus of the article is to educate community members on adult education objectives and to provide an open call for participants across Plumas County who want to join the Work Group. The goal of the group during the second half of the grant planning year will be to further develop action plans to address gaps in services. These gaps were identified during Phase 1 through the following Objectives 1, 2, and 4.

Objectives 1, 2, and 4:

An evaluation of current levels and types of adult education programs within the region, an evaluation of current needs for adult education programs within the region, and plans to address the gaps have all been outlined below according to Program Areas 1-5. (Excel templates and Table 4.1 have been included as an addendum to the narrative.)

Program Area 1:

Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate.

Please note: For the purposes of the Feather River Consortium, according to the research conducted related to rural factors and social determinants of health, the "basic skills" definition has been expanded to include life skills, reintegration support, and rehabilitation programs. Therefore, the partner organizations of the AB86 Advisory Group include: Plumas County Public Health and the 20,000 Lives Community Resource Group; the US Forest Service: Plumas National Forest Branch; Environmental Alternatives Foster Youth Agency; Plumas Crisis Intervention and Resource Center and the Independent Living Foster Youth Program; the Alternative Sentencing Program through Plumas County Probation; Plumas Rural Services including the ALIVE Disability Program; the Alliance for Workforce Development; the Eastern Plumas Chamber of Commerce; the Department of Rehabilitation; Alcohol and Drug Education Services; the Plumas County Library's Literacy Program; representatives from Feather River College

related to disability support, student advising, instruction, the Incarcerated Students Program, and CTE/EWD programs; and representatives from Plumas Unified School District related to the Plumas County Community School, Childcare Professional Development Program, and CTE programs.

1.0 Basic Math, English, and Computer Literacy Programs

A. Basic Math and English courses are taught at Feather River College. For students to get a degree from FRC, they need minimum proficiency in Math and English. Pre-collegiate courses are taught to allow students to sequence up to college level courses. There are offerings that span up to 4 levels below the college level course in Math and English. Determination of a student's level is done through Accuplacer exams at local high schools and at FRC. Basic computer literacy programs are also taught at FRC.

B. The Plumas County Literacy Program through the Plumas County Library system offers adult basic education programs including tutoring in English language, reading, dyslexia remediation, basic computer skills and computer literacy, career exploration with resumes and letter writing, GED pre-testing assistance, and citizenship preparation.

Current Needs/Gaps in Basic Math, English, and Computer Literacy Programs

Adult learners looking to enter postsecondary education can be lower than the remediation level offered at Feather River College and/or can have learning disabilities or language barriers that require additional support for academic success.

Plans to Collaborate to Address Current Needs/Gaps

The AB86 Advisory Group came up with the idea of a referral sheet that could be used amongst professionals in Plumas County to guide adult learners to appropriate services based on their needs. With this in mind, FRC can use the Literacy Program as a referral agency for students requiring more one-on-one attention before sequencing into college level courses.

1.1 High School Diploma/Equivalency and GED Programs

A. Plumas Unified School District offers individuals who have been continuously enrolled in a high school program from the time they turn 16, up until 22, the option to enroll in the Plumas County Community School in order to complete high school course work and obtain a diploma. All core subject areas are offered in a small group setting.

B. The Plumas County Literacy Program and the Alliance for Workforce Development centers offer GED pre-testing assistance. The Literacy

Program can also offer coursework assistance/tutoring to adults seeking a high school diploma.

Current Needs/Gaps in High School Diploma/Equivalency and GED Programs

If a student drops out of the Community School for any length of time, or if an individual has not been continuously enrolled in school, they aren't able to utilize the services of the Plumas County Community School. These students need to have a point of access for information about completing high school level courses, GED information, etc. Students in the program are also challenged by computer literacy and are hesitant to learn. Having something separate from the classroom, such as a "technology field trip," would help them learn the importance of having computer skills for their futures.

A major gap currently exists because there is no official GED testing site in Plumas County. For many GED test takers, the transportation to an out-of-county test site is a major barrier.

Plans to Collaborate to Address Current Needs/Gaps

Feather River College was a test site for the paper version of the GED. Now it has started the application process to become an official test site for the electronic version, administered through Pearson Vue. The number of test administrations per year would need to be determined and scheduled, proctors would need to be identified, tutoring support provided, transportation assistance for test takers, fee assistance, and ongoing client support such as building basic skills. Current strategies include: Plumas Unified School District identifying a point of contact for high school equivalency/GED information. This would allow individuals who don't qualify for the Community School to receive information about GED options. Plumas County Literacy can provide extended, one-on-one test preparation assistance, Alliance for Workforce Development can offer test preparation as well as financial assistance for basic skills upgrades and the cost of the GED exam for any client enrolled in their WIA program, and Plumas Rural Services could provide transportation assistance in addition to potential proctors. Future adult education funding could support a voucher program to offset test fees and transportation costs for students/clients demonstrating financial need.

1.2 Basic Skills Support for Academic and Career Success

A. Basic skills support services for adult learners at FRC are provided through academic advising, financial aid advising, IRC tutoring, job fairs hosted through Alliance for Workforce Development, annual College/Career Transfer Fairs, DSP&S, Foster Youth advising, Care/CalWorks, EOPS, and TRIO programs. Services include work preparation resources such as resume/interview workshops, scholarships/financial aid assistance, and 4 yr. college application

assistance. In addition, Successful Student courses taught at FRC cover time management, note-taking skills, health/wellness, and other basic skills required to succeed as a college student. This course becomes mandatory for any student on academic warning.

B. The WIA sponsored Alliance for Workforce Development (Business and Career Network/ One Stop Employment Centers) in Plumas County offers basic skills assistance, tutoring, and GED assistance for adult job seekers as well as dislocated workers. AFWD is able to provide job readiness, interviewing, resume writing, application assistance, basic computer skills, typing certifications, job referrals/search assistance and possible financial aid for approved programs that lead to employment.

C. The Plumas County Literacy Program offers basic skills support and career exploration with resumes and letter writing.

Current Needs/Gaps in Basic Skills Support for Academic and Career Success Programs

Adult learners, especially those looking to enter postsecondary education or change careers, often need basic skills support but are unaware of the services available to them. Because Successful Student courses aren't mandatory, it becomes very important for students to meet with advisors at FRC. For an individual to receive WIA support, courses at FRC need to be on the State Approved Vendor list. Adding additional training providers in our area would also allow for greater opportunities for WIA clients.

Plans to Collaborate to Address Current Needs/Gaps

Because the Successful Student class qualifies for singular class enrollment (a student doesn't need to be enrolled in any other classes) and is eligible for the BOG fee waiver, it can act as a point of entry for adult learners who are clients of other organizations. If additional sessions are opened up at night, Plumas Rural Services could support the transportation needs of students. Online course offerings are also being added. Again, setting up a referral process among Alliance for Workforce Development, Feather River College Advising, and Plumas County Literacy will provide adult learners with options for basic skill building related to academic and career preparation.

1.3 Life Skills Support

A. The Plumas County Literacy Program at the libraries offers basic life skills courses including Second Chance programs for pre/post reentry offenders, Second Chance for Families, anger management for pre/post reentry, parenting skills, Escape Your Prison classes for pre reentry offenders, Gardens Behind Bars, Gardens for Families, and Off the Land cooking programs. Second Chance for Families, Gardens for Families,

and Off the Land cooking are all designed to serve the needs of individuals from the foster youth, probation, and homeless communities.

B. Through the DA's Office, the Alternative Sentencing Program runs Moral Reconation therapy, motivational interviewing, and interactive journaling activities to juvenile and adult offenders, some of whom fall under the category of ESL learners and/or adults with disabilities. These programs are key to building self-awareness through reflection and can assist individuals with reintegration into postsecondary education and/or careers.

C. Plumas County Alcohol and Drug Services offers substance abuse prevention and treatment programs.

D. Plumas County Public Health Agency runs Family P.A.C.T. and clinical services, sexually transmitted disease education, First Five, carseat education, lactation counseling, nutrition education, tobacco cessation, Emergency Preparedness, and career mentoring programs. In addition, the 20,000 Lives initiative through Plumas County Public Health is a collaborative forum to share information about community programs and leverage resources to promote the health and well being of Plumas County residents.

E. Plumas Rural Services programs include: Child Care Resource and Referral, Community Food Network, Domestic Violence Services, Family Child Care Home Education Network, Family Empowerment Center, Mohawk Community Center, Nurturing Parenting Classes, Nurturing Parenting Critical Support, and the WIC program. These programs offer services ranging from breastfeeding and nutrition education, parenting education, exercise classes, child development provider education, advocacy training, disabilities identification training and reintegration skills, violence prevention training, domestic violence advocate training, life skills education, food production training, and business development.

F. Plumas Crisis Intervention Resource Center also provides life skills training through their rape prevention and education programs. PCIRC plays a large role as a referral agency to other social service organizations in the county including County Health, the WIC program, Mental Health, Crisis Line, etc.

Current Needs/Gaps in Life Skills Support Programs

In the Alternative Sentencing Program, the Interactive Journaling activity can be a means to see signs of possible cognitive disabilities, but it is hard to determine what services an individual can qualify for, especially if disabilities are undiagnosed or not self-identified. In both Alternative Sentencing and Alcohol and Drug Services, there is a client base that often requires GED assistance and/or could benefit from academic offerings in the jail system.

Plumas County Public Health strives to collect county data related to health and well being, and would benefit from access to baseline information about the Plumas County population through collaboration with partner organizations.

Plumas Rural Services expressed needs in Domestic Violence Offender treatment programs, transitional housing for domestic violence victims, and more employment opportunities for agency clients transitioning into the workforce.

All agencies expressed a need in sustainable, increased funding; a forum to share service information to ensure duplication of services was not occurring; greater use of multi-disciplinary teams for case management of shared clients or to determine the best fit of services for clients; and the means to share upcoming trainings to leverage skill building opportunities/ workshop space for adult learners across organizations.

Plans to Collaborate to Address Current Needs/Gaps

One of the primary means for collaboration across agencies in Plumas County providing life skills and support services to adult clients is the 20,000 Lives Initiative, which not only allows organizations to share what upcoming activities they are hosting, but can bring in experts from outside the area to lead trainings. The AB86 meetings themselves have provided a forum for agencies to share their needs and how they might be able to leverage resources. Moving forward, additional funding for Adult Education would allow these collaborative meetings to continue and could potentially support professional development opportunities for the service providers themselves.

1.4 Foster Youth Support

A. Quincy's branch of the Environmental Alternatives Foster Family Agency can offer transitional housing to individuals who have aged out of the foster system and/or been part of probation programs (aged 18-24). Participants in transitional housing must be involved in an academic or vocational program. There are 17 offices in Northern California and they are expanding into the Bay Area soon. Therefore, Environmental Alternatives can provide introductions and access to services in those areas as well.

B. The Independent Living Program (ILP) through Plumas Crisis Intervention and Resource Center offers monthly independent living skills classes for transition age foster youth including those aged 18-21. In addition, they provide individual mentoring in ILP skills.

C. Feather River College has designated a Foster Youth Success Initiative Liaison (FYSI) to work in collaboration with the Environmental Alternatives

Agency, the ILP Program, and the school district's Housing, Homeless, and Foster Youth Liaison. There is a designated space on campus reserved one day per week for students (aged 18+) that need assistance, identified as foster youth, and may need help providing documentation for financial aid purposes proving that they are/were homeless. This space is shared with the Housing, Homeless, and Foster Youth Liaison.

Current Needs/Gaps in Foster Youth Support Programs

Access to transportation remains a gap in services related to foster youth and their ability to take advantage of skills classes outside of the community they reside in. In addition, every Community College is required to have an FYSI Liaison, but training should be provided for this position and a dedicated space should be provided on campus. Currently, FRC needs to look at extending the Foster Youth MOU beyond the 2014-2015 school year and potentially allowing access to advising space more than one time a week. Environmental Alternatives and ILP are looking at options for life skills classes. Environmental Alternatives has found clients often don't come to their regional centers to take advantage of computer access and skills classes; ILP is looking at ways to supplement limited staff and provide a variety of skills workshops.

Plans to Collaborate to Address Current Needs/Gaps

Adult learners who have been part of the foster youth system and are attending FRC can take advantage of early enrollment for classes and any client of Environmental Alternatives or the ILP program could enroll in the Successful Student course. In terms of skills training offerings, the AB86 group has suggested a means to share upcoming workshop offerings across agencies through the 20,000 Lives Initiative with a focus on collaborative trainings using the Keirsey Assessment tool.

Program Area 2:

Classes and courses for immigrants eligible for educational services in citizenship and English as a second language, and workforce preparation classes in basic skills.

2.0 ESL Courses

A. At Plumas Rural Services, when ESL individuals come into the county they go through a request process for citizenship, training, workforce preparation, and family legalization assistance. Currently, most referrals to programs are made for the Sacramento and Reno service areas.

B. The Plumas County Literacy Program offers English Language Learner Intensive programs for parents and families.

C. PUSD currently offers programs for adult immigrants if they have been continuously enrolled since age 18 and are not over 21. The courses offered for students that do meet these criteria are the traditional high school courses with the support of a bilingual aide or interpreter.

D. ESL classes including literacy, civics and citizenship courses are part of the approved course offerings at Feather River College, but currently none of the courses are being taught due to low enrollment numbers in the past.

Current Needs/Gaps in ESL Programs

There is a definite need to keep ESL services within Plumas County, rather than out-of-county travel that many clients are unable to do. There is a need for translators, immigration assistance, and advocacy. A primary gap at the moment is the lack of active class offerings at Feather River College.

Plans to Collaborate to Address Current Needs/Gaps

Collaboration with the Literacy Program, Plumas Rural Services, and Feather River College could provide better coordination of ESL services within the county. Feather River College can designate the CIO as the point of contact for agencies to refer ESL learners so that the minimum enrollment numbers of 13 students per term could be met. This would allow the existing ESL credit and non-credit courses to run each term. ESL offerings that are available through the Literacy program could be advertised at FRC and across the Plumas Rural Services network. Adding night course offerings could be supported through Plumas Unified School District, with their ability to provide polycom services at a community center in the local area high schools for ESL classes. A facilitator would need to be present to man the centers at night. Plumas Rural Services would be able to assist with transportation to/from Greenville and Portola for ESL learners by the next school year. Plumas Rural Services also suggested utilizing existing clients who are willing to provide translation services to others (ie: a Chinese client could provide translation services to other agencies requiring Chinese translation).

Program Area 3:

Education Programs for Adults with Disabilities

3.0 Academic Support for Adults with Disabilities

A. FRC offers support services to students through the DSPS (Disabled Student Programs & Services) Department and the WorkAbility III Program. In a joint program with the Department of Rehabilitation, FRC is

able to support disabled students entering a new career and/or from a former line of work requiring retraining by providing financial assistance, fees and books assistance, and 4-year college transfer assistance. There are no economic stipulations required for this service.

Current Needs/Gaps in Academic Support for Adults with Disabilities

DSPS can provide students support services in mainstream classes, but there is still a great need for boosting literacy and basic skills to prepare those students to succeed in mainstream classes.

Plans to Collaborate to Address Current Needs/Gaps

A firm link with Plumas County Literacy could help some of the adults with disabilities become more successful in college. From the very beginning, PCL staff and volunteers could be assigned to these students. The college would need to provide clear information about class work, expectations, assignments, deadlines and other vital information. In addition, Department of Rehabilitation could refer appropriate non Feather River College clients for literacy and basic skills training and assist with fees associated with the service. Department of Rehabilitation can also assist with costs related to purchasing services to boost literacy and basic skills for individuals with disabilities who meet (DOR) program eligibility criteria by paying for program enrollment, extra tutoring services, books and supplies required for boosting skills. A program would need to become a vendor or individual tutors would need to become independent service providers with the agency.

3.1 Vocational Support for Adults with Disabilities

B. The PRS A.L.I.V.E. program offers a Community Adult Day Service, Independent Living Skills, Vocational Support Service, and a Transition Service for PUSD students age 18-22. They provide learning styles assessments, adjust services to individuals' learning needs, can provide one-on-one job services/support, and can do in-home services.

Note: A.L.I.V.E. works with any individual who has an intellectual/ developmental disability and may or may not have a physical disability as well. They are not able to serve anyone who received or had the onset of a disability after the age of 18.

Current Needs/Gaps in Vocational Support for Adults with Disabilities

With the rise of Autism, there is a need at both the A.L.I.V.E program and the DSPS program at FRC to receive Applied Behavioral Service training. There is an ongoing need to utilize community-based classes on life skills including budgeting, health, etc.

A.L.I.V.E has service gaps in several areas that if strengthened would give a more comprehensive support service to people with intellectual disabilities. The list of these gaps is as follows: education on the latest adaptive technology for specific learning styles and needs of the consumer with financial support to receive this technology as needed. Training for ALIVE staff to become certified in basic adult education components which will enable services to award the clients with certificates in areas such as people skills, communication skills, employment appearance and preparation skills, computer skills, etc., upon the consumers completion of these courses.

There is a large need to find job placements for disabled adults and the assistance with daily transport to/from work sites.

Plans to Collaborate to Address Current Needs/Gaps

Collaboration and education with FRC/DSPS services, Alliance for Workforce Development, FNRC, Department of Rehabilitation, Chamber of Commerce, PUSD, Literacy services, and possible others to provide understanding and partnership on the best methods and roles of each service to provide wrap around services for the success of individual consumers in the employment sector and in life skills. This would also require finding resources and opportunities to provide more time for quality one-on-one service for each client that wants to be educated in opportunities for successful employment or self-employment.

The Department of Rehabilitation has on the job training funds for businesses willing to host a client as long as the position would lead to a permanent position. Alliance for Workforce Development could supplement this program because they have support services for disabled adults seeking employment that are not dependent upon permanent employment.

The Chambers of Commerce could provide a direct link to businesses willing participate in training/employment programs for disabled adults.

These agencies could also work together to create a "fact sheet" of services available if an individual self-identifies, is tested, and/or registers as disabled versus reasons an individual might not want to self-identify as disabled.

Program Area 4:

Short-term career technical education programs with high employment potential.

4.1 Feather River College Courses

A. Certificate and AA programs offered at FRC in the Career Technical Education subjects are: EMT, Seasonal Firefighting, Administration of Justice, Agriculture & Equine Studies, Nutrition & Culinary Arts, Business, Early Childhood Education, Health & Exercise Studies, Vocational Nursing, Environmental Studies & Forestry, Outdoor Recreation Leadership, and Information Communication & Technology.

FRC is actively working with its local WIA partner, Alliance for Workforce Development, to increase the programs listed on the State Approved Vendor list and/or CalJobs.

AFWD also offers training program assistance including certificates, licensing, and degrees for adult job seekers to boost employment for Plumas County residents.

Current Needs/Gaps

As a result of AB86 collaborative work, there are now four FRC programs on the State approved WIA list. This allows clients of the Business and Career Network to receive tuition and supplies assistance when taking these certificate programs, which include: Accounting Management, Early Childhood Education, Small Business Management, and Vocational Nursing. The rest of FRC's CTE courses have been added to the CalJobs site for the benefit of job seekers and possible future inclusion on the WIA list. FRC also needs to look at expanding CTE courses that can directly feed into apprenticeship training programs within neighboring regions.

Plans to Collaborate to Address Current Needs/Gaps

AB86 member organizations in Plumas County have started to assist in advertising the list of approved courses and the services offered through the Business and Career Network offices. AFWD can increase the classroom visits to inform FRC students of the benefits to becoming AFWD clients.

B. FRC had a pilot course in Spring 2014 of BUS 180 Virtual Entrepreneurship with SamaUSA. The course prepares students to become virtual micro-workers who can reside within Plumas County but conduct contract work online as a way to establish or supplement their incomes.

FRC also runs a work based learning program through BUS 171, the Project Based Learning class that matches students with internships on and off campus. The course is also the hub for Enactus, the club that provides students training in social entrepreneurship. This course combines hands on learning with 21st Workplace Skills lessons.

FRC's Student Success Course is expanding in Spring 2015 to include the Get Focused Stay Focused Curriculum, which provides students the tools

to create a 10-year education and career plan. Utilizing this plan has been seen as an effective means to build workforce preparation while in secondary and postsecondary education settings.

Current Needs/Gaps

Currently, the internship program is funded through state grants and would end if the funds weren't renewed. Institutionalizing the program and creating a position for an internship director would allow the program to continue as part of the core offerings at FRC.

There is also a need to provide internship/job-shadowing opportunities for PUSD high school students, especially as preparation for their Senior Project work.

Amongst our local agencies and school programs, there are various methods for career exploration and placing individuals into relevant career training opportunities. There is a need to incorporate a career exploration tool used across the county could allow for a common language around career exploration.

Plans to Collaborate to Address Current Needs/Gaps

If partner AB86 group members let their clients know about the Virtual Entrepreneurship class, this will increase the number of adult learners taking advantage of contract work opportunities. Local businesses could also hire graduates from the course for virtual projects such as website design, blogging, PR, etc.

Local businesses and agencies willing to host interns will increase opportunities for adult learners. Currently, the WIA program, Alcohol and Drug program, Mental Health program, and Plumas County Public Health Agency offer internal internship/career mentoring opportunities. Where applicable, if these agencies partnered with FRC, individuals could earn academic credit for these internships and/or these opportunities could be available to FRC students. Additionally, Environmental Alternatives has previously offered a paid "apprenticeship style" program for their transitional housing participants. This could be integrated into the FRC course allowing students to earn credit and compensating intern hosts for their time.

C. The Incarcerated Students Program (ISP) at FRC offers classes to inmates and through the local jail to provide education options leading to the attainment of an AA degree in Sociology or Liberal Arts. In addition, course designed specifically to help with workforce preparation and reintegration include entrepreneurship, a certificate program in business, and a tutoring program that allows participants, upon parole, to enter directly into tutoring service provider placements within college settings. These classes can be taken through correspondence and/or lead to on-site FRC classes upon parole. In addition, at the statewide level, the ISP

program offers high quality correspondence courses in 12 prisons to over 540 students. This group encompasses men and women in all demographics including ESL and disabled adult learners. The ISP prisons range from high security including Pelican Bay, High Dessert State Prison, the Substance Abuse Treatment Facility at Corcoran, and Chowchilla Women's Facility. Level three prisons include Valley State, CA Correctional Center at Susanville, and Folsom Women's Prison. Level two prisons include San Quentin, San Lois Obispo, CA City Corrections, Calipatria State Prison, and the CA Healthcare Facility.

Current Needs/Gaps

Currently, there is a gap with ISP's County Jail services due to the small size of facilities and limited space for on-site meetings with students. There is also the need for a stronger administrative link at the jail with the director of ISP at Feather River College. Currently, the ISP program has graduated incarcerated students through various AA programs at sites across the State, but has been unable to do a longitudinal study of outcomes for individuals after leaving incarceration to continue their education or search for careers. The programmatic needs of ISP are addressed in Objective/ Table 3.

Plans to Collaborate to Address Current Needs/Gaps

In partnership with Stanford and UC Berkeley Research Centers, the ISP program at Feather River College is conducting a longitudinal study of program participants. To assist in this data collection, a representative from the Juvenile Justice Commission, who is also a member of the AB86 Advisory Group, will act as the primary lead for gathering participants' qualitative data.

4.2 Plumas Unified School District Programs

A. The Plumas Early Education & Child Care Council runs an ECE Stipend program through the Office of Education. The program supports childcare providers and preschool teachers for college course work and includes a longevity stipend in ECE. Participants can take ECE or general education towards a degree or childcare permit. Professional development trainings (usually .5 credits) are also provided.

Current Needs/Gaps

Child care providers who are not part of the PRS Family Child Care Home Education Network, preschool teachers working for private preschools, and Special Day School aids are not eligible for the AB212 ECE Stipend Program. The organization is looking for other programs to support the ECE workforce.

Plans to Collaborate to Address Current Needs/Gaps

The ECE program could look to partner with the Eastern Plumas Chamber of Commerce to encourage childcare providers to seek out the training and support to see themselves as business owners and how to link childcare availability to other Chamber clients who need those services.

B. The school district is planning a pilot of the "Get Focused, Stay Focused" career exploration course that allows secondary students to earn postsecondary early college credit. Feather River College will also adopt the program to link career awareness into the services already provided through the Student Success class. This is outlined in Objective/ Table 3.

4.3 Chamber of Commerce Programs

C. The Eastern Plumas Chamber of Commerce offers workforce support/preparation, technical skills training, employment assistance, and ownership assistance to chamber members. In addition, the chamber and FRC have partnered to build a "Succession Planning" program in Plumas County matching business owners with potential candidates for taking over that business through sale, retirement, etc.

Current Needs/Gaps

At this time, the county does not have a good assessment tool in place to determine how many businesses exist, what industry sectors are predominately represented, etc. A survey of local businesses and a formal way to register those businesses would be needed.

In addition, the Chamber could act as a means to link business owner mentors with potential succession mentees, but currently there isn't a formal structure to link these two groups.

Plans to Collaborate to Address Current Needs/Gaps

The AB86 group reached out to North Region partner Shasta College to run an EMSI data report on Plumas County employment and Industry Sector Demographics. The data has been included in the report and will be shared across local organizations.

AFWD and the Chambers could act as partners in determining good matches for Succession Mentor-Mentee pairs. If mentees register through the work based learning or entrepreneurship classes at FRC, they could also receive academic credit at the same time as hands on learning.

Program Area 5:

Programs for apprentices.

5.0 Forest Service Apprenticeships

A. The US Forest Service branch in Plumas County runs a firefighting apprenticeship program. The Mt. Hough, Beckwourth, and Feather River Ranger Districts post openings for wildland fire apprentice positions, which are developmental to the full performance level of GS-462-5 Forestry Technician (Wildland Firefighter).

Current Needs/Gaps

In order to better educate Plumas County residents on Forest Service apprenticeship options, we have determined who the lead contact at the department is for inquiries and the website for applications.

Plans to Collaborate to Address Current Needs/Gaps

The AB86 Advisory Group representative from the Forest Service provided the group with the main contact for local apprenticeships at the Forest Service. Follow up will include a determination of application procedures to share with the group's students and clients.

5.1 State Recognized Apprenticeships

B. Currently, there are no State-recognized apprenticeship training programs within Plumas County. To be state recognized, a program must consist of an academic training component and a hands-on learning component, for which the apprentice receives a wage. In other regions without apprenticeship programs, school districts are developing pre-apprenticeship courses to help adult learners prepare for application into an official training program near their county. Our closest region within CA is the Sacramento area, which offers Iron Worker, Field Iron Worker, Sheet Metal, Electrical Contractor, Operating Engineer, and Plumbing/Pipefitting programs.

Current Needs/Gaps

The primary gap in Plumas County is the lack of official apprenticeship programs. If there is a proven pathway for academic and training resources in a particular CTE field, FRC could apply for State inclusion and start a new training program within the county. At this point, Plumas County needs to create pre-apprenticeship courses as preparation for

nearby regional programs. Relevant courses would be basic and contextualized math, OSHA 10, welding, etc.

Plans to Collaborate to Address Current Needs/Gaps

Collaboration with other regional training programs could allow Plumas County residents a better understanding of the requirements to apply and enter into State-recognized apprenticeship programs.

Objective 3:

Plans for consortium members and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce. (Table 3.1 has been included as an addendum to the narrative.)

To align and connect adult education programs to postsecondary academic pathways and/or career pathways leading to employment, the cohort is utilizing the Get Focused Stay Focused curriculum in tandem with the Keirsey Temperament Sorter assessment tool. The goal is to help adult learners transition either from secondary education systems into college, and/or from client services through various social service and Alliance for Workforce Development (WIA) offices into education/career preparation CTE programs.

The Get Focused Stay Focused (GFSF) curriculum is currently being used across California as a means to create an articulated pathway from high school career preparation into college, as concurrent enrollment, or to prepare incoming college students for success in their academic and career plan. The course provides comprehensive guidance so an individual can determine who they are, what they want, and how to get there utilizing a 10-year plan with specific action steps. The course itself can be integrated into a semester model and can include links to apprenticeships, internships, or other work based learning opportunities tailored to an individual's 10-year plan. http://www.getfocusedstayfocused.org

In the Feather River Consortium, GFSF is being piloted at the secondary level in Plumas County high schools located in Greenville, Portola, Chester, and Quincy. The curriculum is also being implemented in the Plumas County Community School, which currently is the only provider of continuing education for adults interested in gaining a high school diploma rather than a GED certificate. In order to create a transition into postsecondary education both for youth and adult learners, the GFSF curriculum is also going to be adopted into the Student Success class at Feather River College in the Spring of 2015. AB86 Advisory Group members are in communication with the GFSF curriculum developers in Santa Barbara to help create course content tailored to the needs of adult learners entering college.

In coordination with the content in the Get Focused Stay Focused curriculum, and to create a common assessment tool across Plumas County related to career exploration, the AB86 Advisory Group is hosting a Keirsey

assessment training in January 2015. The training will include academic counselors from Feather River College and Plumas Unified School District, client service members from Plumas Rural Services (social services cohort), Plumas County Public Health, Alternative Sentencing/Probation, Drug & Alcohol Prevention, Juvenile Justice, Foster Youth Transition, Plumas County Literacy, Plumas Crisis Intervention Resource Center, Eastern Plumas Chamber of Commerce, and the WIA supported Alliance for Workforce Development. The intent is to have a trained group of service providers across Plumas County who can utilize Keirsey in workshop settings or one-on-one counseling sessions with clients/students. The Keirsey tool is a personality and career assessment that produces a list of 30-40 careers an individual is suited to based on his/her assessment results. These careers are hotlinked to ONet and Career Builder so adult learners can do further research, guided or independently, to determine the best majors and/or jobs for their personal skill sets. Within Plumas County, the tool has been used in high schools and at Feather River College for the past three years. This training will expand past school settings and into direct client services for adult learners. http://www.keirsey.com

Due to the rural and impoverished demographics present in Plumas County, the Southern California-based Keirsey organization has provided matching funds from corporate donors to allow this training to take place. Tracking adult-learner student success after the training will be done through an online portal provided by the Keirsey Team that allows administrators to gather data on the clients/students who have taken the assessment. When utilized with GFSF curriculum, this assessment will help determine the 10-year academic/career plan for each adult learner.

Another focus in transition services comes through the Incarcerated Students Program (ISP) at Feather River College. The goal of the program is to provide education to local jail and statewide prison inmates with the objective of individuals entering four-year colleges or the workforce upon parole. ISP participants develop an education plan based on the Feather River College Education Plan, which all incoming students develop with their counselors/ advisors. The AA Degrees in Sociology and Liberal Arts that inmates can obtain are CSU transferrable. The certificate programs in business and entrepreneurship allow inmates the tools to supersede barriers in the job market by starting their own businesses or acting as contract workers.

Building on the success of this program, the ISP Director at FRC is currently working with Lake Tahoe Community College to start an ISP program based on the FRC model. The program will start at High Dessert and Folsom Men's Prisons. This will help meet the need of over 200 students who are currently on the waiting list for education services.

Feather River College's ISP is also creating a consortium of North Region Colleges that currently offer, or are interested in offering, incarcerated education programs. The consortium will convene a conference/roundtable to discuss Senate Bill 1391. This Bill expands the possibility of community college faculty to go into colleges rather than just offer courses through correspondence programs. This is a historic partnership between the Chancellor's Office and the California

Department of Corrections and Rehab.

ISP is also working with Coastline Community College, the largest provider of correspondence programs in the state, to build an e-reader program. This e-reader program digitally uploads course materials for student inmates as a way to build their tech literacy while still in prison. Obtaining proficiency with technology is integral to a transition into the workforce upon parole. This program will launch in Spring 2015.

In addition to courses, the inmates themselves are working with FRC's ISP Director to start two new programs: a mentoring program called Lifers for Life and a self-awareness program called Legacy.

In order to maintain the program and grow the ability to forge new partnerships, ISP requires additional student course books, stipends for travel, faculty to teach courses, and videography services to promote the program and to create video course content to share with inmate students.

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. (Table 5.1 has been included as an addendum to the narrative.)

The Feather River AB86 grant has joined in a braided funding effort with the SB70 and SB1070 grants in order to support the creation of a curriculum package focused on 21st Century Soft Skills. After conducting a series of Skills Panels where employers, educators, and students provided input on the skills and traits modern workers need to be viable in a global marketplace, Feather River College's New World of Work initiative identified the "Top Ten" 21st Century Soft Skills. These include: Self-Awareness, Social/Diversity Awareness, Resilience, Empathy, Communication, Adaptability, Collaboration, Digital Literacy, Entrepreneurial Mindset, and Analysis/Solution Mindset. These are not content-based "hard skills," but rather nuanced "soft skills" learned through a combination of facilitated classroom activities and experiential learning. These are also the soft skills numerous employer surveys identify where there is a gap, resulting in students who are not work ready. Based on the Skills Panels, Feather River College developed relevant 21st Century Soft Skills modules that include lesson plans for each skill, engaging video shorts, and longer video-based assessments. The modules can be utilized in work based learning courses, incorporated into e-learning platforms, and integrated into WIA supported workshops. Currently, the possibility of creating digital badges for 21st Century Soft Skills is being explored with the Foundation for California Community Colleges.

To evaluate the efficacy of infusing soft skills training into a work-based learning platform, Feather River College is applying for the IDRC grant under the

embedded soft skills category. This pilot would involve ten colleges in a two yearlong community of practice. The workplan of the first year will be to train participating colleges in the curriculum, develop a relevant evaluation method for feedback, and incorporate the curriculum into courses at each college during the Fall 2015 and/or Spring 2016 terms. The second year will culminate in an assessment strategy to award digital badging certificates for 21st Century Soft Skills.

Currently the following ten colleges in California have agreed to participate in the 21st Century Soft Skills pilot if FRC is awarded funding from the IDRC grant:

- **West Valley College**
- **Miramar College**
- **Golden West College**
- **Santa Barbara City College**
- **Hartnell College**
- **Glendale College**
- **Shasta College**
- **Santa Ana College**
- **Columbia College**
- **Santa Rosa Junior College**

Vetting the curriculum and data tracking through the pilot will allow the New World of Work initiative to share the 21st Century Soft Skills modules in an open source format. The content can then be utilized within CTE courses, work based learning platforms, and in trainings hosted by participating AB86 partner organizations.

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. (Table 6.1 has been included as an addendum to the narrative.)

To address the topic areas considered top priority by the Feather River Consortium, professional development activities are currently based on the Get Focused Stay Focused (GFSF) curriculum and the Keirsey Assessment tool described under Objective 3. GFSF represents a methodology for practices in basic and secondary skills that build college and career readiness. The Keirsey tool addresses the priority of creating a common language and support structure across the county in personalized career assessments.

GFSF training was conducted by utilizing funds from the final term of the SB70 grant housed at Feather River College. The training allowed lead high school teachers within Plumas County, the Community School Adult Education lead, and Feather River College counselors the opportunity to familiarize themselves with delivery of the course content. SB70 funds also purchased the initial GFSF materials, but materials required after the initial pilot will need to rely on braided funding from Plumas Unified School District and Adult Education grants.

The Keirsey training is scheduled for January of 2015. It is the result of funding from AB86, Feather River College's TRiO and Student Services

departments, as well as corporate sponsorship gathered by the Keirsey Team due to the rural and impoverished nature of Plumas County. The training will allow educators, social service providers, workforce development staff, literacy counselors, and chamber directors the opportunity to learn how to administer the assessment and provide contextualized debriefs for clients/students. Within the training, an initial number of licenses will be provided to allow organizations a pilot with their clients/students. Future licenses would need to be purchased through braided funding with the organizations themselves and support from future AB86 grant funds.

An additional opportunity for professional development training is planned for March 2015. In partnership with the National Career Pathways Network, the Feather River Consortium would host a "Transitions" training for all AB86 Advisory Group member/partner organizations. The goal of the training is to build on the epistemic community model by asking each organization to develop an action plan related to the identified gaps/needs from Objectives 1, 2, & 4. These action plans would be the first activity conducted as the AB86 Advisory Group transitions into an Adult Education Work Group through the 20,000 Lives collaborative. The action plans would function as the workplan items if a future adult education grant is released. More information about the NCPN is available at: http://www.ncpn.info

Objective 7:

Plans to leverage existing regional structures, including, but not limited to, local workforce investment areas. . (Table 7.1 has been included as an addendum to the narrative.)

Leveraging resources across current regional service organizations and increasing collaboration with the WIA-supported Alliance for Workforce Development (One Stop) Centers is one of the primary goals for the Feather River Consortium within this AB86 planning year.

Through the AB86 Advisory Group meetings, the consortium has created a referral guide for professionals across the county so they are aware of the key contacts at each organization where an adult learner can receive support starting at the basic life skills level and moving toward postsecondary education and career training. This guide has been compiled and shared amongst the AB86 Advisory Group members. In order to house this guide as well as best practices within the county supporting adult education, an Adult Education web page has been created and is housed through the New World of Work web portal through Feather River College. Adult education providers will be able to visit the site and utilize it with clients/students to make them aware of resources available under each of the five categories of adult education: basic skills support, ESL offerings, programs for adults with disabilities, CTE courses, and apprenticeships. To address the lack of internet access faced by many adult learners in this rural area, a brochure version of this information will also be created with each member organization's overview of services and contact number.

Linking social service clients, students at Feather River College and the Community School, and clients in literacy programs across the county to WIA supported services has been enhanced through registration on the Caljobs website. Feather River College has gone through the process to enter all courses into the Caljobs site, and has gained NoRTEC State Vendor List approval for the following programs:

Accounting Management, Early Childhood Education, Small Business Management, and Vocational Nursing

Information sessions are currently underway to educate students and community members on the benefits available to them in terms of paid tuition and supplies if they register as clients with AFWD and participate in courses related to the above programs.

An additional project that is in planning phases now is the collaboration of the Eastern Plumas Chamber of Commerce with the AFWD centers. The intent is to develop a survey tool given to employers to document their interest in succession planning, hosting interns, providing work based learning opportunities, and/or mentoring adult learners across the county. Special focus will be put on adults coming from probation/incarceration/foster backgrounds or adults with disabilities. Creation of this database will link with programs at Feather River College providing work based learning placements for students. The primary course to support this project will be the BUS 171 Project Based Learning class that provides students academic credit for experiential learning coupled with training in 21st Century Soft Skills.

An initial pilot of this database-matching program was conducted over the Fall 2013-Spring 2014 term. The project was funded through a competitive Coleman grant in addition to CTE funding. Three mentor-mentee pairs were established to represent three different forms of succession planning. The traditional match was a family business changing ownership to a younger generation of owners. The second match was a non-profit organization creating a succession plan for change of leadership that will happen when the current director retires. The third pairing represented the movement toward stint-based, contract employment where a current business owner wanted the flexibility to work part-time with the assistance of an on-call independent contractor. With the assistance of the AB86 Adult Education Program Director and the Director of the Eastern Plumas Chamber of Commerce, the project culminated in a Succession Planning PDF guide and video. The guide and video can be accessed at: http://www.newworldofwork.org/succession-planning/

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**
Secondary to postsecondary transition (including continuation school and high school diploma equivalency), college success	Utilization of the Get Focused Stay Focused Education/Career Planning Curriculum	GFSF Curriculum & Teacher Training	Training (for 10 teachers) $12,829 paid through SB70 grant Curriculum for fall pilot $21,713 Moving forward: Future training at $1,750 per instructor Curriculum cost per student $44.95	Trained teachers at each of the 4 high schools in Plumas County & Student Success instructors at Feather River College	Development and implementation of the 10-year plan created through the GFSF coursework	Teacher trainings during the 2014 grant term Initial pilot at the high schools and community college will begin Spring 2015

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
Career preparation and transition from social service or education assistance settings into the workforce	Utilization of the Keirsey Career Assessment Tool across organizations/education settings in Plumas County	Keirsey Training & Assessments	$13,000 for group training of up to 30 people (due to matching corporate funds based on rural, impoverished county) $10.00 per assessment, no expiration on assessment use	Training includes social service providers, continuation school, high school, college, literacy, and workforce agencies in Plumas County. Training and assessment administration organized through Feather River College's CTE/EWD New World of Work initiative.	Access to online administrator portal allows tracking of client/student data for every adult learner who takes Keirsey assessments in Plumas County. Results can be shared as adult learner transitions through service organizations, the high schools, and into Feather River College.	Keirsey training in early January 2015, county-wide use of assessments can begin in late January through workshops and one-on-one counseling sessions.

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
Transition from an Incarcerated Student Program (upon release) into a four year college with goal of Bachelor's Degree/Employment	Coursework to gain AA Degree in Soc or Liberal Arts, class work to build communication skills, written proficiency, and tech literacy	Correspondence materials, books, faculty leads, support staff, and stronger connections with student services for library database access	Current yearly cost: $278,000 Costs to grow & address identified gaps w/ books, teachers, and travel: $10,000 books $10,000 travel $76,000 teachers/staff $40,000 video creation	Feather River College	Per each course according to course grading guidelines Completion of individualized education plan per student Program review done annually Longitudinal study	Ongoing with expansion through spring 2015 including e-Reader program, creating a North State consortium

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
I. Creating an Epistemic Community to Support Adult Ed. in Plumas County	1.Integrating the Adult Ed. Advisory Group into a Work Group through the county-wide 20,000 Lives Initiative 2.Allowing organizations to work collaboratively to support clients/students from life skills assistance into education/career assistance. Each sub-group determines a target project per year. 3. Future funding to support a central service location in each of the four communities in Plumas County to provide Adult Ed. resources, info, computer/internet access, etc.	1. Facility rental fees, supplies per meeting 2. An initial training to create an action plan per agency 3. PUSD-schools as community centers, after school hours, needs custodial and supervision, base rate rent/hour PRS-Temp space; conference rooms-Free; workshops Day Reporting Center-meeting room, free PCIRC-Portola, Q, Greenville AFWD-computer lab, improve skills, resume, staff available	1. $1,000/yr for room rental, supplies, etc for meetings 2. $5,000 for action plan workshop by National Career Pathways Org. 3. Free, temporary spaces can be provided for adult education related classes and workshops, but to create locations for ongoing classes, such as ESL or GED prep, the Plumas Unified School District high school sites would require $60-$100/hr facilities use	1. FRC with the 20,000 Lives cohort through Plumas County Public Health 2. FRC's Adult Ed Director to coordinate training 3. Plumas Unified School District would be lead provider of locations in each Plumas Co. community to provide adult education class space outside of FRC	Success in the epistemic community model would require implementation of agreed upon action plans for each participating organization, and utilization of classroom spaces in each of the four Plumas County communities.	1. Jan 2015-Integration into 20,000 Lives 2. March 2015-Action Plan Training 3. Pending future adult education funding- Fall 2015

II. No Registered GED Test Site Within Plumas County	1.FRC has started the paperwork process to become a registered test site 2. Test preparation support 3. Students/clients must be notified of available test dates starting Fall 2015 4. With future funding, establish a travel and test fee voucher program	1. FRC's Student Services Dept is the lead on the application process and must provide facility/proctors 2. Literacy program can provide prep: paper/online; AFWD provides tutoring, FRC's Learning Center can provide prep as well Volunteer tutors could be found through Plumas Co. Community Connections 3. Scheduled dates for testing- blanket email of test dates to prep and plan for travel; Plumas Transit customized for dates 4. Fee and travel voucher would need to be paid through future Adult Ed funding	1. Fees to establish test site and provide proctors 2. Literacy program and FRC need additional funding for GED preparation materials in 2015: average $50 per client/student, 100-200 clients/year 3. No fees associated with county communication of test dates 4. Voucher program set at max $100 per test taker for travel and fees, max scholarship fund of $10,000	1. FRC Student Services Dept 2. Literacy Program, FRC Learning Center, Alliance for Workforce Development 3. Adult Ed Director & Student Services Director at FRC to send out notification emails 4. FRC Financial Aid Office to run voucher program along with Plumas Transit	To test the efficacy of the GED program, service providers would need to track the number of GED test takers they serve as clients each year, FRC would track the number of vouchers given each year	1. Dec 2014-ongoing 2. Ongoing 3. Pending approval of FRC as a registered test site, anticipated Fall 2015 4. Pending future Adult Ed funding, anticipated Fall 2015
III. Increasing Information and Workshop Opportunities Students Including Foster Youth and Incarcerated Populations Transitioning into Education/Careers	1.Coordination with Foster Youth organizations off campus to advising at Feather River College 2.Delivering career advising workshops with Keirsey Assessments 3.Sharing information	1. Dedicated space at FRC to support clients from Environmental Alternatives and the Independent Living Program 2.Kiersey Assessment Training	1. Continued funding: FRC Foster Liaison and Plumas Unified Foster Youth Liaison 2. $15,000training, $10/each license	1. Feather River College, Plumas Unified School District, ILP, and Enviro. Altern. 2. FRC & Advisor Team	To assess the outcomes of shared trainings, especially with target populations such as transition foster youth, Keirsey Assessment licenses will be given to each participating organization. If the	1. Continued support for Foster Liaisons through 2015 2. Jan 2015 training 3. ISP

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	about ISP (Incarcerated Students) classes available locally and statewide. Growing the capacity of the program is addressed in Table 3.	3. Stanford research of FRC ISP grads requires the support of a research intern. An AB86 Adult Ed Advisory Group member has been designated for this role. Videography services are required to document the program's success and offerings, including filming course content.	3. $2,000 stipend to support intern's data collection of ISP longitudinal study. $40,000 for video content	3. FRC's ISP Department is the lead.	organization utilizes their initial 60 licenses through collaborative workshops serving adult clients, they will be able to purchase additional licenses at the reduced rate of $10/ license. The longitudinal study for ISP will provide a means to assess the successful outcomes of the iSP program in promoting degree attainment and/or job placement with formally incarcerated individuals.	longitudinal study Fall 2014-Spring 2015
IV. Increasing Referrals and Available Information Amongst Service Organizations	1.Utilizing the Plumas County Resource and Referral Guides 2.Creating a brochure of Adult Education/Career Services in Plumas County 3.Establishing an AB86 Adult Ed. Website	1. PUSD Community School liaison for Adult Ed; Literacy Program liaison, and general updates to referral list 2. Brochure of resources in Plumas County: Each partner organization creates a one page flyer about what their org does; overview, contact #, web address. This will be compiled and printed by MC2Design firm. 3. Webpage linked off of New World of Work site: www.newworldofwork.org	1. Cost as part of scope of work for AB86 Project Director, staff at PUSD/Literacy 2. $5,000 for design and printing of brochure with additional fees for future updates. 3. $3,000 to add AB86 web page to NWoW website	1. All AB86 member/partner organizations will be responsible for referral guide updates 2. All AB86 member/partner organizations will be responsible for creating brochure page content 3. AB86 Director to supply content and updates	To assess the success of the enhanced referral system, intake questions can be incorporated at each organization/school to include where the client/student found out about available services	1. Created May 2014, last update Nov 2014 2. March 2014 3. Nov 2014
V. Increasing ESL Education Access	1.Notify FRC (through CIO Derek Lerch) of number of clients/students requiring	1. FRC: Flexible on scheduling; 3-4 class sequence, non-credit; 54-	1. Fees at FRC would be those associated with	1. FRC CIO to lead communication	Increased offerings of ESL courses and a decrease in ESL	Deadlines have been established at 6 weeks

	ESL services before each new term to allow for inclusion of courses 2.Refer clients/students as appropriate to Plumas County Literacy, Plumas Rural Services 3.Look at alternative class locations/times for delivery of ESL classes (Covered in Epistemic Communities section)	hours in length; 6-week lead time 2. PRS: WIC Director is influential member of Hispanic community, translates; sending resources to the director to understand network/ESL; more resources for ESL prep; recruiting from the community; be prepared for need for immigration assistance Literacy: ESL support; FRC class should provide a baseline level for new English speakers receiving tutoring support from Literacy	supporting associate faculty to teach ESL courses 2. PRS and Literacy have requested funding for additional ESL tutoring resources including books and online modules: $1,000/ yr	and coordination of ESL course needs 2. Plumas Rural Services (PRS) and Plumas County Literacy	learners needing to go outside of the county for services could be tracked to show the growth of ESL services within Plumas County	before the start of each new term to request ESL coursework inclusion at FRC and/or to advertise ESL offerings through Plumas County Literacy
VI. Increasing Access for Adults with Disabilities to Education/Career Training and Placement	1.Create a support network through FRC, Dept of Rehab, ALIVE, AFWD, and the Chambers 2.Provide potential clients/students with information on the services available if you have a registered disability vs. non-registration 3. Future funding to support an Applied Behavioral Service Training	1. Continued collaborative meetings allowing various service agencies to create wrap-around service plans for disabled adult clients 2. Creating information sheets and presentations to inform clients/students/employers/ educators about the services available for self-identification of disabilities. Vikki Tuck is a current contact in Plumas County creating training to address disability awareness. 3. Training specific to autism.	1. Collaborative meetings supported through stipends at $1,000 per organization. 2. $5,000 for information sheets and presentations across the county 3. Trainings range from $300-$500 per participant.	20,000 Lives Adult Education Work Group would act as lead in coordinating training and deliverables related to disability awareness.	Tracking the increased numbers of individuals registering for services related to disability support and tracking numbers through the ALIVE program, AFWD, and the Eastern Plumas Chamber for job placements.	All three activities listed under Increasing Education/ Career Access for disabled adults require future Adult Ed funding and would be part of a 2015-2016 work plan.

VII. Increase Number of Programs on the State Approved Vendor List through CalJobs	1. Accounting, Early Childhood Education, Business, and LVN Programs are included & information needs to be distributed to students. 2.Provide referral guides to all agencies to link with AFWD (WIA Programs) and advocate for inclusion of additional courses.	1. Fire training has just been added at FRC and needs approval on the tuition assistance list. Then AFWD could provide tuition, books, required equipment. For courses on the list, AFWD directors have come to FRC campus and do info. sessions. More sessions needed in the future. 2. Emails sent out via 20,000 Lives and FRC global email to advertise AFWD. Need to educate faculty on services so they can do student referrals.	1. A $1,000 stipend was paid to add current FRC courses to Caljobs. 2. No cost to send out PR emails. For flyers, AFWD would absorb the cost.	Feather River College and AFWD representatives	Tracking the number of individuals who become clients at AFWD and receive tuition assistance for approved courses.	1. Nov 2014: All current courses added to Caljobs , Fire Training pending 2. Nov 2014: PR emails sent out and initial info sessions held at FRC, this should be ongoing before the start of each new term
VIII. Continued Support for CTE courses such as Virtual E-ship and Internships	1.Referral network for intern/ virtual training placements 2.Creating a permanent position for a coordinator at FRC to support CTE work-based learning 3.Creation of 21st Century Skills modules to share across the county/State	1. Work based learning supervisor needs to approach new businesses willing to host interns/virtual workers, done in collaboration with the Chambers. PR to campus and community to advertise available placements. 2. FRC to approve budget for permanent work based learning supervisor, or braided funding with future adult education funds 3. Adult ed. funding with CTE/EWD has supported creation of 21st Century Skills curriculum & videos to share with educators and WIA agencies	1. PR emails and flyers sent out, $500/yr printing costs for additional brochures 2. A 30 hour/ wk. intern supervisor position would cost $40,000 annually 3. Braided funding, adult education contribution: $20,000 for curriculum development and videos	Feather River College in collaboration with local Chambers and AFWD employment centers	Data tracking on Launch Board for work based learning placements as well as qualitative data to support the need for work based learning experiences from the students' perspective. Intern supervisor feedback also utilized for tracking the success of student placements.	1. Work based learning databases are added to at the start of each term 2. Pending future Adult Education funding, 2015 3. Curriculum and videos will be completed by Feb 2015

IX. Expanding Get Focused Stay Focused from the Secondary to Postsecondary Level at FRC	Creating an articulated pathway for GFSF to start at the high school level and transition into courses at FRC	FRC will pilot in Successful Student course in Spring 2015; support through Student Success Program At the secondary level, GFSF will be incorporated at the Community School for adult learners The curriculum will be enhanced through the use of the Keirsey Assessment tool outlined in under workshop opportunities (above)	All training in GFSF was paid through SB70 $12,829 +$21,713 for curriculum To offset student costs in this pilot year at FRC, Student Services will pay $45 per student	Feather River College and Plumas Unified School District	Assessment for GFSF is built into the coursework through completion of a 10 year education/career plan individualized per student	Training: Spring 2014 Curriculum incorporated into Student Success Class: Spring 2015 Curriculum in classes at high school and community school: Spring & Fall 2015
X. Establishing a mentor-mentee pairing system to increase apprenticeship-style placements for adult leaners	1. Sharing the State approved list of apprenticeships & Plumas Forest Service Federal Apprenticeship program 2.Create a database of employers to host mentees (Succession Planning)	1. AB86 Adult Ed website on the New World of Work site hosts information about state apprenticeships and Forest Service apprenticeships 2. PRS: Succession planning in next 8 years; AFWD & Chambers—database of employers who might want to host mentees; FRC could match students; include people with disabilities and criminal history	1. Website creation: $3,000 2. To fund creation of county-wide database and matching mentors to mentees: $5,000 needed from future adult ed. funding	Alliance for Workforce Development (AFWD), Chamber of Commerce, & Feather River College	Tracking the number of mentor-mentee pairings across the county as they are run through the work based learning program at Feather River College, inclusion in the periodic longitudinal study FRC conducts to see what career placements students have achieved	Website created for PR of apprenticeships: Nov 2014

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals						
Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
21st Century Soft Skills Training: Integrated into work based learning courses for students and/or WIA supported workshops for clients.	Pending funding: 1. Identification of at least 10 pilot colleges to partner on incorporating 21st Century Soft Skills training into course(s) 2. Training on use of 21st Century Soft Skills modules and assessment strategies 3. Creation of a digital badging steering committee with the Foundation for California	1.Curriculum/videos have been developed through braided funding with AB86 Adult Education and SB70/ SB1070. 2. To share curriculum with 10 pilot colleges is dependent upon gaining competitive funding from the IDRC grant for embedded soft skills.	1.Curriculum development/video creation cost: $40,000, hosting these 21st Century Soft Skills modules on the New World of Work site for open sharing: $10,000 2. The pilot cost: $1 Million	Feather River College to act as lead for curriculum sharing and training, under the New world of Work initiative	Student data uploaded to Launch Board Faculty/Teacher feedback provided through qualitative narrative uploaded to New World of Work website Intern supervisor feedback gathered as narrative throughout the term of the students' work based learning	Lesson & Video content ready for open sharing and hosted on NWoW website: Feb-March 2015 If accepted for IDRC funding, project begins April 2015

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals						
Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	Community Colleges 4. Running courses in Fall 2015 and/or Spring 2016 5. Establishing an assessment strategy and digital badging platform for 21st Century Skills housed on Foundation's LaunchPath					

Table 6.1   Current Professional Development
In the table below, identify current, effective professional development strategies carried out by consortium members that could be adapted for consortium-wide use. Table rows can be added.

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Career Technical Education	Participation in the Amp Up Expo- Outcome of CTE courses rooted in design thinking	Basic skills, ESL, education for disabled adults, short term CTE	Free to attend
Early Childhood Education- Providers Services	Plumas Child Development Mini-Conference, Challenging Behaviors Workshop, ECE Mentoring Program	Basic skills, ESL, disability education, short-term CTE, succession planning/mentoring (apprenticeship)	Free to attend, funded through Plumas County Office of Education
Transition Age Foster Youth Independent Living Skills Education	Annual Plumas/Lassen Foster Youth Educational Summit	Program Area 1: Basic skills including life skills	Approx $230 for training plus transport/lodging
Direct Support Professionals	Relias Learning Training, web based training for Autism/ Intellectual/Developmental Disability support	Program Area 1 and 3: Basic Skills & Disabled Adults	Training costs based on subject and # of participants

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
Keirsey Career Assessment Training	Strategy: To create a county-wide assessment tool used to support clients & students in personal awareness, education plans, and career choices	Career Technical Education	$13,000 for training, assessment licenses at $10/ each
Get Focused Stay Focused Training	Strategy: To create a pathway from secondary into postsecondary education and to support students entering postsecondary education with their education/career plan	Career Technical Education	$12,829 training, $21,713 for curriculum
National Career Pathways Network, Transition Training	Strategy: To further develop the plans to address the needs/gaps in adult education in Plumas County by creating action plans for each organization.	All program areas would be addressed through participation of the consortia's AB86 Advisory Group organizations.	$5,000 for the training

		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**
Alliance For Workforce Development (WIA Employment Centers) and Feather River College	Career Technical Education, Program Area 4	Inclusion of FRC courses on the approved vendor list eligible for AFWD tuition/supplies assistance. Listing of all additional FRC courses on the CalJobs website.	The users will be clients from social service organizations, literacy programs, and students at FRC if they enroll as clients at AFWD.	FRC provided staff time to include courses on Caljobs and applications for vendor approval. AFWD matched with staff time to support all newly enrolled clients seeking education at FRC.	Caljobs project completed Nov 2014, AFWD site visits to recruit new clients is ongoing.
AFWD, FRC, and Eastern Plumas Chamber of Commerce	A modified version of Apprenticeship Training based in Career Technical Education.	To build upon the pilot project from the 2013-2014 year, AFWD would work with Eastern Plumas Chamber of Commerce to build a database of employers willing to host interns, mentor-mentee pairings etc. This database would be available to students in work based learning programs at Feather River College to help boost hands on learning experiences and potential job placements.	The users will be the professional community, including Chamber members, and students at FRC as well as clients at AFWD.	FRC will provide the staff time to make matches between students and workplaces. AFWD and the Chamber will provide access to their employer database. Funding needed to grow database by administering employer surveys.	Pilot project completed May 2014. Growing the program would require future adult education funds in 2015.

* Indicate the consortium member(s) who will be the users of the contribution.** Partner Contributions may be in the form of cash, in-kind (i.e., facilities, staff time, etc.), or a combination of both. Please note: matching contributions are not required for a consortium's partners or members. The purpose of this table is to identify the contributions that partners may make to the efforts of a consortium toward coordinating the Adult Education programs to be offered by the consortium.