

**AB86 Adult Education
Regional Comprehensive Plan 2014-2015**

Feather River Consortium

**Grant:
13-328-16**

**Fiscal Agent
Feather River CCD**

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 Reconciliation 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 Keirse 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.