



Three-Year Plan
2019-2022
May 23, 2019



Table of Contents

Section 1: Consortium Information	2
Section 2: Comprehensive Regional Three-Year Plan	3
2.1 Executive Summary	3
2.2 Pre-Planning Assessment	5
Table 1. Regional Service Providers	6
Table 2. Funding for Adult Education Programs and Services	10
2.3 Community Needs and Customers	11
2.4 Identifying Goals and Strategies	23
Figure 1. Logic Model	23
Table 3. Progress Indicators	30
2.5 Piloting and Implementation	31

Prepared for the
Feather River Adult Education Consortium
by P2C Solutions, LLC





Section 1: Consortium Information

Consortium Name: Feather River Adult Education Consortium

Primary Contact Name: Michelle Abramson

Title: Consortium Director

Phone: 530-283-6500 ext. 5268

Email: mabramson@pcoe.k12.ca.us



Section 2: Comprehensive Regional Plan

2.1 Executive Summary

The Feather River Adult Education Consortium (FRAEC) is located in California's Plumas National Forest, and covers mostly rural geography across Plumas and Sierra Counties. FRAEC consists of five Member districts: Feather River College, Plumas County Office of Education, Plumas Unified School District, Sierra County Office of Education, and Sierra-Plumas Joint Unified School District. The Alliance for Workforce Development (AWD) serves as the regional Workforce Development Board, and provides services to the following counties: Butte, Del Norte, Lassen, Modoc, Nevada, Plumas, Shasta, Sierra, Siskiyou, Tehama, and Trinity. With such a vast area to cover, the AWD's engagement with the FRAEC has been limited, but continues to improve.

During the prior planning cycle, adult education services were contracted to community agencies who were not able to meet requirements of AB104. Starting with the 2018-19 FY, FRAEC took these services back and began delivering adult education services directly through Member agencies. Curriculum has been standardized across all Members, and student assessment and data management issues have been addressed.

To better understand the adult education needs of the Consortium region, FRAEC undertook several activities to gather information from community agency partners. Through ongoing community engagement, FRAEC has learned a great deal about the needs of the communities, employers, and students served.

FRAEC holds Member Districts to a spirit of collaboration in all decision making. This Three-Year Plan serves as a foundational plan for the Consortium toward the realization of our collective vision and goals while maintaining alignment to the Workforce Development Board's mission. FRAEC envisions working together and leveraging resources to create regional stability among Adult Education providers.

With a renewed commitment to the CAEP initiative, this plan was developed in a spirit of collaboration and partnership. During the 2019-2022 period, FRAEC will primarily address gaps in service and seamless transitions. Additionally, the Consortium will deploy methods to support accelerated learning programs for students in their academic pathways and/or career goals.



The Consortium will work on building relationships with more community partners to leverage existing resources. To address the needs of rural areas, FRAEC will develop and implement a Distance Learning policy. Lastly, FRAEC Members will begin the process of WASC Accreditation as a precursor for applying for WIOA funds, in full recognition of the importance of braided/blended funding. While this might not be possible for every Member, the FRAEC Board commits to exploring options to increase the rigor and credibility of all programs across the Consortium.

FRAEC Member Districts recognize the issues of the past, and are committed to engaging in ongoing self-analyses to identify areas where attention is needed, and adjust programs accordingly at the Member level. FRAEC Member districts will engage in some measure of team building activities including, but not limited to, retreats and attending conferences as a team. Additionally, the FRAEC Board recognizes that professional development is critical to Consortium success and commits that both board members and member faculty/staff will attend annual adult education professional development events.

The FRAEC Board recognizes that Adult Education plays a strategic role, and is a key component to, building community equity across the region we serve.



2.2 Pre-Planning Assessment

To prepare for drafting the Three-Year Plan, FRAEC engaged in a series of activities:

A. The CAEP Three-Year Planning Self-Assessment Tool was utilized by the FRAEC Board of Directors to assist in the process of planning for this report.

B. American Community Survey; Feather River Regional Fact Sheet; Self-Sufficiency Standard

C. Community Stakeholder Meetings

D. The NoRTEC Labor Market Intelligence Report was used to identify industry trends and inform educational program offerings

E. CAEP Consortium Factsheet, released in April 2019, was used as a cross-reference tool in developing this Plan.

F. Face-to-Face Employer Engagement



Table 1. Regional Service Providers

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
Feather River College	College	570 Golden Eagle Ave, Quincy, CA 95971 530-283-0202	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	College
Plumas County Office of Education / Plumas Unified School District	K-Adult	1446 East Main Street, Quincy, CA 95971 530-283-6500	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	K-Adult
Sierra County Office of Education / Sierra Unified School District	K-Adult	109 Beckwith Rd, Loyalton, CA 96118 530-993-1660	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	K-Adult
Alliance for Workforce Development – Plumas County	Regional Workforce Development Board	7 Quincy Junction Rd, Quincy, CA 95971	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Skills Training
Alliance for Workforce Development – Sierra County	Regional Workforce Development Board	305 S. Lincoln Street, Sierraville, CA 96126	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Skills Training



California Association of Child Care Resource Referral Agency	Social Services	701 Main Street, Loyalton, CA 96118	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Social Services
Chester-Lake Almanor Chamber of Commerce	Business Engagement	529 Main Street, Chester, CA 96020	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Business Engagement
Child Development Training Consortium	Technical Assistance	1620 N. Carpenter Road Modesto, CA 95351	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Child Development Permits/Professional Growth Advisors Financial support to local participants through FRC
Eastern Plumas Chamber of Commerce	Business Engagement	8989 Hwy. 89, Blairsden, CA 96103	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Business Engagement
First 5 Sierra	Childcare	701 Main Street, Loyalton, CA 96118	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Childcare
Indian Valley Chamber of Commerce	Business Engagement	408 Main Street, Greenville, CA 95947	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Business Engagement
Plumas Corporation – Economic Development	Environmental Education Programs	47 Trilogy Lane, Quincy, CA 95971	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Business Engagement
Plumas County Behavioral Health	HHS	270 County Hospital Road, Quincy, CA 95971	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Referring partner
Plumas County Jail	Corrections	50 Abernathy Lane, Quincy, CA 95971	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Culinary CTE, ABE via PUSD and FRC
Plumas County Library	Library	445 Jackson St, Quincy, CA 95971	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Basic Computer Skills



Plumas County Public Health	HHS	270 County Hospital Road, Quincy, CA 95971	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Referring partner
Plumas County Probation	Probation Education Programs	1446 E Main St, Quincy, CA 95971	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Probation Education Programs
Plumas County Sheriff's Office	Corrections	1400 E. Main Street, Quincy, CA 95971	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Referring partner
Plumas County Veteran Services	Technical Assistance	270 County Hospital Rd # 206, Quincy, CA 95971	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Training, resources, support
Plumas District Attorney – Alternative Sentencing	Probation Education Programs	520 Main Street, Quincy, CA 95971	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Probation Education Programs
Plumas Early Education and Child Care Council	Technical Assistance	1446 East Main St. Quincy, CA 95971	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Collaboration, training, resources, support, problem solving
Plumas Rural Services	Social Services	711 E Main St, Quincy, CA 95971	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Referring partner
Plumas Social Services	CalFresh, CalWORKS	270 County Hospital Road, Quincy, CA 95971	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Social Services
Plumas STARS	Technical Assistance	711 East Main Quincy, CA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Collaboration, training, resources, support, referrals, problem solving
Plumas-Sierra Behavioral Health Services	Social Services	704 Mill Street, Loyalton, CA 96118	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Social Services



Quincy Chamber of Commerce	Business Engagement	336 Main Street, Quincy, CA 95971	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Business Engagement
Sierra Cascade Family Opportunities	Childcare	424 Mill Creek Road Quincy, CA 95971 530-283-1242	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Childcare
Sierra County Board of Supervisors	County Government	100 Courthouse Sq., Downieville, CA 95936	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Alternate Access Road to Adult School & Marketing
Sierra County Chamber of Commerce	Business Engagement	PO Box 436, Sierra City, CA 96125	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Business Engagement
Sierra County Health and Human Services	Social Services	202 Front Street, Loyalton, CA 96118	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Social Services
Sierra County Probation	Probation Education Programs	100 Courthouse Sq., Downieville, CA 95936	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Probation Education Programs
Sierra County Sheriff	Probation Education Programs	100 Courthouse Sq., Downieville, CA 95936	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Probation Education Programs



Table 2. Funding for Adult Education Programs and Services

Source and Type of Funds	Funding Estimates FY2019-20	Funding Estimates FY2020-21	Funding Estimates FY2021-22
State / Federal Funding			
AEP	\$834,220	\$834,220	\$834,220
CalWORKs	NA	NA	NA
CCD Apportionment	\$0	\$0	\$0
Corrections	\$0	\$0	\$0
LCFF / Funds	\$0	\$0	\$0
Perkins V	\$0	\$0	\$0
WIOA II	NA	NA	NA
Other			
SCOE Fee-Based Courses	\$8,000	\$8,000	\$8,000
Total	\$842,220	\$842,220	\$842,220

*Not assuming COLA for out-years.



2.3 Community Need and Customers

To assess the needs of the Feather River region, the FRAEC Board undertook a series of activities to better understand the needs, customers, and demographics of the communities served by the Consortium. Additionally, the Consortium referred to the CAEP Fact Sheet.

A. The CAEP Three-Year Planning Self-Assessment Tool

This tool was utilized by the FRAEC Board to assist in the process of planning for this report. While the Consortium has only recently been directly operating adult education programs, this tool provided insight into the expectation held by the state, and the direction needed for program growth and expansion in Feather River. The Consortium Board found that the tool helped to shine light on areas where improvement could be found. Of the five areas of evaluation, the average scores, reached by consensus, include (from weakest to strongest):

Progress	1.8
Completion/Transition	2.6
Connection	3.2
Entry	3.7
Capacity	4.5

The weakest area for FRAEC is “Progress.” While agencies in the Consortium do offer articulated programs, the Board recognizes that more needs to be done in this area, particularly in Sierra County, which only recently joined the Consortium. Courses need to be fully articulated between the adult education programs and Feather River College. If programs are not offered at Feather River College, Member districts can engage with other area colleges, as needed. Additionally, integrated education and training programs are lacking across both counties, and student support services are scant, if they exist at all.

The Consortium does have shared systems and procedures in place to facilitate student hand-offs, and has adopted a common curriculum for ABE, HSD, HSE, ESL, and Citizenship. However, more focus needs to be given to ongoing monitoring of performance outcomes and targets, and continuous improvement planning (including working closer with the Alliance for Workforce Development). Focusing on “Completion/Transition” will allow greater movement of students across programs, and allow the FRAEC Board to focus on outcomes rather than daily operations.

The small size of the Consortium allows Members to provide strong “Connections” for students. Student engagement is usually personal and timely, and the program offerings are well understood by all faculty and staff. The Consortium continues to work toward a stronger referral system across Member agencies, and there-by create a “no-wrong-door” approach to



learner engagement. By meeting the students where they are, the Members recognize the importance of student empowerment and learner engagement.

The Consortium has done a good job at “Entry”, developing common intake procedures and standardizing assessments across all Member districts. Retention rates are solid, and multiple measures are deployed to assess adult students. Individualized learning plans are developed for each student, and support services are provided. The Consortium Board recognizes the need to hire a professional counselor, and has made this a goal once enrollment numbers increase.

The Consortium is strongest in “Capacity” and strives to continue to build on these strengths. After a few bumps at the start of AB86 and AB104, Member districts have realized the need for ongoing faculty training, planning, accountability, and implementation of strategies and programs. Being a small community, it is easy to bring the key decision makers together, and to strive for consensus on all initiatives. The Board is committed to continued growth, program expansion, and adherence to the guidelines the State continues to issue in support of adult education. Additionally, the Board understands the need to participate in ongoing professional development, both through webinars and via attending regional, state and national conferences and trainings. Voting Board members need to participate in these activities to better understand the performance outcome requirements of AB104.

B. American Community Survey; Feather River Regional Fact Sheet; Self-Sufficiency Standard

These tools were used to better understand the demographics of the communities served. The data is presented below based on County.

Plumas County

According to the 2017 American Community Survey (<https://www.census.gov/>), 7% of the area did not complete high school. The Not Hispanic or Latino population is 91.5%, while the Hispanic or Latino population is 8.5%.

The median income of \$50,266 falls short of the required income shown Self-Sufficiency Standard (<https://insightcced.org/2018-self-sufficiency-standard>), a family of four requires an income of \$57,373 or an hourly wage of \$13.58 for each wage-earning adult in the household. This makes the cost of living very high, given the jobs available in the Feather River region. Additionally, 13.3% of the population lives below the federal poverty line.



The top five industries in Plumas County are:

- Educational services, health care, social assistance: 22.3%
- Arts, entertainment, recreation, accommodation, food service: 12.9%
- Retail trade: 10%
- Construction: 9%
- Agriculture, forestry, fishing, hunting, mining: 7.8%

Non-native English speakers account for 8.4% of the population, with 5.7% being native Spanish speakers. Other Indo-European languages account for an additional 2.5% of the population.

Sierra County

According to the 2017 American Community Survey (<https://www.census.gov/>), 7.2% of the area did not complete high school. The white population is 96.9%, while the Hispanic or Latino population is 2.2%.

The median income of \$50,266 falls short of the required income shown Self-Sufficiency Standard (<https://insightcced.org/2018-self-sufficiency-standard>), a family of four requires an income of \$61,796 or an hourly wage of \$14.63 for each wage-earning adult in the household. This makes the cost of living very high, given the jobs available in the Feather River region. Additionally, 12.3 % of the population lives below the federal poverty line.

The top five industries in Sierra County are:

- Educational services, health care, social assistance: 21.9%
- Construction: 19.1%
- Public administration: 17.9%
- Transportation, warehousing, utilities: 10.9%
- Arts, entertainment, recreation, accommodation, food service: 6.9%

In addition to the industry sectors noted above, the eastern portion of Sierra County has a heavy presence of agri-business.

Non-native English speakers account for 8.2 % of the population, with 7.6 % being native Spanish speakers. Asian and Pacific Islander languages account for an additional 0.5 % of the population.

Adult education providers in the Feather River area do not receive federal funding under WIOA, nor are any of the programs WASC accredited.

C. Community Stakeholder Meetings

Four Community Stakeholder Meetings were held between February and April 2019. The locations for these meetings were: Downieville, CA, Loyalton, CA, Pike, CA, and Quincy, CA. The



goal of these meetings was to gather input from the community members, partner agencies, and other key stakeholders as related to adult education services. The same questions were asked at each meeting.

Plumas County Meetings

Of primary importance to the Consortium were the barriers that stand in the way of providing effective programs across the region. The responses included: Affordable housing, Transportation, Online access/Technology, Geography/Distance, Weather, Marketing & Outreach, Public Knowledge of Programs, Advertising, Childcare, Duplication of Services, Time restrictions, Collaboration across agencies, Lack of Distance Learning, Regionally based career Pathways, Knowledge of financial resources, Lack of a plan to coordinate efforts, Lack of a Shared vision based on economic needs and local capacity, Generational Poverty, Generational Criminality, Substance Abuse, Communication, Mental health, Capacity to take classes, Lack of Employment Skills.

When asked what activities should be implemented in the next three years, participants listed:

- Ongoing Plumas/Sierra Community Surveys
- Veteran Services
- Short- and Long-Term Certification Programs: Carpentry, Automotive, Plumbing, Electrical, Hospitality, Law Enforcement, Customer Service
- Basic Computer Skills
- Online Certification Courses
- Pre-Apprenticeship Programs
- AG/Master Gardening
- Expanded ESL
- Chromebook Check-outs & Hot Spots
- Re-Entry Programs
- ABE Programs
- Employability Skills Training
- I-BEST / IET Programs
- Programs to Help Adults with their Children's' Schooling
- Programs for the Learning Disabled (dyslexia)
- Career Pathways in 1) Agriculture linking non-credit and for-credit certification/degrees, and; 2) Health Careers

Sierra County Meetings

The Sierra County Office of Education held planning meetings in three primary communities within the county to obtain stakeholder input and buy in that is community centric. By doing so, Member leadership have discovered that each community has diverse wants and needs for



adult education programs and services. At the same time, these communities share commonalities in barriers to accessing adult education programs.

A cross section of agencies and community service providers attended the meetings. Support was offered in a variety of areas such as: providing direct referrals to our Adult Education programs; offering skill-based courses; leveraging of resources, to providing potential teachers for some of the requested skills within each community.

One such agency is Sierra County Health and Human Services. Future meetings are planned to discuss a referral process and information sharing strategy across agencies to assist public assistance recipients in obtaining the job skills needed to enter or return to the workplace. With that, First 5 Sierra in Loyalton, CA, the local child care planning council, and the California Association of Child Care Resource Referral Agency and Sierra Cascade Family Opportunities will be working with SCOE to develop an Early Childhood Education training program that will focus on Family Home Child Care Center development in our communities.

The community of Downieville, CA, an historical landmark community, lost its industry when logging was severely restricted in the mid 90's and has not recovered. The community is requesting assistance in developing an entrepreneurial strand of courses that will encourage young families to move into the region and stay to revitalize the town. A lengthy discussion was held regarding the best type of industry that could be sustained in the region and consensus was hospitality/tourism.

The third community meeting was held in Pike-Alleghany Region on April 23, 2019, at the Firm Foundation Academy. The same format was used, and the data analyzed to identify activities and barriers that present/to develop appropriate programs and supports for this community as has been done for the others. The consensus was that culinary, computer skills, customer service and skilled trades represented the needs of the community. The Firm Foundation has offered to partner with the Consortium and leverage the use of the old Pliocene Ridge School as a site to offer classes. A potential partnership with the Camptonville Community Partnership was identified and will be explored.

All suggestions gleaned from the multiple Community Stakeholder Meetings have been evaluated and form the basis of the Consortium's plan moving forward.



D. The NoRTEC Labor Market Intelligence Report

The Northern Rural Training and Employment Consortium (NoRTEC) is responsible for providing Labor Market Information (LMI) for the region. The 2016 LMI report was used to identify industry trends and inform educational program offerings. The report includes both quantitative and qualitative data regarding past, current and projected economic trends for the region's 11 counties: Butte, Del Norte, Lassen, Modoc, Nevada, Plumas, Shasta, Sierra, Siskiyou, Tehama, and Trinity counties.

The NoRTEC region is located at the northern end of California and encompasses a large geographic region that is sparsely populated relative to other parts of California. The population in the region increased 1.3% over the past ten years, from 703,017 to 712,382 residents. This growth is significantly slower than both the state (+9.3%) and the nation (+8.7%) over the same period.

Although the region's population is projected to increase slightly over the next five years (+0.25%), growth is expected in the non-working age ranges of Under 5 and Over 65. This is a continuation of the trends of the previous ten years, which have seen an aging population in the NoRTEC region. Since 2005, more than three-quarters of the region's gross population growth is owed to residents over age 55. If cohorts are grouped into pre-working age (ages 0-19), working age (ages 20-64), and post-working age (over 65), only the post-working age category saw a net increase in population.

The region's aging population is a concern as it impacts the availability of labor in this region over the next decade. It should be noted that the population for ages 20-34 increased 11% over the past ten years. However, the same age group is expected to decrease over the next five years.

The NoRTEC LMI Report identifies three themes which each include strengths and challenges:

Theme 1: Rurality

As a strength, the region possesses a high quality of life for those who value the rural lifestyle that the region offers. The overall rural setting is the foundation for many of the region's industry strengths. However, because of the vast, rural nature of the region, there are infrastructure gaps such as access to high speed internet. This will impact both business and talent attraction. Housing is a challenge within the region. In most locations, there exists a lack of rental properties, which is challenging for areas with a large seasonal workforce. In other areas, the available housing is so expensive that it is difficult to attract entry-level workers. However, the most significant challenge the region faces is an aging, flat-growth population. This will put a significant strain on workforce availability over the next several years.

Theme 2: Educational Attainment



As a strength, the region has a higher percentage of those within its population who have some college and/or an Associate's degree or higher. This percentage is significantly higher than the rest of the state, the U.S. and other comparison communities. This presents opportunities for upskilling, and the current level of educational attainment within the region matches well with in-demand jobs. Unfortunately, jobs that are available for the current educational attainment level within the region do not always pay well. Also, workers who have some college and choose to finish their studies may not be pursuing fields that lead to current in demand occupations.

Theme 3: Geography

As a strength, the presence of the two border states of Oregon and Nevada present opportunities for cross-border collaboration, while the vast size of the region also presents opportunities for in-region collaboration. However, it is time and resource intensive to work across states with a diversified approach to problem solving.

NoRTEC goes on to identify key industry sectors that contribute to the economy of the region. These include: Health Care, Manufacturing, Agriculture, Tourism, and Information Technology. These industries are spread across a small labor force with Plumas County having 53.4% of its 16,500 people in the labor market, and 50.2% of Sierra County's 2,600 people in the labor market.



Of the top 20 largest industry groups, two groups within the Government Sector, Education and Hospitals and Local Government, employ the most people but both declined over the last five years. They are projected to add about 1,000 jobs combined. Individual and Family Services, Restaurants and Other Eating Places, and Employment Services added the most jobs from 2010 to 2015. Among the top 20 industry groups, the highest number of projected positions is in Individual and Family Services, followed by Restaurants and Other Eating Places.

Industry	2015 Jobs	'10-'15 Change		Forecasted '15-'20 Change	
Education and Hospitals (Local Government)	22,073	(825)	(4%)	465	2%
Local Government, Excluding Education and Hospitals	18,221	(75)	(0%)	473	3%
Restaurants and Other Eating Places	17,890	2,152	14%	864	5%
Individual and Family Services	11,994	8,582	252%	3,758	31%
General Medical and Surgical Hospitals	10,485	764	8%	684	7%
State Government, Excluding Education and Hospitals	7,022	(192)	(3%)	(6)	(0%)
Federal Government, Civilian	6,167	(720)	(10%)	(129)	(2%)
Grocery Stores	5,741	(73)	(1%)	79	1%
Crop Production	5,271	569	12%	97	2%
Services to Buildings and Dwellings	5,016	698	16%	267	5%
Offices of Physicians	4,779	48	1%	(76)	(2%)
Residential Building Construction	4,007	(150)	(4%)	(491)	(12%)
Employment Services	3,551	1,236	53%	(134)	(4%)
Nursing Care Facilities (Skilled Nursing Facilities)	3,361	(8)	(0%)	535	16%
Other Amusement and Recreation Industries	3,357	(460)	(12%)	133	4%
Education and Hospitals (State Government)	3,208	414	15%	169	5%
Building Equipment Contractors	2,961	212	8%	(130)	(4%)
Department Stores	2,934	(542)	(16%)	31	1%
Automotive Repair and Maintenance	2,822	306	12%	180	6%
Building Material and Supplies Dealers	2,812	59	2%	(68)	(2%)



Based on job postings for the top 35 high demand occupations, the top required hard skills most listed include: Customer Service; Sales; Training; Nursing; and Management.

Skill	Postings with Skill
Customer Service	9,742
Sales	9,092
Training	8,952
Nursing	8,521
Management	7,809
Retailing	7,313
Health Care	7,125
Recruitment	5,294
Communications	5,202
Insurance	5,107
Hospitalization	4,996
Merchandising	4,994
Cleaning	4,058
Critical Care	4,042
Selling Techniques	3,707
Post-Anesthesia Care Unit	3,512
Travel Nursing	3,447
Advanced Cardiovascular Life Support (ACLS)	3,376
Operations	3,375
Neonatal Intensive Care Unit	3,310
CATH Protein Structure Classification	3,239
Labor Delivery Recovery And Postpartum	3,165
Cardiac Catheterization	3,156
Lifting	3,128
Basic Life Support	3,101



Based on job postings for the top 35 high demand occupations, the top required soft skills listed include: Scheduling (Project Management), followed by Leadership, Leading, Learning, Cleanliness, Listening, and Coordinating.

Skill	Postings with Skill
Scheduling (Project Management)	7,198
Leadership	2,249
Leading	1,793
Learning	1,635
Cleanliness	1,627
Listening	1,330
Coordinating	1,306
Ethics	592
Mental Health	485
Cooperation	357
Critical Thinking	346
Creativity	308
Telephone Skills	239
Literacy	238
Depth Perception	217
Personal Grooming	212
Career Development	193
Team Building	190
Leadership Development	135
Conversation	109
Perception	105
Persistence	83
Agility	82
Listening Skills	72
Persuasive Communication	61



In summary, the NoRTEC LMI Report recommends priority sectors for the region that include: Health Care, Manufacturing, Information Technology (IT), Agriculture, and Tourism. These recommendations are based on an analysis of employment trends within each of the 11 counties and the region as a whole. Generally, these sectors meet a combination of the following criteria:

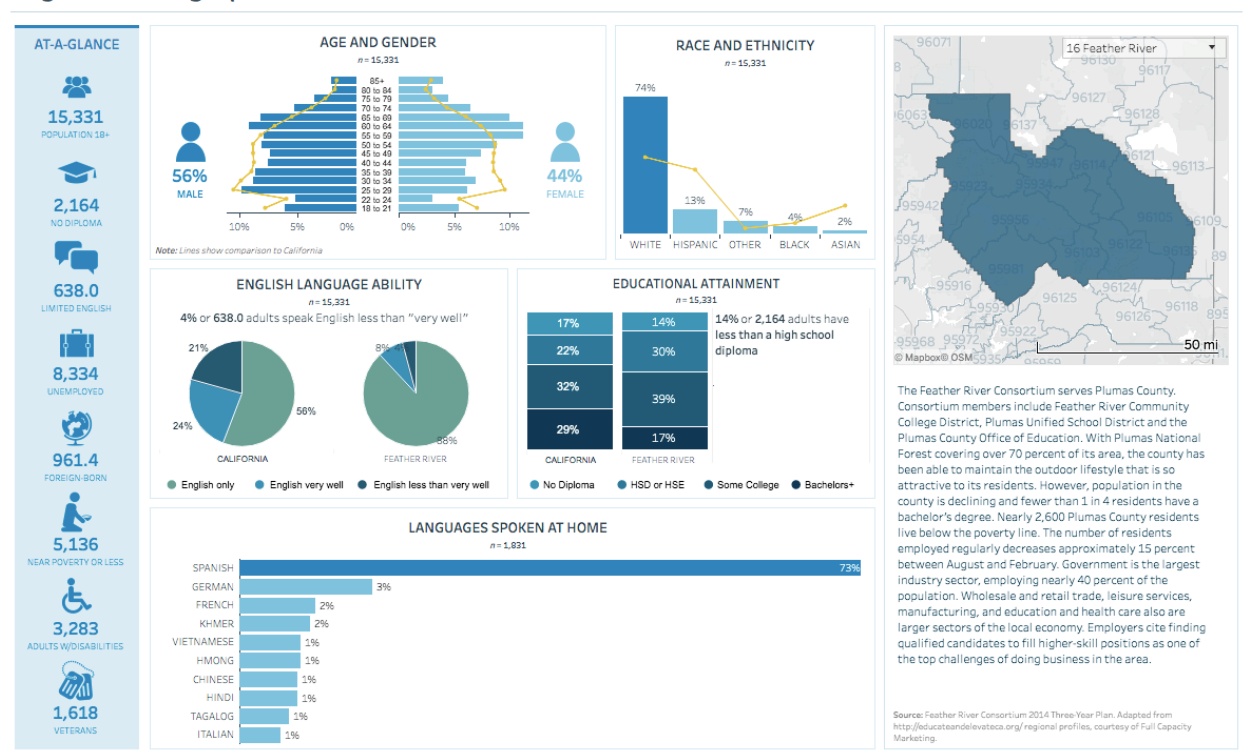
- High historical employment growth
- Projected growth through 2020
- Employ a disproportionately high number of employees within the region
- Provide employment opportunities with relatively higher wages
- Provide employment opportunities with career pathways

It should be noted that this report was published in 2016, and no supplemental updates have been issued. Additionally, little specific information is included about Sierra County.

E. CAEP Fact Sheet

The below fact sheet was provided by CAEP TAP. However, the data is incorrect and doesn't include Sierra County. For example, the number of veterans exceeds the population above age 18.

Regional Demographics



* Does not include Sierra County; request has been submitted to TAP.



F. Face-to-Face Employer Engagement

FRAEC actively engages with local employers within each community through fact-to-face meetings. The goal was to obtain specific information regarding employer needs for skill sets and employee assets to facilitate faster new hires of exceptional candidates. Additionally, information for internal promotion and job retention was identified as key in importance and providing training for such skills can lead to partnerships for workplace training programs.



2.4 Identifying Goals and Strategies

Figure 1. Logic Model

Goal Area	Strategy	Output	Short-Term Outcomes (12-Month)	Intermediate Outcomes (1-3 Years)	Long-Term Outcomes (3-5 Years)
<i>We will focus on the following AB104 Objectives:</i>	<i>We will accomplish the following activities:</i>	<i>These activities will produce the following evidence or service delivery:</i>	<i>If accomplished, these activities will lead to the following outcomes in the next year</i>	<i>If accomplished, these activities will lead to the following outcomes in 1-3 years</i>	<i>If accomplished, these activities will lead to the following outcomes in 3-5 years</i>
1. Seamless Transitions	A. Improve initial student data collection and ongoing data tracking.	Accurate Consortium Data for State/Federal Reporting; Data-Driven Instruction	Increased number of literacy gains in all CASAS-tested areas	Increased transition to postsecondary & CTE; PreApprenticeship programs	Apprenticeship programs
	B. Increase number of ABE/ASE/ESL/CTE courses based on community need and enrollment demand.	Increase in class scheduling; Greater student persistence	Faster literacy gains; better understanding of data usage	WASC Accreditation; Fully established ESL program	WIOA Funding; Full time school offerings
	C. Increase enrollment in all programs.	Greater number of students transitioning to postsecondary programs and the workforce	20% enrollment growth	50% enrollment growth	80% enrollment growth
	D. Develop articulation agreements between Adult Schools and Feather River College.	Greater transition of students to postsecondary, for credit programs	Two pathways aligned to FRC courses	Five pathways aligned to FRC courses	Pathways for all relevant courses



E. Develop articulation agreements between Adult Schools.	Seamless transition of students between programs	Articulation agreements for enrollment in CalFire and EMT programs	Identify two additional programs for articulation	Conduct regional assessment and add additional articulations as needed
F. Implement consortia-wide agreement for placement into college level courses using EFLs, CASAS scale scores and other multiple measures.	Process for a seamless transition to postsecondary	Agreement on criteria for student enrollment and placement	Implement the GED College Ready + Credit Program for students who earn between 175-200 on the GED Tests (3 credits for History; 3 credits for Math; 3 credits for Science; 1 credit Language Arts)	Establish dual enrollment for adult education students at the highest EFL level, with complimentary CASAS scale scores, and at least one College Ready GED Test score.
G. Implement a transition plan for students identified with disabilities from the K-12 programs into Adult Education.	Processes and procedures will be created between the Adult Education schools and the SELPAs of each Consortium Member	Implementation of processes and procedures for students	Increased numbers of adults with disabilities enrolled in Adult Schools	Established transition programs for adults with disabilities to postsecondary and/or workforce
H. Hire a transition counselor to facilitate a greater level of transition from Adult Schools into Feather River College.	Greater level of wrap-around services for all students served by the Consortium	Hire a part-time counselor	Evaluate need and adjust employment status	Evaluate need and adjust employment status
I. Develop a single intake form used by all Consortium members and community partners.	Seamless transitions between agencies	Pilot forms to assure all Members needs are met	Evaluate and share forms with Partner agencies	Adjust as needed



2. Gaps in Service	A. Expand and improve outreach and marketing to target identified populations.	Increased enrollment for all Member Districts	Increased social media presence; Enhanced print marketing campaign	Increased social media presence; Enhanced print marketing campaign	Increased social media presence; Enhanced print marketing campaign
	B. Increase number of short-term certification programs.	Increased labor market participation rate	Two short-term CTE courses offered	Five short-term CTE courses offered	Reevaluate workforce needs in the region
	C. Increase offerings and enrollment opportunities in Career Pathway programs, including but not limited to mirrored CTE, VESL, and non-credit courses.	Faster transition from postsecondary to the workforce	Conduct a study to determine community needs	Establish a pilot program	Reevaluate program success and create next-steps
	D. Develop a Career Pathway for entrepreneurship.	Greater number of people opening and operating small business in the region	Establish a pilot program	Reevaluate program success and create next-steps	Reevaluate and adjust per community needs
	E. Increase student participation in work-based learning activities	Greater transition to the workforce and job promotion	Expand GoTeach and Jail CTE programs	Develop a partnership with Industry Sectors and the Alliance for Workforce Development for IET site-based programs	Full implementation of site-based programs
	F. Increase number of ABE/ASE/ESL/CTE courses based on community need and enrollment demand.	Increase number of classes offered; Greater student persistence	Faster literacy gains; Better understanding of data-driven instruction	WASC Accreditation; Fully established ESL program	WIOA Funding; Full time school offerings



G. Provide access to online curriculum in rural areas of the Consortium.	Greater student access to learning; Development of a distance learning plan	Pilot of RACHEL devices in rural areas; Increased enrollment	Greater enrollment from rural areas of the Consortium	Fully implemented distance learning plan; Higher transition rate to postsecondary and workforce
--	--	---	---	--



3. Student Acceleration	A. Increase offerings of post-secondary CTE credential programs (short-term and long-term).	Faster transition from postsecondary to the workforce	Implement agri-business courses	Establish a pilot program for more CTE areas including hospitality	Reevaluate program success and create next-steps
	B. Improve information available to students about career pathways, career opportunities, and alignment between course offerings at the adult schools and the community college.	Develop a Student Handbook; Develop Course Catalogue	Conduct a study to determine community needs for Career Pathways	Establish a pilot program	Reevaluate program success and create next-steps



4. Professional Development	A. Develop an ongoing professional development plan for all Members and Partners.	To develop a deeper and broader understanding of how Adult Education services are funded, structured, delivered, and evaluated in California and across the US to better align service delivery with community needs	The FRAEC Board and Member District Faculty/Staff will attend state and national conferences and convenings; Information gathered will be used to provide ongoing internal professional development	Ongoing participation in professional development opportunities by Board, Faculty and Staff	Ongoing participation in professional development opportunities by Board, Faculty and Staff
	B. On-site, program-specific professional development	Greater depth of knowledge for NEDP, GED, Aztec, Burlington, CASAS	Increased level of data-driven placement and instruction	Expanded course offerings	Reevaluate



5. Leveraging Resources	A. Engage with the Workforce Development Board across all Consortium communities.	Develop policies and procedures, via MOU, to better engage with the with WDB	Increase in labor force participation; increased job promotions; increased wages.	Pilot programs with the Workforce Development Board	Established partnerships with the Workforce Development Board
	B. Partner with the California Department of Tourism.	Revitalized tourism and hospitality sector	Develop a strategic plan for industry growth	Pilot programs with the CA Department of Tourism	Establish ongoing programs with the CA Department of Tourism
	C. Develop a Reentry Program in partnership with the County Probation Departments.	Reduced recidivism; Easier transition for returning citizens	Develop course framework, syllabus, curriculum, and processes/procedures	Pilot program	Fully implemented reentry program
	D. Establish a referral process with county agencies.	Provide greater access to services needed by adult education students	Conduct regular meetings with key agencies	Have an established referral process in place	Reevaluate
	E. Partner with the WDB on developing an Employability Skills Program, IET opportunities, and Employer-focused Basic Skills.	Identify areas for collaboration	Engage with regional employers, and sign MOUs, to identify programs that can be supported through FRAEC and WDB	Pilot programs with the Workforce Development Board	Reevaluate and adjust as needed



Table 3. Progress Indicators

1.	Seamless Transitions
	Demonstrable increase in transitions to postsecondary as evidenced through Member District DIRs.
	Demonstrable increase in transitions to the workforce as evidenced through Member District DIRs and LMI data.
2.	Gaps in Service
	Increased number of courses and curriculum subjects being offered by Member District.
	Greater number of community Partners.
3.	Student Acceleration
	Developed and implemented articulation agreements between K-12 Adult Schools and the Community College.
	Fully implemented integrated education and training programs.
4.	Professional Development
	Approved and implemented plan for professional development across Member Districts.
	Participation by board, faculty and staff from all Member Districts in professional development opportunities.
5.	Leveraging Resources
	Executed MOUs with community partners to reduce duplication of services.
	Executed MOUs for cross agency referrals.



2.5 Piloting and Implementation

To meet the goals identified above, the following strategies will be implemented:

Plumas Adult School & Self-Study Lab

To meet the needs of a growing community, Plumas USD plans to open a dedicated Adult School, which will contain a self-study computer lab, in 2019. The new Adult School will provide a dedicated location for adult learners and serve as the instructional and assessment hub of Plumas County. The Adult School will offer adult learners instruction for diploma completion, adult basic education, high school equivalency preparation, ESL, and CTE courses of study. The self-study lab will allow students to work through online curriculum while either waiting for class or to supplement the instruction they receive in their classes. This program will expand during the coming year, with the goal of serving a broader community base and meeting the needs of local employers.

Plumas Adult School (PAS): Pearson VUE Test Center

The Plumas Adult School plans to open its doors during the 2019-20 program year, and will also offer GED Testing in the fall of 2019. To provide the services needed by the Feather River region, PAS will work with employers and the FRAEC Member Districts to identify additional certification assessments that can be offered at the school. Additionally, Feather River College, through the Strong Workforce Initiative, will develop a list of assessments that will support the regional activities of the college.

Sierra County Adult School: Employer Engagement

The Sierra County Adult School started during the 2018-19 program year, and has grown to represent a significant number of the local community population. Through strong employer engagement, the needs of the local business owners are being met through high school diploma completion courses and CTE programs. These courses form a unique set of tools available to the Sierra County community, and directly meet the needs of the local region. Over the next several program years, these programs will expand with the implementation of a virtual classroom, thereby allowing a greater number of courses to be offered locally via live streaming from partner agencies.

Sierra County Adult School: Regional CTE Focused Courses

The Sierra County Adult School is in the process of developing regionally-driven CTE programs that meet the needs of the residents in the county. These include EMT and Artificial Insemination/Animal Husbandry. By focusing on the regional needs of this very rural county, Sierra County Adult School strives to become highly responsive to the needs of the residents, and thereby a strong community partner that can deliver educational programs.



FRAEC: Develop and Implement a Community Engagement Plan

The Consortium Director will develop and implement a community engagement plan with the goal of remediating some of the issues identified through the Community Stakeholder Survey and the Community Research Project. This plan will outline a multi-year effort to weave the services offered in the Feather River area into a comprehensive approach to collective impact.

FRAEC: Expand GoTeach Across the Consortium to Capitalize on Employer Demand and Client Need

GoTeach services are designed for those seeking employment or higher wages in Early Childhood Education (ECE) programs and are grouped into four separate categories, and services are provided across the FRAEC Region.

1. Coaching and resources for students and employees who are enrolled in ECE lab courses or cooperative work experience education and volunteers.
2. Coaching, advising and resources for entry level employees in ECE programs or those who have been recently promoted to higher level positions.
3. Coaching, advising and resources for family child care providers who have been in operation for less than one year.
4. Financial assistance to overcome barriers to professional development for employees in center-based programs and family child care homes, with the goal of working toward higher wages using a career ladder approach.

Below is a summary of GoTeach student data:

Student Outcome Data	2016-17	2017-18
Unduplicated count of enrolled participants	33	27
Duplicated count of participants based on type of services received	42	31
Number of participants who attained new employment	10	7
Number of participants who retained employment from last year	11	11
Number of participants who received an increase in wages	9	12
Number of participants who received job promotions	2	2
Number of participants who are following a career pathway to gain employment, continue employment or upgrade employment	28	20
Job Placement	50%	30%
Increased Wages	82%	48%
Plan to continue in this career pathway	85%	70%