

**Siskiyou Adult Education Consortium
Adult Education Pathways**

Public Strategic Planning Retreat



June 21, 2018

10:00 am – 4:30am

Siskiyou County Office of Education

609 S Gold Street Yreka, CA 96097

Siskiyou Room

Zoom Videoconference

Join URL: <https://cccconfer.zoom.us/j/287806150>

Or Telephone Dial +1 646 876 9923 (US Toll)

Meeting ID: 287 806 150

**indicates an attachment for review prior to retreat*

Attendance:

Bonnie Wood
Carrie Williams
Chad McCall
Christina Van Alfen
Heather Stafford
Janie Gaither
Jason Allen
Jessica Bowman
Jill TeVelde
Jimmy Smith
Joanie Zarzynski
Karen Pautz
Kermith Walters
Kim Freeze
Leticia Rascon
Lorinda Meyer
Marie Caldwell
Mark Klever
Michael Perry
Pam May
Randy Baker
Ray Kellar
Regina Hanna
Rhonda Daws
Todd Scott

Retreat Agenda

- | | |
|---|----------------------|
| 1. Review Agenda | 10:00-10:15am |
| 2. AEBG Updates, Metrics & Accountability <i>*Program Areas</i> | 10:15-10:30am |
| 3. Student Data Analysis <i>*2017-18 Student Data & Historical</i> | 10:30-11:00am |
| 4. 2018-19 Annual Plan (Due 8/15/18) <i>*2017-18 Annual Plan</i> | 11:00-11:30am |
| 5. 2018-19 Budget Draft <i>*2018-19 Draft Budget</i> | 11:30-12:30pm |
| a. Process for payments | |
| b. Member program allocation | |
| c. Partner program alignment | |
| 6. --- Working Lunch --- <i>*Siskiyou County Economic Update</i> | 12:30-1:30pm |
| 7. ByLaws, board processes and approvals <i>*ByLaws 2018-19 Draft</i> | 1:30 -2:00pm |

8. 3-Year Plan (Due May 2019) *3-Year Plan Deliverables & Milestones 2:00 -3:00pm

- a. Review Self-Assessment Survey Results **Self-Assessment Survey*
- b. Existing and potential programs, areas of greatest need **Program worksheet*
- c. Goals, milestones and performance-related evaluation

9. Partner Programs, Strategy & Grants 3:00 -4:00pm

**Programs (First 5 Siskiyou, Mountain Medics, Siskiyou Libraries, Inc., Black Fox)*

10. Curriculum and Data support 4:00-4:20pm

**Proposals (Randy Baker, STEP Inc.)*

11. Public Comment 4:20-4:30pm

12. Adjourn 4:30pm

AEBG Program Areas and Sub Areas

Four main program areas will form the backbone of the AEBG data system:

- English as a Second Language (ESL): provides instruction in the English language to adult, and non-native English speakers with varied academic, vocational, citizenship, and personal goals.
- Adult Basic Education (ABE): provides instruction in foundational academic skills, such as reading, writing, and basic mathematics, as well as learning and study skills. These programs include courses that are below Low Adult Secondary Education–ninth grade level.
- Adult Secondary Education (ASE): provides instruction in foundational academic skills, such as reading, writing, and basic mathematics, as well as learning and study skills. These ASE programs include courses that are at Adult Secondary Education–ninth grade level and above, leading to a high school diploma, General Education Development (GED), or high school equivalency certificate.
- Short Term CTE: prepares adult learners to enter the workforce in a year or less.

In addition, five sub-areas will provide greater insight into the needs of specific populations and key training strategies:

- Adults with Disabilities (AWD): Encompasses both programs specifically designed to meet the needs of adults with disabilities, and people with disabilities who are enrolled in other adult education program areas.
- Workforce Entry/Re-Entry: Focuses on populations with systemic barriers to economic success who enroll in CTE programs, including adults 55 and older, participants with cultural barriers, displaced homemakers, ESL, ex-offenders, foster care youth, individuals with disabilities, homeless, long-term unemployed, low-income, low levels of literacy, migrant farmworkers, seasonal farmworkers, those exhausting Temporary Assistance for Needy Families (TANF)/ California Work Opportunity and Responsibility to Kids (CalWorks) within two years, and single parents.
- Pre-Apprenticeship: Prepares individuals to enter and succeed in a Registered Apprenticeship program, conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards through a Memorandum of Understanding.
- Integrated Education and Training (IET): Offers instruction that simultaneously provides adult education and literacy and workforce preparation and training.
- Adults Training to Support Child School Success: Provides education and training to adults, typically parents and community members, to help school-aged children succeed in school.

WIOA Alignment: In the development of this framework, practitioners identified specific data flags and population descriptors for capturing this data in TE and MIS. Practitioners also agreed that for some programs or population criteria with clear definitions under WIOA, that AEBG would adopt the WIOA definitions for the purpose of alignment with other state systems such as the State Workforce Board. Examples include:

- Population Descriptors: Including adoption of the WIOA definitions for economically disadvantaged individuals and WIOA barriers to employment categories such as displaced homemaker, ESL, long-term unemployed, no TANF/CalWorks within 2 years, ex-offender, etc.
- Pre-apprenticeship: Using the WIOA five criteria defining a quality pre-apprenticeship program including the requirement for a formal agreement for entry into a registered apprenticeship program upon completion.
- Integrated Education and Training: Which is defined as concurrent participation in education focused on foundation schools (basic skills/ESL), workforce preparation, and workforce training contextualized and directed towards a specific occupation or career.

A. Improved Literacy and Basic Skills

1. ABE and ASE
2. ESL and EL Civics Programs
3. Other ABE, ASE, and ESL Measures

B. Completion of High School Diplomas or Recognized Equivalents

- Students who complete their high school diploma using appropriate data flags in TE for K–12 adult schools and MIS for community college noncredit programs.
- Student participation in high school equivalency programs using TE for K–12 adult providers and appropriate MIS course flags for community college noncredit programs.
- A data match of the AEBG student population with the data sets from the GED, HiSET, and TASC testing services.

C. Completion of Postsecondary Certificates, Degrees, or Training Programs

- For CTE programs, completion of a credential aligned to an occupation and that is not a workforce preparation (e.g. work readiness) or occupational safety certificate (e.g. Occupational Safety and Health Administration or Safeserv). This would include, but is not necessarily limited to, CDCP CTE certificates with more than 48 contact hours, locally approved certificates eligible for inclusion on the Employment Training Provider List, or certificates that meet the threshold for Title IV Federal Student Aid.
- Completion of any for–credit college award, certificate, degree, or transfer that is not developmental.

Additional Metric–Occupational Skills Gain

- Satisfactory or better progress towards established milestones, such as completion of an on-the-job training, one year of apprenticeship, or similar milestones reported by an employer or training provider.
- Successful passage of an exam required for a particular occupation or progress in attaining technical or occupational skills, evidenced by trade-related benchmarks such as a knowledge based exam.

D. **Placement Into Jobs:** AEBG will align data reporting to WIOA to capture employment two and four quarters after exit using two methodologies:

1. A match of AEBG Participant data and the EDD Wage File.
2. Implementation of a participant post-exit survey to capture data for AEBG participants who do not provide social security numbers and who are unlikely to show up in a data match against the EDD wage file.

E. **Improved Wages:** AEBG will capture increased wages for participants using the same EDD wage file match and survey methodologies mentioned above. To align data collection with WIOA and other reporting systems, AEBG will report the following:

- Participant wage gain four quarters after exit
- Participant median wage two quarters after exit
- Participant attainment of a living wage

This reporting metric exceeds WIOA requirements which requires only median income two quarters after exit, however, it is aligned to outcome measures tracked for the Chancellor’s Strong Workforce Program.

F. **Transition to Postsecondary:** K–12 adult schools and community colleges both offer CTE pathways that include college level content and that are accreditable under Title IV Federal Student Aid as postsecondary credential programs. For that reason, AEBG will define transition to postsecondary in two ways:

- A student who transitions from ABE, ASE or ESL K–12 adult or college noncredit program into a CTE program at a K–12 adult school, community college noncredit or for credit college
- A student who transitions from any ABE, ASE or ESL K–12 adult or college noncredit program into a for-credit college program that is not developmental

AEBG will use CTE data flags in TE to track transition into CTE programs from basic skills in K–12 adult schools and will conduct quarterly data matches of AEBG K–12 data with the community college MIS system to capture students who enroll into college CTE and for credit programs after leaving K–12 adult.

**2017-18 Student/Budget Comparison**

Program Year: 2017-2018	10/31/2017 Q2 Students	1/31/2018 Q2 Students	4/30/2018 Q3 Students	7/31/2018 Q4 Students	Average Cost Per Student	2017-18 Budget	2016-17 Carryover	Total 17-18 Available Funds	2016-17 Balance As of 6/30/18	2017-18 Balance As of 6/30/18
Butte Valley Unified School District Agency ID: 428	1	1	2		\$ 31,467.87	\$ 62,935.73	\$101,530.00	\$ 164,465.73		
Dunsmuir Joint Unified School District Agency ID: 9610	3	4	9		\$ 6,594.17	\$ 59,347.51	\$125,102.00	\$ 184,449.51		
Scott Valley Unified School District Agency ID: 9609	9	22	75		\$ 1,125.27	\$ 84,395.00	\$ 63,865.00	\$ 148,260.00		
Siskiyou Joint Community College District (SJCCD) Agency ID: 12044	677	786	1990		\$ 52.86	\$105,200.79	\$115,973.00	\$ 221,173.79		
Siskiyou Training and Employment Program, Inc. Agency ID: 12046	122	149	178		\$ 82.71	\$ 14,723.10	\$ -	\$ 14,723.10		
Siskiyou Union High School District (SUHSD) Agency ID: 1923	9	30	68		\$ 1,505.32	\$102,361.68	\$ 56,394.00	\$ 158,755.68		
Tulelake Basin Joint Unified School District Agency ID: 1031	1	15	39		\$ 1,521.73	\$ 59,347.51	\$ 65,910.00	\$ 125,257.51		
Yreka Union High School District (YUHSD) Agency ID: 1997	35	50	104		\$ 1,745.04	\$181,483.99	\$123,860.00	\$ 305,343.99		

71 Siskiyou | Consortium 2017-18 Annual Plan

INSTRUCTIONS: The form below has been partially completed based on information provided from your prior year's Consortium Annual Plan. Please carefully review and update each section. You may save your progress by clicking the **Save** button at the bottom of the page. As you coordinate with your member agencies to complete your annual plan, you are encouraged refer to the planning materials provided by the AEBG office located on the AEBG website here: <http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit> (<http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit>).

Click on the **Section 1: Plans & Goals** header to begin.

Section 1: Plans & Goals

Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2017– 18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)

Siskiyou County's vision for AEBG funding is to revitalize adult education in all areas of Siskiyou county and in Tulelake. Consortia members have been developing and growing programs for adult learner success. The county is vast and very rural, so it is important to design innovative solutions to services that serve our adult learners and overcome their geographic and access challenges. The consortia's vision includes streamlining services while offering common curriculum and diploma completion. This has been a consistent thread within our three-year and annual plans and continues into the third year of funding with articulation between adult school programming and community college non-credit development.

Active communication with all stakeholders and community partners is of utmost importance to our student base as we roll out adult education programs throughout the county. Adult Education Pathways and its partners will need to provide ample opportunity for learning, skill development, and overall collaborative efforts within local communities and county wide. We plan to leverage our resources across the Siskiyou Community College districts in aligning curriculum and transition adults into career and/or post secondary education.

The consortium believes that initial and ongoing development of its strategies and its staff is critically important to the success of the new Adult Education model. All consortium partners, business community and county wide employer bases will be encouraged to pursue more learners. This will allow for planning that ensures effective programs as needs change, providing a wide range of opportunities for all adults. Adult Learners can be expected to obtain necessary skills involved with employment and educational satisfaction. Allowing students to utilize the educational facilities county wide and its flexible scheduling, taking into consideration personal capacity and learning modalities. The use of a common diploma in conjunction with computer-based software that is aligned with that diploma, will help students complete work at their own pace.

Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need and identifying the gaps or deficit in your region? Please provide the reasons for the gap between the need in the region and the types and levels of adult education services currently being offered.

Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
Geographical and Access barriers supported with Counseling and Student Support	Maps, distance between sites No counselors, neither academic nor transition on site	Enrollment at alternate Sites, pathway maps, a transition counselor working with # of students, curriculum team completed shared course outlines
Partnerships within Career/Educational opportunities	Number of Partnerships needed for outlying programs and pathways into career or post-secondary education	Increased number of movement into career &/or post-secondary opportunities
GED services year-round and resources for flexible tutoring services for students as necessary to complete programming.	Student feedback, research and partner communication	Outreach to ALL county partners to promote AEBG services and braid services
Adult Education Pathway development into Career or post-secondary opportunities for GED or High School competitors.	Currently not tracking adult learners after completing GED and/or Diploma completion into post-secondary and/or Career.	LiteracyPro suite case management software to follow student pathway. Improved data matching will allow tracking student post high school programming.

GAPS IN SERVICE

For 2017-18, what strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service (Must list at least one)?

Identify strategies planned to incrementally increase capacity in identified gap areas as well as those that help maintain established levels of service. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

Continue to develop online, distance learning, and alternate sites, bus vouchers, expanding to nights to accommodate other work schedules. Expand links to STEP, COS, paying District Counselor time to support Adult Ed. Implement Community Pro, continue fine tuning Aeries for data reporting and linking, expanding pathway model. Continue to expand course options and curriculum.

Hire a transitional specialist to help guide students through their academic and career process to limit hurdles for post-secondary schooling or career growth.

Collaboration with AEBG partners to identify challenges and strategize for program expansion and tutoring support for students.

Seamless Transitions

Explain how consortium members and partners are integrating existing programs and services and creating seamless transitions into post-secondary education or the workforce. Please also identify key challenges faced and / or overcome during the 2016–17 Program Year in your efforts to transition students.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Articulated course pathway between segments	4 - Mostly implemented	Setting new non-credit and certificate programs into place that didn't exist before takes time. Hiring a coordinator, forming a model design, creating courses to meet the needs of our community, and getting state approval at the chancellors office, has been challenging. This is now in place and will be in operation for the 2017-18 school year.	Continue to build on working relationships of member/partner sites. This can happen through a strategy like the "curriculum team", where instructors from all consortium sites get together to build, align, and improve curriculum pathways and programs.	Curriculum Alignment Professional Development offerings
Common/Shared Assessments	3 - Somewhat implemented	Getting state information as to what assessment requirements are needed and the tools that are approved to use. After we received state guidelines, we have proceeded to analyse available products, communicate and agree on a common tool, and purchase. The process of purchasing has been difficult through the community college. We have since moved the purchase process to the County Office of Education, which has streamlined the effort. Inconsistency of information on Pre/Post test requirements for WIOA customers enrolled in AEBG. Not all WIOA Clients are required to complete pre/post assessments for enrollment into Work Readiness Program and job search activities.	Expanded staff development, hiring of a transitional specialist with those skills, working with teachers /admin to expand pre/post testing at ALL sites	Better alignment of approved assessment testing
Creation of Non-Credit basic skills	4 - Mostly implemented	Approval process for Non-Credit course work	Offer limited courses that have been approved while trying to get more approved.	Mirror Credit base process that was just approved to streamline approval of non-credit coursework at the Chancellors office.
Expansion of Distance Education and on-line accessibility	3 - Somewhat implemented	Timely procurement of equipment that will be the common platform for our site and others, to link classrooms and instructors. This is a key and critical need in order to allow student access to the certificate program, which is primarily conducted by our community college partner. Another challenge is ensuring all students have computer training that helps them function on computers outside the classroom. Students often don't have the skills to use tablets productively and are intimidated, which keeps them from borrowing one of the tablets through the loaning program. Some students have no or limited on- line connectivity because of cost or availability in some remote areas. Customers without internet access have difficulty utilizing GED Academy online preparation. Recent Pearson VUE Delivery Manager technical issues have been challenging.	If equipment is not purchased by fall, our IT department will research and purchase, Faculty will continue to work with online curriculum	Technical assistance on best use of technology for distance learning

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Marketing/Communication plan	3 - Somewhat implemented	Staffing expertise and lack of commitment from all members	Form work group to develop plan for 17-18 school year	PD on Marketing/Communication plans

For 2017-18, what NEW strategies are planned to Integrate existing programs and create seamless transitions into postsecondary education or the workforce (Must list at least one)?

How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

Our member community college is implementing a "non credit" course program. This will allow students who are in the adult education system to earn credit toward diploma and certification which gives them a pathway into post secondary college classes and/or career programs. The consortium has implemented 4 certificate pathways to date, and has plans to establish 4 more by the end of this year. We also have, as a diploma requirement, students complete a "job preparation capstone project" which helps connect them to employment.

Participate in the CTE workforce development steering committee that is developing a strategic plan for Siskiyou County work force development. Work with the COS apprenticeship program. Work with the K-12 Internship program that is being developed as a pilot with College Options, MSHS, and YHS

Student Acceleration

Explain how your consortium members and partners have employed 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, post-secondary institutions, and career technical education.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Student and Course integration and/or Articulation across counties/programs	5 - Fully implemented	None	Continue to align curriculum with the other programs through curriculum team, participation in CTE workforce steering committee	Adult Education Articulation PD for Adult school to community college

For 2017-18, what strategies are planned to accelerate student progress (Must list at least one)?

Identify activities that you will implement and/or improve through using specific evidence- based strategies across the region, within and between systems where they currently don't exist, to accelerate student's progress. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student's competencies (competency-based), and putting basic skills content into the context of a student's goals and career path (contextualized).

Outreach via mail, phone, email to our parents who have not finished HS.

Expanded partnerships with workforce development group and community partners who interact with the adult learner.

Basic skills work aligned with student career goals and relevant job acquisition training, such as resume work and speech training.

Shared Professional Development

Explain how your consortium has collaborated in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration, consortium alignment, and improve student outcomes.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
No Data				

For 2017-18, what NEW strategies are planned to provide shared professional development (Must list at least one)?

A critical element to ensuring the effective implementation of the Consortium's plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

Better connect with the TAP and have more members participate in webinars and strong workforce state development.

Coordinate with WIOA and local workforce partners to share best practices and joint training opportunities.

Include individual professional development into the directors job description and encourage consortia training based on PD learn.

Monthly conference calls with other consortia Directors to monitor process and share professional development opportunities.

Partner with AEBG directors within the North Far North to attend free webinars or training.

Leveraging Resources

See the attached adult education fiscal resources table on your consortium fact sheet. Explain how your consortium is leveraging and braiding these funds sources including those provided by consortium members and partners, incorporating existing regional structures, and reaching out to stakeholders and partners for participation and input.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
No Data				

For 2017-18, what NEW strategies are planned to leverage existing regional structures, including, but not limited to, with local workforce investment areas (Must list at least one)?

Identify strategies planned to leverage existing regional structures and utilization of resources, including leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

Outreach to parents of local high school students who are not yet employed, underemployed, or need a HS diploma through mailings and call outs

Develop Adult Learner Pathways with local college member and WIOA agency to develop clear pathways into career and/or post-secondary education.

Coordinate with COS Apprenticeship program and adult schools teach relevant on the job skills, emphasizing soft skills.

Section 2: Fiscal Management

Please provide an update on your AEBG fiscal spending. In the table below, identify the total MOE & Non-MOE funding spent or encumbered for the 2015-16 and 2016-17 program years.

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
2015-16	\$875,599	\$0	\$875,599
2016-17	\$900,917	\$174,940	\$725,977
Total	\$1,776,516	\$174,940	\$1,601,576

Please identify challenges faced related to spending or encumbering AEBG funding.

Struggled to hire Director at appropriate salary. Hiring of a transitional specialist for student success and outcomes.
Non-credit classes taking an entire year to develop and get successfully recognized by the Chancellors office.
Administrative turn over within the consortia, 5 of 9 administrators changed within the year.

Please describe your approach to incorporating remaining funds from 2015-16 and 2016-17 into activities planned for 2017-18. (Limit: 250 words)

Moved the Director position out of the community college system to the county office of education to pay a competitive wage. (Director starting September 1st) Hire a Transitional Specialist to help adult learners navigate to post-secondary and/or career. Further develop adult learner support and diversify programming and technology. Installing a state of the art Video Conferencing system to extend programming to all areas of Siskiyou County.

Section 3: Certification and Submission

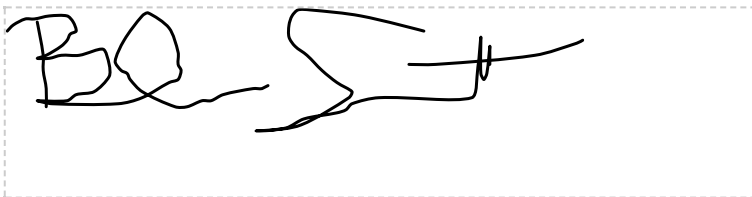
As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the **2017-18 AEBG General Assurances Document**.

Failure to meet the requirements listed in the 2017-18 AEBG General Assurances Document may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.

Certification (Required)

- ☒ I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2017-18 Program Assurances Document.
- ☒ I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature (Required)




- ☒ Click to indicate you are ready to Submit your 2017-18 Consortium Annual Plan



ADULT EDUCATION PATHWAYS

2018-19 Siskiyou Adult Education Annual Budget Summary

AEBG Site Allocations			2015-16	2016-17	2017-18		2018-19		
Member Agency	2015-16	2016-17	% of Overall	2017-18 Gross	15% Setaside	2017-18 Net	2018-19 Gross	13% Setaside	2018-19 Net
Siskiyou Training and Employment Program	\$17,857	\$17,857	2%	\$17,321	\$2,598.19	\$14,723	\$18,031.47	\$2,344.09	\$15,687.38
Scott Valley Unified School District	\$102,359	\$102,359	11%	\$99,288	\$14,893.23	\$84,395	\$103,359.09	\$13,436.68	\$89,922.41
Butte Valley Unified School District	\$76,332	\$76,332	8%	\$74,042	\$11,106.31	\$62,936	\$77,077.80	\$10,020.11	\$67,057.68
Yreka Union High School District		\$220,114	24%	\$213,511	\$32,026.59	\$181,484	\$222,264.61	\$28,894.40	\$193,370.21
Siskiyou Union High School District	\$124,150	\$124,150	13%	\$120,426	\$18,063.83	\$102,362	\$125,363.00	\$16,297.19	\$109,065.81
Siskiyou County Office of Education	\$8,333	\$8,333	13%	\$112,923	\$0.00	\$112,923	\$145,581.48	\$0.00	\$145,581.48
Tulelake Basin Joint Unified School District	\$71,980	\$71,980	8%	\$69,821	\$10,473.09	\$59,348	\$72,683.28	\$9,448.83	\$63,234.45
Siskiyou Joint Community College District	\$182,494	\$207,812	14%	\$123,766	\$18,564.85	\$105,201	\$100,811.44	\$13,105.49	\$87,705.95
Dunsmuir High School District	\$71,980	\$71,980	8%	\$69,821	\$10,473.09	\$59,348	\$72,683.28	\$9,448.83	\$63,234.45
Total	\$875,599	\$900,917		\$900,917	\$118,199.17	\$782,718	\$937,855.44	\$102,995.61	\$834,859.82
				\$937,855					
				\$28,135.65	Less 3% Fiscal Indirect		50% payment in October, 50% payment in March		
				\$909,719.35	Allocable Budget		Annual MOU due August 31st		
AEBG Shared Budget (proposed)				1.030927835	18-19 COLA increase		50% payment amounts (by site)		
Data and Accountability							\$7,843.69	Siskiyou Training and Employment Program	
STEP Inc (4 quarterly reports)	\$ 25,000.00			Total 18-19 Admin Costs			\$44,961.20	Scott Valley Unified School District	
	\$ 25,000.00			Consortium Staff			\$33,528.84	Butte Valley Unified School District	
Program Support				Indirect Fiscal Agent		\$28,135.65	\$96,685.11	Yreka Union High School District	
Discretionary shared program support	\$ 45,000.00			Director		\$105,947.15	\$54,532.90	Siskiyou Union High School District	
Assessments and Materials	\$ 8,000.00			State & Local Travel		\$11,498.68	\$72,790.74	Siskiyou County Office of Education	
Subscriptions & fees	\$ 18,418.20					\$145,581.48	\$31,617.22	Tulelake Basin Joint Unified School District	
ACT	\$ 1,265.00						\$43,852.97	Siskiyou Joint Community College District	
Newsela	\$ 1,800.00			Tentative 2018-19 Travel			\$31,617.22	Dunsmuir High School District	
GED Academy	\$ 3,348.00			Fall CCCAOE		Palm Springs			
Lynda.com	\$ 3,000.00			AEBG Directors Conf		Sacramento			
TopsPro Enterprise	\$ 9,005.20			Professional Dev		Tahoe, Los Angeles, Redding, Sacramento			
	\$ 71,418.20			Fall NACCE		Bay Area			
Marketing & Comms				Out of County		Medford, Redding, Tahoe, N/Far N (~6,000 miles)			
Outreach events/print/web	\$ 6,500.00			In County		County Vehicle and Gas (~4,000 miles)			
	\$ 6,500.00								
Program-Related Expenses	\$102,918.20								

2018-19 Siskiyou Adult Education											
Annual Budget Categorized											
											
Expense Category	Butte Valley USD	College of Siskiyou	Dunsmuir HSD	SCOE	Scott Valley USD	Siskiyou Union HSD	STEP WIOA	Tulelake Basin USD	Yreka UHSD	Budget Total	Category Totals
Budget allocation	\$77,077.80	\$100,811.44	\$72,683.28	\$145,581.47	\$103,359.09	\$125,363.00	\$18,031.47	\$72,683.28	\$222,264.61	\$937,855.00	\$909,719.35
Budget withheld for shared se	\$10,020.11	\$13,105.49	\$9,448.83	\$0.00	\$13,436.68	\$16,297.19	\$2,344.09	\$9,448.83	\$28,894.40	\$102,995.62	\$ 28,135.65
Remaining member budget	\$67,057.69	\$87,705.95	\$63,234.45	\$145,581.47	\$89,922.41	\$109,065.81	\$15,687.38	\$63,234.45	\$193,370.21	\$834,859.38	Less 3% Indirect (fiscal agent)
Break down provided by sites											
1000	\$ 11,600.00	\$ 15,000.00	\$ 5,998.00	\$ -	\$ 27,140.00	\$ 35,460.00	\$ -	\$ -	\$ 82,080.00		\$ 177,278.00
2000	\$ -	\$ 30,105.95	\$ -	\$ -	\$ 8,677.00	\$ 18,380.00	\$ 11,050.00	\$ 43,500.00	\$ 25,640.00		\$ 137,352.95
3000	\$ 3,400.00	\$ 18,600.00	\$ 2,086.45	\$ -	\$ 7,425.41	\$ 23,485.81	\$ 1,037.38	\$ 15,180.00	\$ 22,150.21		\$ 93,365.26
4000	\$ 45,557.69	\$ 24,000.00	\$ 46,250.00	\$ 117,445.82	\$ 35,000.00	\$ 30,740.00	\$ 2,650.00	\$ 2,754.45	\$ 49,300.00		\$ 353,697.96
5000	\$ 6,500.00	\$ -	\$ 8,900.00	\$ -	\$ 4,300.00	\$ 1,000.00	\$ 950.00	\$ 1,800.00	\$ 7,000.00		\$ 30,450.00
6000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -
7000	\$ -	\$ -	\$ -	\$ 28,135.65	\$ 7,380.00	\$ -	\$ -	\$ -	\$ 7,200.00		\$ 42,715.65
Budget allocated in two MOU	\$67,057.69	\$87,705.95	\$63,234.45	\$145,581.47	\$89,922.41	\$109,065.81	\$15,687.38	\$63,234.45	\$193,370.21	\$834,859.82	
Amount disbursed in two MOU allocations	\$31,467.87	\$52,600.40	\$29,673.76	\$56,461.26	\$42,197.50	\$51,180.84	\$7,361.55	\$29,673.76	\$90,742.00	\$391,358.94	

Regional Economic and Demographic Profile

Modoc, Shasta, Siskiyou,
and Trinity Counties



Center for Economic Development
California State University, Chico
Chico, CA 95929-0765
Phone: (530) 898-4598
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www.cedcal.com

Population

Year	Modoc County	Shasta County	Siskiyou County	Trinity County	Region
2000	9,445	162,889	44,281	13,031	229,646
2001	9,473	165,590	44,331	12,961	232,355
2002	9,417	168,304	44,331	13,061	235,113
2003	9,456	170,782	44,491	13,273	238,002
2004	9,556	172,729	44,691	13,453	240,429
2005	9,595	173,862	44,865	13,654	241,976
2006	9,614	174,747	44,918	13,806	243,085
2007	9,615	175,546	44,877	13,806	243,844
2008	9,607	176,240	44,952	13,759	244,558
2009	9,628	176,756	44,996	13,750	245,130
2010	9,666	177,248	44,962	13,811	245,687
2011	9,599	177,516	44,839	13,738	245,692
2012	9,566	177,823	44,639	13,722	245,750

Source: California Department of Finance, Demographic Research Unit

Population by Age, 2010

Age Range	Modoc County	Shasta County	Siskiyou County	Trinity County	Region
Under 5 years	545	10,268	2,473	618	13,904
5 to 17 years	1,579	29,384	6,852	1,902	39,717
18 to 24 years	613	15,989	3,219	815	20,636
25 to 39 years	1,410	29,155	6,416	1,935	38,916
40 to 54 years	2,000	36,954	9,307	3,050	51,311
55 to 64 years	1,634	25,506	7,851	2,697	37,688
65 to 74 years	1,108	16,551	4,941	1,674	24,274
75 to 84 years	570	9,446	2,689	837	13,542
85 years and over	227	3,970	1,152	258	5,607

Source: U.S. Census Bureau, Census 2010

Population by Race/Ethnicity, 2010

	Modoc County	Shasta County	Siskiyou County	Trinity County	Region
White	7,649	146,044	35,683	11,518	200,894
Hispanic or Latino	1,342	14,878	4,615	959	21,794
American Indian	293	4,162	1,549	558	6,562
Black or African American	77	1,438	552	45	2,112
Asian	70	4,297	528	93	4,988
Native Hawaiian and Pacific Islander	21	232	69	16	338

Source: U.S. Census Bureau, Census 2000 and Census 2010

Labor Force

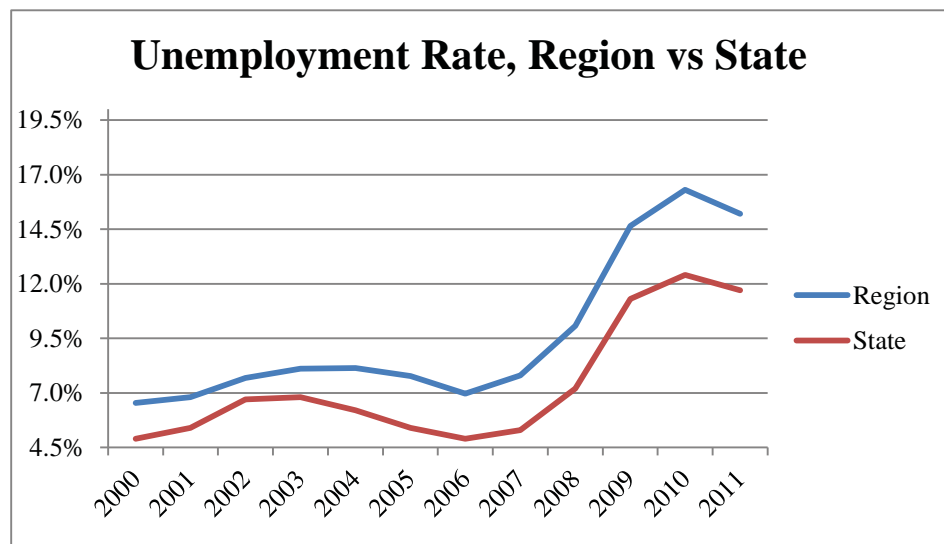
Year	Modoc County	Shasta County	Siskiyou County	Trinity County	Region	State
2000	3,750	74,800	19,140	5,110	102,800	16,857,600
2001	3,910	77,600	18,980	5,390	105,880	17,152,100
2002	4,120	81,700	19,100	5,420	110,340	17,343,600
2003	4,230	83,000	19,360	5,420	112,010	17,390,700
2004	4,070	82,800	19,050	5,260	111,180	17,444,400
2005	4,010	81,900	18,690	5,180	109,780	17,544,800
2006	3,990	82,700	18,640	5,070	110,400	17,686,700
2007	3,900	82,700	18,820	5,030	110,450	17,928,700
2008	3,940	82,600	19,210	4,850	110,600	18,191,000
2009	4,050	84,100	19,650	4,990	112,790	18,204,200
2010	4,150	83,900	18,970	5,070	112,090	18,176,200
2011	3,910	83,500	19,830	5,060	112,300	18,384,900

Source: California Employment Development Department, Labor Market Information Division

Unemployment Rate

Year	Modoc County	Shasta County	Siskiyou County	Trinity County	Region	State
2000	7.5%	6.1%	7.5%	9.8%	6.5%	4.9%
2001	6.9%	6.3%	8.1%	9.3%	6.8%	5.4%
2002	7.9%	7.2%	8.9%	10.1%	7.7%	6.7%
2003	8.7%	7.6%	9.5%	10.5%	8.1%	6.8%
2004	8.8%	7.6%	9.5%	11.0%	8.1%	6.2%
2005	8.0%	7.3%	9.1%	10.3%	7.8%	5.4%
2006	7.7%	6.6%	8.0%	9.9%	7.0%	4.9%
2007	8.0%	7.5%	8.5%	10.4%	7.8%	5.3%
2008	9.6%	10.0%	10.1%	12.7%	10.1%	7.2%
2009	12.4%	14.7%	14.6%	17.1%	14.6%	11.3%
2010	14.1%	16.0%	17.6%	18.7%	16.3%	12.4%
2011	14.9%	14.7%	16.6%	17.8%	15.2%	11.7%

Source: California Employment Development Department, Labor Market Information Division



Median Household Income (Nominal)

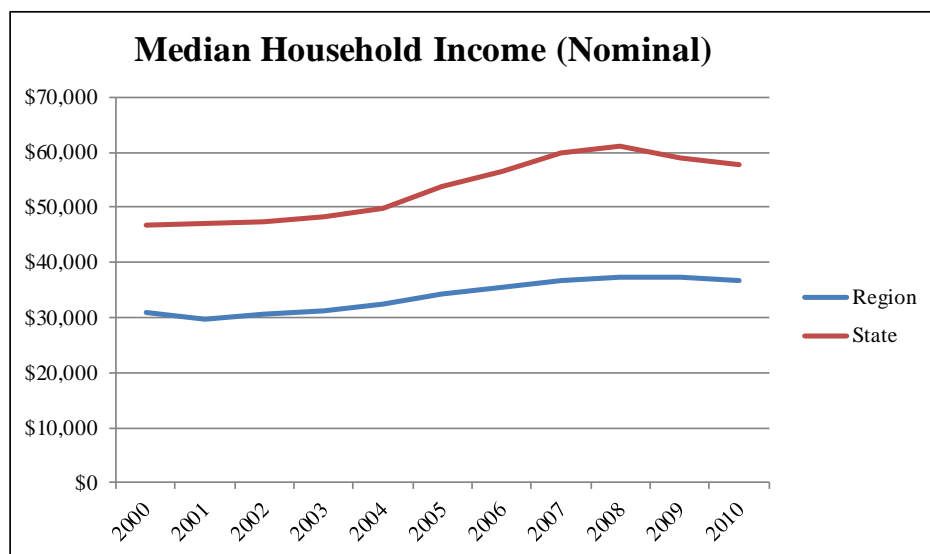
Year	Modoc County	Shasta County	Siskiyou County	Trinity County	Region	State
2000	\$28,859	\$34,991	\$30,589	\$28,752	\$30,798	\$46,836
2001	\$27,893	\$34,235	\$29,720	\$27,464	\$29,828	\$47,064
2002	\$28,072	\$35,374	\$30,285	\$28,170	\$30,475	\$47,323
2003	\$28,533	\$36,478	\$31,165	\$29,063	\$31,310	\$48,440
2004	\$29,526	\$37,696	\$32,531	\$30,307	\$32,515	\$49,894
2005	\$29,506	\$41,254	\$35,039	\$31,434	\$34,308	\$53,627
2006	\$31,610	\$42,813	\$34,329	\$33,070	\$35,456	\$56,646
2007	\$33,713	\$41,980	\$35,692	\$35,439	\$36,706	\$59,928
2008	\$35,319	\$42,362	\$36,823	\$34,726	\$37,308	\$61,017
2009	\$34,290	\$42,552	\$39,218	\$33,546	\$37,402	\$58,925
2010	\$34,579	\$41,058	\$36,001	\$35,207	\$36,711	\$57,664

Source: U.S. Department of Commerce, Bureau of the Census, Small Area Income and Poverty Estimates

Fair Market Rent, 2012

Year	Modoc County	Shasta County	Siskiyou County	Trinity County	Region
0-Bedroom	\$404	\$595	\$469	\$512	\$495
1-Bedroom	\$446	\$693	\$563	\$537	\$560
2-Bedroom	\$584	\$843	\$720	\$705	\$713
3-Bedroom	\$832	\$1,230	\$1,025	\$967	\$1,014
4-Bedroom	\$864	\$1,482	\$1,056	\$1,073	\$1,119

Source: U.S. Department of Housing and Urban Development



Educational Attainment, Average from 2006-2010

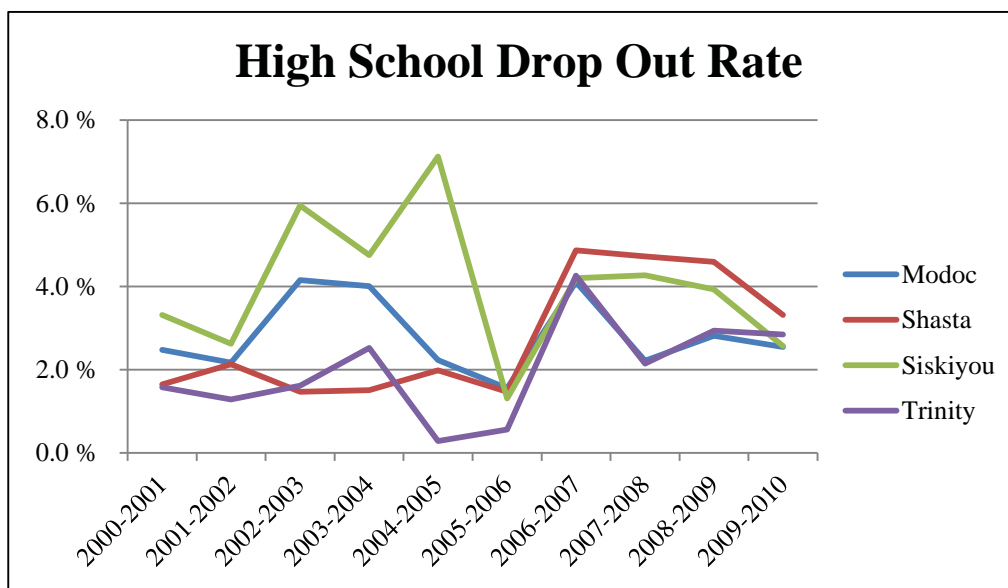
	Modoc County	Shasta County	Siskiyou County	Trinity County	Region	State
Less than 9th grade	411	3,549	1,222	282	5,464	2,573,757
9th to 12th grade, no diploma	760	12,864	2,979	869	17,472	2,652,542
High school graduate or equivalent	2,217	37,741	9,829	3,313	53,100	6,201,405
Some college, no degree	2,327	43,899	10,741	3,517	60,484	6,522,874
Associate's degree	646	13,347	3,239	1,073	18,305	1,987,408
Bachelor's degree	882	17,028	5,075	1,624	24,609	4,805,945
Graduate or professional degree	233	7,772	2,390	415	10,810	2,568,030

Source: U.S. Bureau of the Census, 2006-2010 ACS

High School Drop Out Rate

Year	Modoc County	Shasta County	Siskiyou County	Trinity County	State
2000-2001	2.5 %	1.7 %	3.3 %	1.6 %	2.8 %
2001-2002	2.2 %	2.1 %	2.6 %	1.3 %	2.7 %
2002-2003	4.2 %	1.5 %	5.9 %	1.6 %	3.1 %
2003-2004	4.0 %	1.5 %	4.8 %	2.5 %	3.2 %
2004-2005	2.2 %	2.0 %	7.1 %	0.3 %	3.0 %
2005-2006	1.6 %	1.5 %	1.3 %	0.6 %	3.3 %
2006-2007	4.1 %	4.9 %	4.2 %	4.3 %	5.5 %
2007-2008	2.2 %	4.7 %	4.3 %	2.1 %	4.9 %
2008-2009	2.8 %	4.6 %	3.9 %	2.9 %	5.7 %
2009-2010	2.6 %	3.3 %	2.6 %	2.8 %	4.6 %

Source: California Department of Education



Cause of Death as a Percentage of Total Deaths, 2009

Year	Modoc County	Shasta County	Siskiyou County	Trinity County	State
Heart Disease	18.3 %	24.3 %	24.5 %	23.0 %	25.4 %
Cancer	20.0 %	24.6 %	24.1 %	32.9 %	24.1 %
Stroke	5.0 %	5.3 %	4.9 %	1.9 %	5.8 %
Pulmonary Disease	10.0 %	7.8 %	6.2 %	5.6 %	5.6 %
Accidents	6.7 %	7.0 %	6.7 %	6.8 %	4.6 %
Alzheimers	2.5 %	3.3 %	2.5 %	1.2 %	4.3 %
Diabetes	0.8 %	1.4 %	3.1 %	0.6 %	3.0 %
Pneumonia & Influenza	2.5 %	1.4 %	1.5 %	3.1 %	2.7 %
Cirrhosis	3.3 %	1.4 %	2.2 %	2.5 %	1.8 %
Suicide	1.7 %	1.9 %	2.5 %	1.9 %	1.6 %
All other causes	29.2 %	21.5 %	21.8 %	20.5 %	21.2 %

Source: California Department of Public Health

Total Harvested Acreage by County

Year	Modoc		Shasta		Siskiyou		Trinity	
	Total Acres Harvested	Percent of Land Area	Total Acres Harvested	Percent of Land Area	Total Acres Harvested	Percent of Land Area	Total Acres Harvested	Percent of Land Area
2000	733,716	29.1 %	485,721	20.1 %	778,879	19.4 %	106,976	5.3 %
2001	445,618	17.7 %	487,575	20.1 %	770,474	19.1 %	106,976	5.3 %
2002	455,401	18.0 %	487,547	20.1 %	778,723	19.4 %	106,976	5.3 %
2003	456,306	18.1 %	488,118	20.1 %	782,000	19.4 %	108,758	5.3 %
2004	459,069	18.2 %	488,859	20.2 %	786,412	19.5 %	108,758	5.3 %
2005	459,248	18.2 %	488,950	20.2 %	758,680	18.9 %	108,758	5.3 %
2006	459,175	18.2 %	488,743	20.2 %	774,726	19.3 %	108,777	5.3 %
2007	457,473	18.1 %	489,474	20.2 %	763,042	19.0 %	108,758	5.3 %
2008	456,465	18.1 %	489,428	20.2 %	769,791	19.1 %	108,758	5.3 %
2009	456,465	18.1 %	489,720	20.2 %	796,312	19.8 %	108,758	5.3 %
2010	456,419	18.1 %	487,410	20.1 %	780,441	19.4 %	109,324	5.4 %

Source: California Agricultural Statistics Service, California Department of Finance

County Earnings by Industry, 2009 (in Millions)

Industry Sector	Modoc County	Shasta County	Siskiyou County	Trinity County	Region
Farm earnings	\$ 39.0	\$ 27.7	\$ 46.4	\$ 1.0	\$ 114.2
Forestry, fishing, and related activities	\$ 6.3	\$ 0	\$ 0	\$ 0	\$ 6.3
Mining	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Utilities	\$ 0	\$ 54.7	\$ 0	\$ 0.2	\$ 54.9
Construction	\$ 0	\$ 243.9	\$ 41.6	\$ 6.8	\$ 292.3
Manufacturing	\$ 0	\$ 137.6	\$ 46.1	\$ 8.6	\$ 192.4
Wholesale trade	\$ 4.8	\$ 102.3	\$ 19.0	\$ 0	\$ 126.1
Retail trade	\$ 10.3	\$ 357.8	\$ 57.8	\$ 11.9	\$ 437.8
Transportation and warehousing	\$ 0	\$ 169.0	\$ 0	\$ 0	\$ 169.0
Information	\$ 0	\$ 44.7	\$ 19.2	\$ 1.3	\$ 65.2
Finance and insurance	\$ 2.2	\$ 127.6	\$ 14.3	\$ 2.2	\$ 146.3
Real estate and rental and leasing	\$ 1.3	\$ 29.2	\$ 8.5	\$ 1.7	\$ 40.7
Professional, scientific, and tech services	\$ 0	\$ 183.6	\$ 24.3	\$ 5.7	\$ 213.5
Management of companies & enterprises	\$ 0	\$ 34.2	\$ 5.3	\$ 0	\$ 39.4
Administrative and waste services	\$ 0	\$ 112.3	\$ 15.4	\$ 1.1	\$ 128.8
Educational services	\$ 0	\$ 27.4	\$ 2.2	\$ 0	\$ 29.6
Health care and social assistance	\$ 0	\$ 688.7	\$ 97.9	\$ 0	\$ 786.6
Arts, entertainment, and recreation	\$ 0	\$ 32.2	\$ 6.0	\$ 1.6	\$ 39.8
Accommodation and food services	\$ 0	\$ 124.6	\$ 33.9	\$ 5.8	\$ 164.2
Other services, except public admin	\$ 8.4	\$ 184.7	\$ 37.6	\$ 11.9	\$ 242.5
Government and government enterprises	\$ 71.8	\$ 806.7	\$ 242.1	\$ 75.1	\$ 1,195.7
Value of withheld "(D)" employment	\$ 32.1	\$ 48.8	\$ 56.1	\$ 13.1	\$ 150.2
Total Earnings by Place of Work	\$176.2	\$3,537.7	\$773.7	\$148.0	\$4,635.6

Source: U.S. Department of Commerce, Bureau of Economic Analysis

County Government Revenue

Year	Modoc County	Shasta County	Siskiyou County	Trinity County	Region
2001-02	\$ 29,501,372	\$ 214,330,355	\$ 81,511,817	\$ 34,592,902	\$ 359,936,446
2002-03	\$ 24,208,482	\$ 260,954,956	\$ 77,890,751	\$ 34,680,304	\$ 397,734,493
2003-04	\$ 21,963,799	\$ 212,876,661	\$ 75,280,988	\$ 36,537,918	\$ 346,659,366
2004-05	\$ 24,202,155	\$ 229,675,452	\$ 85,620,957	\$ 40,753,198	\$ 380,251,762
2005-06	\$ 25,528,869	\$ 248,346,734	\$ 84,567,518	\$ 39,120,146	\$ 397,563,267
2006-07	\$ 24,817,645	\$ 254,522,330	\$ 88,817,575	\$ 41,516,562	\$ 409,674,112
2007-08	\$ 25,887,517	\$ 271,196,633	\$ 93,931,736	\$ 47,570,086	\$ 438,585,972
2008-09	\$ 32,742,700	\$ 261,382,273	\$ 104,683,773	\$ 44,025,974	\$ 442,834,720

Source: California State Controllers Office, County Annual Reports

County Government Revenue, Fiscal Year 2008-2009

Revenue Source	Modoc County	Shasta County	Siskiyou County	Trinity County	Region
State Funding	\$ 16,817,135	\$ 112,567,989	\$ 47,212,391	\$ 17,765,659	\$ 194,363,174
Property Taxes	\$ 3,828,517	\$ 40,599,741	\$ 15,341,495	\$ 5,082,538	\$ 64,852,291
Federal Funding	\$ 7,472,636	\$ 64,575,830	\$ 26,820,413	\$ 13,139,872	\$ 112,008,751
Charges for Current Services	\$ 1,662,938	\$ 21,173,276	\$ 6,892,318	\$ 1,721,490	\$ 31,450,022
Taxes, Other than Property	\$ 328,992	\$ 5,967,969	\$ 2,110,760	\$ 1,210,923	\$ 9,618,644
Fines Forfeitures and Penalties	\$ 374,757	\$ 3,223,109	\$ 2,396,592	\$ 455,064	\$ 6,449,522
Liscenses Permits and Franchises	\$ 162,122	\$ 3,072,448	\$ 1,115,155	\$ 556,957	\$ 4,906,682
Govt. Other than State or Federal	\$ 27,159	\$ 710,740	\$ 33,501	\$ 221,319	\$ 992,719
Misc. and Other Financing Sources	\$ 1,577,601	\$ 5,995,271	\$ 1,150,862	\$ 3,490,619	\$ 12,214,353
From Use of Money and Property	\$ 120,611	\$ 3,030,031	\$ 1,588,291	\$ 381,533	\$ 5,120,466
Special Benefit Assesments	\$ 355,351	\$ 184,598	\$ 0	\$ 0	\$ 539,949
Transfers In	\$ 14,881	\$ 281,271	\$ 21,995	\$ 0	\$ 318,147
Total Funding	\$ 32,742,700	\$ 261,382,273	\$ 104,683,773	\$ 44,025,974	\$ 442,834,720

Source: California State Controllers Office, County Annual Reports

The data published in this document is the most recent and current data available as of July 31, 2012. For data updates beyond that date, please contact the CED at (530) 898-4598 or the sources listed under each table.

The data were collected directly from the official federal, state, and local government sources indicated. Accuracy of the data is the sole responsibility of the source organizations, and the CED accepts no liability for the actions taken based on the data published in this document. CED staff would be happy to discuss data accuracy and inclusion with you - please call Warren Jensen at (530) 898-4598.



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Middle-Skill Credentials and Immigrant Workers: California's Untapped Assets

A FACT SHEET

California's Economy Has Robust Demand for Middle-Skill Workers. Half of all jobs in California (50%) are middle-skill occupations that require more than a high school diploma, but not a four-year degree. Yet only 40% of California workers have been educated to the middle-skill level.¹ A statewide middle-skill attainment goal and a focus on immigrant workers are essential to the state's economic future.

Middle-skill positions include jobs as varied as customer service representatives, dental hygienists, and paramedics.² Individuals prepare for these occupations through a variety of pathways, including career and technical education programs; apprenticeships and other work-based learning opportunities; community colleges; and nonprofit or other private job training providers.

Demand for workers with middle-skill credentials is anticipated to remain high in California, with up to 1 million new middle-skill jobs expected to be created between 2014-2024, and 1.4 million replacement jobs opening up during the same period.³

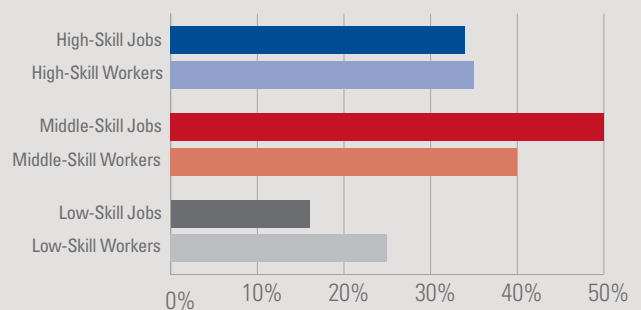
The data is clear that investing in skill-building can ensure California's ability to meet that demand. Such an investment makes economic sense: A report from the Organization for Economic Cooperation and Development (OECD) calculates that each year of postsecondary education leads to an increased per capita output of between 4 and 7 percent.⁴

California has long led the nation in such investments: the state's 1960 Master Plan for Higher Education is landmark legislation that has shaped the postsecondary environment for generations. More recently, the state has established an ambitious goal for middle-skill credential attainment: **Between 2017 and 2027, California aims to produce 1 million middle-skill, industry-valued and recognized postsecondary credentials.**⁵ **This clear, rigorous postsecondary attainment goal will help focus state policy and spending decisions on middle-skill opportunities and ensure a strong return on investment.**

Immigrants Are Part of California's Middle-Skill Solution

California is home to approximately 10.5 million immigrants, who comprise more than 27% of the state's population.⁶ Foreign-born Californians are much more likely to be of working age; a full 80% are between the ages of 18-64, compared to just 58% of native-born state residents. In addition, California immigrants have a higher

California Jobs and Workers by Skill Level



Source: NSC analysis of Bureau of Labor Statistics Occupational Employment Statistics by State, May 2012 and American Community Survey data, 2012.

labor-force participation rate, at 64.6% compared to 61.9% of native-born adults.

Immigrants play an essential role in the California labor market. Their impact is expected to continue growing; already, the share of immigrants in the state's population has increased from 22% in 1990 to 27% today.

However, immigrant workers also have lower educational attainment, on average, than native-born workers. In order for California to capitalize on the full talents and abilities of immigrant residents, the state will need to facilitate their skill building.

Immigrants Could Contribute More if California Invested Further in Their Skills

While 1 in 4 adult immigrants in California hold a bachelor's degree or higher, the majority of California immigrants have lower levels of formal education. In particular, 20% have a high school diploma or equivalent, and 35% have not finished high school.⁷

In addition, while a robust number of California immigrants are fluent in English, others are still building their English language skills. Overall, approximately 5 million working-age California residents have limited English proficiency.⁸

As the OECD analysis demonstrates, investments in Californians' skills can have a catalytic effect on individual and statewide economic strength.

Key Policy Levers Can Help California Boost Middle-Skill Attainment for Immigrants

There are a range of federal and state policies that can foster effective skill building in California. On the federal side, these policies, if implemented effectively at the state level, can boost middle-skill credential attainment. They include:

- The **Workforce Innovation and Opportunity Act**, reauthorized by Congress in 2014, which represents a powerful federal investment in workforce development and adult education. California is currently in the process of implementing WIOA. WIOA offers important opportunities for states to better align federal skill-building programs to better serve workers and businesses, including those programs outlined below.
- The **Carl D. Perkins Career and Technical Education (CTE) Act**, which provides key support for both secondary and postsecondary CTE programs.
- The **Supplemental Nutrition Assistance Program (SNAP) Employment and Training program**, which helps individuals who are receiving food stamps to find employment and move off of public assistance. In 2016, California was one of 10 states selected to receive technical assistance via the federal SNAP to Skills program.⁹ In addition, Fresno County received a 2015 federal pilot grant to expand its SNAP E&T program.¹⁰

At the state level, there are a range of innovative policies that can help close California's middle-skill gap, and achieve the

postsecondary outcomes that are needed to foster economic security for the state's workforce and drive economic growth. These policies fall into four major categories:

- **Skills Equity:** Policies that increase the number and diversity of individuals (including immigrants) who are on learning pathways toward skilled careers.
- **Industry Engagement:** Policies that ensure local businesses, including small and medium-sized companies, are partners in a community's workforce training and education strategies.
- **Accountability:** Policies that ensure everyone has actionable data to assess and improve the effectiveness of education and workforce programs.
- **Job-Driven Investments:** Policies that re-align a state's investment priorities with the career aspirations of its people and the workforce needs of its economy.

These policies can be adopted through legislation, executive orders, or other administrative actions, such as state grant programs or agency directives or guidance.

Essential Partners for Closing California's Middle-Skills Gap

California has a wealth of valuable partners that can be tapped to support middle-skill credential attainment efforts. In addition to the state's robust higher education system (both four-year universities and community colleges), potential partners include businesses, workforce development boards, chambers of commerce, and industry associations; career and technical education programs; adult schools; nonprofit community-based organizations; private education and training providers; workforce, adult education, and immigrant advocates; and influential civic and political leaders.

To learn more about state policies that can increase middle-skill credential attainment for immigrant and native-born workers in California, contact Amanda Bergson-Shilcock at amandabs@nationalskillscoalition.org.

ENDNOTES

- 1 Source: NSC analysis of Bureau of Labor Statistics Occupational Employment Statistics by State, May 2012, and American Community Survey data, 2012.
- 2 *Focus on 2025: A 10-Year Middle Skill Occupational Outlook for California*. Viewable at: http://doingwhatmatters.cccco.edu/portals/6/docs/California%20Trends_15-25.pdf
- 3 Ibid.
- 4 *The Well-Being of Nations: The Role of Human and Social Capital*. (Organization for Economic Co-operation and Development, 2001), cited in California's Forgotten Middle-Skill Jobs. Viewable at: http://www.connectedcalifornia.org/direct/files/FORGOTTENJOBS_CA_FINAL.PDF

- 5 *California's Strategic Workforce Development Plan: Skills Attainment for Upward Mobility; Aligned Services for Shared Prosperity*. (2016) Viewable at: www.cwdb.ca.gov/WIOA_Unified_Strategic_Workforce_Development%20Plan.htm
- 6 All data in this paragraph is drawn from the Migration Policy Institute analysis of 2014 US Census/American Community Survey data.
- 7 Ibid.
- 8 Ibid. Also note: It can be assumed that most of these individuals are immigrants. Nationwide, the most sizeable number of adult, US-born individuals with limited English skills are from the US territory of Puerto Rico, and California's Puerto Rican population is modest in size.
- 9 Learn more: www.nationalskillscoalition.org/news/blog/10-states-to-participate-in-snap-to-skills-technical-assistance-project
- 10 Learn more: www.nationalskillscoalition.org/news/blog/ten-states-receive-snap-et-pilot-grants

The Siskiyou Adult Education Consortium

Bylaws

June 21, 2018

Article I. Name

The name of this organization shall be the Siskiyou Adult Education Consortium, branded as Adult Education Pathways (SAEC, AEP or The Consortium).

Article II. Guiding Principles

Introduction

Established by the AB86 Legislation of June, 2013, the adult school members (Butte Valley Unified School District, Yreka Union High School District, Scott Valley Unified School District, Dunsmuir Joint Union High School, Siskiyou Union High School District, Tulelake Basin Joint Unified School District, Siskiyou County Office of Education, Siskiyou Training Employment Program, Siskiyous Community College District) joined to form the Siskiyou Adult Education Consortium. The consortium's shared vision is to serve the region's adult learner needs, including adult education pathways into careers or postsecondary education. The consortium produced a comprehensive and ambitious plan, delivered to the state on March 1, 2015, to document the need for adult education in our region, and to address program gaps and to identify instructional models and practices to accelerate the learning of adults (including those adults with disabilities) acquiring English and basic skills to achieve college and career readiness. The Consortium for the planning process, and ongoing as the consortium members' work together to use the Adult Education Block Grant (AEBG) funding to implement the Siskiyou Adult Education Consortium three year plan.

Our Guiding Principles are to:

- focus on the needs of adult education students first
- work with transparency and inclusion with all stakeholders
- embrace collaboration and partnership to leverage resources, achieve better outcomes and have a positive collective impact on our region
- explore expansion and innovation in adult education services in the region
- ~~seek other community partnerships and connections to leverage resources and achieve better outcomes~~
- commit to ideas, decisions and practices that anticipate the future needs for adult learners in our region.

Article III. Purpose

Primary Functions

The primary function of the Siskiyou Adult Education Consortium is, on an annual basis, to develop and approve the annual priorities, (hereinafter called annual activities) the related fund distribution schedule for the funding awarded to the region from the state's Adult Education Block Grant (AEBG). The Consortium takes responsibility for the implementation of the services and activities, and the achievement of the outcomes, listed in the SAEC Regional Comprehensive Plan, March 1, 2015 (hereinafter referred to as the Plan). The Steering Committee will monitor and review the Plan's implementation, as well as provide oversight and certification of the Adult Education Block Grant (AEBG) deliverables as defined by the AB104 Legislation, the Chancellor's Office of the California Community Colleges and the California Department of Education. In addition to the development of the annual activities and outcomes aligned to the Plan, the Consortium, responds to the critical need for expansion and innovation in adult education in the region by seeking other partnerships and resources to leverage. The Consortium provides insight on long-term strategies in support of other legislative mandates. Members of the Consortium ensure the needs and objectives of the Plan are being adequately addressed.

In practice these responsibilities are carried out by performing the following functions:

- • Monitor and review the objectives of the annual activities at regular Consortium meetings;
- • Give direction to the SAEC workgroups;
- • Provide guidance and assistance to the members and their staffs when required;
- • Review the annual activities' scope as data and evaluation suggest possible changes, ensuring that scope aligns with the Plan;
- • Determine how the Plan is to be amended as relevant new information emerges;
- • Assure there is timely and appropriate contribution of SAEC community partners and key stakeholder groups to review decisions;
- • Resolve possible member conflicts, reconciling differences of opinion and approach through the agreed upon consensus decision-making process;
- • Evaluate and provide formal acceptance of SAEC deliverables as defined by the state.
- • Evaluate progress annually toward the Plan's objectives and determine the need for additions or amendments.

Decision-making Responsibilities

The Consortium is responsible for approving the use of the Adult Education Block Grant funds awarded by the state to the region served by the community college district, ~~the six and the eight~~ high school members, the County Office of Education and local WIOA Workforce Agency. The Consortium will assure that funded activities align with the Plan's objectives and include decisions such as:

- Prioritization of activity objectives and outcomes as identified in the Plan, and required by the state;
- Developing and approving an annual fund distribution schedule determining funding amounts and reporting responsibilities for each member for annual activities;
- Receiving and certifying deliverables as identified in the annual activities and the Plan, and as required by the state;
- Determining the need to amend either the annual activities or the Plan itself and approving such amendments.
- Ensuring the highest return on investment and impact for activities in alignment with current 3-year plan and annual plans.

The Consortium will assure that all meetings where the above listed decisions are discussed and approved will follow the guiding principles below:

- Public meetings with public comment solicited, in written form;
- Decision-making meeting notices and agendas posted on the AEP website and disseminated to established lists of community partners, stakeholders and interested public;
- Announcing meetings, and inviting public comment, through the members' own communication channels and protocols, and
- Posting meeting minutes and other supporting documents on the AEP website.

Article IV. Membership

Consortium Members

The following districts have committed to serving as members of this consortium:

Member institutions: Butte Valley Unified School District, Yreka Union High School District, Scott Valley Unified School District, Dunsmuir Joint Union High School, Siskiyou Union High School District, Tulelake Basin Joint Unified School District, Siskiyou County Office of Education, Siskiyou Training Employment Program, Siskiyous Community College District.

Any organization or institution receiving annual funding from the State of California for delivery of adult education as described in Assembly Bill 104, Section 39, Article 9, Section 84900, shall be added as a member. Such organizations must provide in writing to the Consortium Lead/Point Person the name of the "Official Representative" (and alternate) of the organization, and verification of the funding stream as cited in the legislation.

Consortium Partners:

Non-voting community partners who work collaboratively towards the consortium's goals and objectives. The SAEC members have the right to invite agencies and institutions that share the SAEC purpose and principles to participate in the consortium as non-voting members. These agencies (herein referred to as "Partners") are encouraged to assist SAEC members to achieve their goals and may receive project-related funding grants from the consortium's set-aside regional budget.

Voting

All member districts of the consortium shall be entitled to one (1) vote per district. The Superintendent of the district shall be the primary voting member, however he/she may appoint a designee to act on their behalf. Members can assign a proxy to vote in their place with written notice to the consortium of this assignment at least 7 days prior to the voting event. Notification must include proxy's name, title and contact information and the reason for the member's absence.

Partners may receive voting status upon invitation and approval of the member districts. All County Offices of Education located within the region shall by default be designated as voting partners.

Voting membership term is open-ended, unless one or more of the following conditions occur:

- The voting member or partner provides written notification of their resignation from the consortium.
- A majority of the voting membership terminates voting privileges for due cause.
- The voting member or partner fails to attend at least 50% of the regularly scheduled meetings during a 12 month period.

A quorum shall consist of a simple majority of the approved voting members or their alternates. Any action of the consortium requires a majority vote of appointed voting members to pass. In the event of a tie, a second vote will be held. If the tie is not broken after the second vote, the action item is defeated as it did not receive majority vote.

Role of the Consortium member:

It is intended that the Consortium members leverage their experiences, expertise, and insight as representatives of their respective member districts. Consortium members are directly responsible for managing annual activities, also to provide support and guidance for those who conduct activities. Thus, individually, Consortium members should:

- Have a comprehensive understanding of the strategic implications and outcomes of the Comprehensive, 3-Year and Annual Plans and the annual activities;
- Appreciate the significance of the project for some or all major stakeholders and represent their interests;
- Be an advocate for broad regional support for the outcomes of the Plan;

- Have a deep understanding of the region and its adult education, immigrant integration, and workforce development needs.

In practice, this means they:

- Take appropriate effort regularly to review the status of the annual activities;
- Represent their member district's interests, but the region's need for comprehensive adult education services will take priority;
- Ensure the annual activities meet the requirements of the state, the SAEC Plan, and key stakeholders;
- Help balance conflicting priorities and resources;
- Provide guidance to the SAEC workgroups;
- Solicit and consider ideas and issues raised by community partners, faculty, students and other stakeholders;
- Check adherence of annual activities to standards of best practice both within their member districts and in a wider context;
- Foster positive communication outside of the Consortium regarding the annual activities and the Plan's progress and outcomes;
- Report and evaluate member services whose outcomes may help achieve the Plan's objectives. Such service may include, but not be limited to, funding from WIOA Title II, Carl Perkins, non-credit adult education and other grants.

Meeting Protocols and Decision-making Process

The Consortium meets in formal meetings monthly: 1) to develop the annual activities aligned to the Plan and the related funding distribution schedule, 2) to monitor and/or amend the annual activities, and 3) to review outcomes and certify the deliverables required by the state. Formal meetings are attended by the members' designated representative and proxies are appointed by the member's governance board. In formal meetings all members participate in the decision-making process.

The Consortium may also meet informally more regularly as required to monitor progress toward, and other issues relating to, the Plan's implementation. At informal meetings members' alternate representatives and other critical staff and stakeholders may attend and participate. The program grant manager co-facilitates the Consortium meetings, with agendas for all meetings posted publicly on the AEP website. The Consortium may also delegate some oversight responsibilities to other staff and groups, including but not limited to workgroups, counselors, community-based partners, and others, all of whom may confer in ad hoc meetings. Formal Meetings will adhere to the public process described and agreed to in this Charter. All members participate in all decisions regarding the Plan, the annual activities funding allocation schedule and the reception, evaluation and certification of required state deliverables.

For these formal meetings the date, time and place, the agendas and supporting documents will be posted on the AEP website no later than one week before the meeting date. Meeting agendas and supporting documents will be disseminated to all interested parties with the explicit intention of eliciting public comment. Public comment will be requested directly from the essential community-based partners, and other critical stakeholders including but not limited to the faculties of the consortium members. In these formal meetings the Consortium will follow public meeting protocols in the conduct of meetings, motions, and discussion according to approved governance. In these formal meetings public comment, written in advance, will be sought and carefully reviewed.

Staffing and expense decisions will be made by the consortium and determined in annual budget. The Consortium Director manages the regional shared budget once allocations and grants are approved by the consortium. Director travel and expenses are allocated in the annual budget and all expenses under \$2,000 will be approved by the Director's direct supervisor in accordance to the organization's processes and procedures. Expenses over \$2,000 must be pre-approved by the consortium prior to internal approval by Director's supervisor.

Article V. Workgroups

Workgroups vary in size and are composed of faculty, staff, and other delegates from member and partner institutions; however decision-making resides with member institutions. Workgroups represent the interests of the program areas for development of adult education services. Workgroups are co-chaired by a member institution. The respective workgroup departments co-chairs with the program grant manager; the adult school members appoint adult education instructors to serve on workgroups. Workgroups may be formed/disbanded as needed.

A. Responsibilities

- Workgroups are responsible for operational level program development, coordination, and implementation, and for sharing program plans with the Consortium.

B. Meetings

- Workgroups meet as-needed.

•

Article VI. Fiscal Agency

As of July 1, 2018 the Consortium fiscal agent is the Siskiyou County Office of Education. Previous fiscal agent was College of the Siskiyous^[HS1]. Consortium members can reserve the right to change the financial agency thru a unanimous vote by members. The Consortium is governed by the financial operating principles, and related administrative policies and procedures of the fiscal agent.

Article VII. Amendments

These bylaws will be reviewed annually, but may be amended as needed with a consensus vote by members.

Adopted by the SAEC Members July 14th, 2016.

Updated by the SAEC Members June 21st, 2018^[HS2].

3-Year Plan Deliverables & Modifications



Deliverables for regional and local plan modifications:

- Required and elective regional plan modifications to align, coordinate, and integrate reentry and workforce services to the formerly incarcerated and other justice-involved individuals.
- Required local plan modifications arising from regional or local partnerships with county human service CalFresh programs.
- Required local plan modifications arising from regional or local partnerships with Local Child Support Agencies (LCSAs) to provide workforce services to unemployed, underemployed, and payment-delinquent non-custodial parents.
- Required and elective local plan requirements pertaining to services for English Language Learners, the Foreign Born, and Refugees.
- Required regional plan content detailing compliance with State Plan guidance and state law relating to Multi-Craft Core Curriculum (MC3) pre-apprenticeship partnerships.
- Required regional self-assessment using Indices of Regional Coordination and Alignment.
- Other changes to regional and local plans made pursuant to changes in labor market and economic conditions or in other factors affecting the implementation of local or regional plans, including modifications to negotiated performance goals.

Establish Planning Mindset

- Actions that the members of the consortium will take to address the educational needs identified pursuant to paragraph
- New actions that the members of the consortium will take to improve the effectiveness of their services
- Describe the process the consortium used to ensure engagement from all entities
- Ensure access to all adults needing services in the region
- Coordinate programs to eliminate duplication and maximize program potential

Understand Where You Are

- Entities that provide education and workforce services to adults in the region
- Entities that are impacted by, or that have a fundamental interest in, the provision of those services
- A description of the services provided by entities listed pursuant to paragraph
- An evaluation of current levels and types of education and workforce services for adults in the region
- An evaluation of the funds available to the members of the consortium and the entities listed pursuant to paragraph, including funds other than those apportioned pursuant to this article
- The alignment of adult education services with other education and workforce plans guiding services in the region, including plans for career pathways, workforce sector strategies and federal Workforce Innovation and Opportunity Act

Immersion in the Problem

- An evaluation of the educational needs of adults in the region
- Actions to improve integration of services and transition through the collection and availability of data
- How will data be used to evaluate effectiveness

Strategies and Tactics

- Actions that the members of the consortium will take to address the educational needs of adults
- Actions that the members of the consortium will take to improve the effectiveness of their services
- Actions to improve integration of services and transitions into postsecondary education and the workforce
- The alignment of adult education services with other education and workforce plans guiding services in the region, including plans for career pathways, workforce sector strategies and federal Workforce Innovation and Opportunity Act

Establish Planning Mindset

Building a mindset and space for discussion that moves beyond establish preconceptions and encourages creativity and innovation

HCD Training

Professional Development

Understand Where You Are

Mapping out your current capacity, resources, & environment:

1. Internal Constraints/Opportunities
2. Who are Our partners?
3. Regional Landscape

Building strategies to respond to each issue/opportunity

AB104 Legislation

Member Effectiveness Toolkit

Regional Collaboration

Member Effectiveness

Immersion in the Problem

Using Data and Community Engagement to understand your customers and community:

1. Community Needs Data
2. Enrollment and Outcomes Data
3. Labor Market and Economy
4. Conversations with consumers

Training on Using Data Resources for Planning and Program Imp.

Data and Accountability

Member Effectiveness

Strategies and Tactics

Id'ing concrete steps and measurable activities to address community need & improve student outcomes.

1. Improve student momentum/outcomes
2. Leverage resources & capacity
3. Responsive to community need
4. Measurable

Student Momentum Framework

Regional Pathway Training

Regional Engagement/Training

Using Basic Skills Crosswalk

Career Pathways/IET

Professional Development



Adult Education Effectiveness Survey

This is a self evaluation of consortium and member effectiveness. Please complete by Tuesday June 12th. Thanks!

There are two sections.

In the first section "Consortium Effectiveness" you will rate the overall consortium's effectiveness on a scale of (0-3).

0 = Did Not Participate

1 = Aware but Little Participation

2 = Participated but Could Improve

3 = Excelled or in Total Compliance

In the second section "Member Effectiveness" you will rate your site's effectiveness on a scale of (0-3).

0 = Did Not Participate

1 = Aware but Little Participation

2 = Participated but Could Improve

3 = Excelled or in Total Compliance

We will consolidate the results to use in a planning exercise at our Consortium Retreat on June 21st from 8:30-4:30 at the County Office of Ed - 609 S Gold St Yreka, CA 96097

*** Required**

1. Email address *



Consortium Effectiveness

For the purposes of evaluating consortium effectiveness for the 2016–17 funding year, the CDE and CCCCCO have established the following indicators of compliance:

Please rate the consortium's effectiveness in the following areas.

2. Consortium has evaluated members to identify that the services provided meet the needs identified in the adult education plan. *

Mark only one oval.

- ☐ 0 = Did Not Participate
- ☐ 1 = Aware but Little Participation
- ☐ 2 = Participated but Could Improve
- ☐ 3 = Excelled or in Total Compliance

3. Consortium submitted program targets for the 2016–17 year based upon regional need, funding, and capacity. *

Mark only one oval.

- ☐ 0 = Did Not Participate
- ☐ 1 = Aware but Little Participation
- ☐ 2 = Participated but Could Improve
- ☐ 3 = Excelled or in Total Compliance

4. AEBG funds are expended in the seven AEBG program areas, and are consistent with the consortium's adult education regional plan. *

Mark only one oval.

- ☐ 0 = Did Not Participate
- ☐ 1 = Aware but Little Participation
- ☐ 2 = Participated but Could Improve
- ☐ 3 = Excelled or in Total Compliance

5. Consortium expenditures are aligned with the objectives and activities listed in the required annual plan. *

Mark only one oval.

- ☐ 0 = Did Not Participate
- ☐ 1 = Aware but Little Participation
- ☐ 2 = Participated but Could Improve
- ☐ 3 = Excelled or in Total Compliance

6. Consortium has identified a governance structure for decision making. *

Mark only one oval.

- ☐ 0 = Did Not Participate
- ☐ 1 = Aware but Little Participation
- ☐ 2 = Participated but Could Improve
- ☐ 3 = Excelled or in Total Compliance

7. Consortium governance plans are followed for decision making and public meetings. *

Mark only one oval.

- ☐ 0 = Did Not Participate
- ☐ 1 = Aware but Little Participation
- ☐ 2 = Participated but Could Improve
- ☐ 3 = Excelled or in Total Compliance

8. Consortium invited all eligible members in the region to participate in the AEBG initiative. **Mark only one oval.*

- ☐ 0 = Did Not Participate
- ☐ 1 = Aware but Little Participation
- ☐ 2 = Participated but Could Improve
- ☐ 3 = Excelled or in Total Compliance

9. All members are located within the regional boundaries of designated consortium. **Mark only one oval.*

- ☐ 0 = Did Not Participate
- ☐ 1 = Aware but Little Participation
- ☐ 2 = Participated but Could Improve
- ☐ 3 = Excelled or in Total Compliance

10. Consortium has submitted the required Annual Plan Template. **Mark only one oval.*

- ☐ 0 = Did Not Participate
- ☐ 1 = Aware but Little Participation
- ☐ 2 = Participated but Could Improve
- ☐ 3 = Excelled or in Total Compliance

11. Consortium have approved and submitted the 3-year plan that may include amendments. **Mark only one oval.*

- ☐ 0 = Did Not Participate
- ☐ 1 = Aware but Little Participation
- ☐ 2 = Participated but Could Improve
- ☐ 3 = Excelled or in Total Compliance

12. Consortium members have shared information on related programs that are offered and the resources being used to support these programs. **Mark only one oval.*

- ☐ 0 = Did Not Participate
- ☐ 1 = Aware but Little Participation
- ☐ 2 = Participated but Could Improve
- ☐ 3 = Excelled or in Total Compliance

13. Consortium participated in statewide leadership activities (Summit, Readers' Conference). **Mark only one oval.*

- ☐ 0 = Did Not Participate
- ☐ 1 = Aware but Little Participation
- ☐ 2 = Participated but Could Improve
- ☐ 3 = Excelled or in Total Compliance

14. Consortia reported student level enrollment data and outcomes for mid-year and final reporting. **Mark only one oval.*

- ☐ 0 = Did Not Participate
- ☐ 1 = Aware but Little Participation
- ☐ 2 = Participated but Could Improve
- ☐ 3 = Excelled or in Total Compliance

15. Consortia submitted financial expenditure and progress reports. **Mark only one oval.*

- ☐ 0 = Did Not Participate
- ☐ 1 = Aware but Little Participation
- ☐ 2 = Participated but Could Improve
- ☐ 3 = Excelled or in Total Compliance

Member Effectiveness

In addition to consortium effectiveness the CDE and CCCCCO have identified the following to indicate member effectiveness:

Please rate your site's effectiveness in the following areas.

16. Member participated in completing and updating the Annual Plan Template. **Mark only one oval.*

- ☐ 0 = Did Not Participate
- ☐ 1 = Aware but Little Participation
- ☐ 2 = Participated but Could Improve
- ☐ 3 = Excelled or in Total Compliance

17. AEBG member funds were expended in the seven program areas, and services provided must be consistent with the plan. **Mark only one oval.*

- ☐ 0 = Did Not Participate
- ☐ 1 = Aware but Little Participation
- ☐ 2 = Participated but Could Improve
- ☐ 3 = Excelled or in Total Compliance

18. Member participated in completing and updating the 3-year Consortia Plan, including any amendments. **Mark only one oval.*

- ☐ 0 = Did Not Participate
- ☐ 1 = Aware but Little Participation
- ☐ 2 = Participated but Could Improve
- ☐ 3 = Excelled or in Total Compliance

19. Member expenditures of AEBG funds matched the objectives and activities included in the Annual Plan. **Mark only one oval.*

- ☐ 0 = Did Not Participate
- ☐ 1 = Aware but Little Participation
- ☐ 2 = Participated but Could Improve
- ☐ 3 = Excelled or in Total Compliance

20. Member participated in consortium/public meetings. **Mark only one oval.*

- ☐ 0 = Did Not Participate
- ☐ 1 = Aware but Little Participation
- ☐ 2 = Participated but Could Improve
- ☐ 3 = Excelled or in Total Compliance

21. Member participated in consortium final decisions. **Mark only one oval.*

- ☐ 0 = Did Not Participate
- ☐ 1 = Aware but Little Participation
- ☐ 2 = Participated but Could Improve
- ☐ 3 = Excelled or in Total Compliance

22. Member reported student level enrollment data and outcomes for mid-year and final reporting. **Mark only one oval.*

- ☐ 0 = Did Not Participate
- ☐ 1 = Aware but Little Participation
- ☐ 2 = Participated but Could Improve
- ☐ 3 = Excelled or in Total Compliance

23. Member shared information on programs offered, and the resources being used to support the programs. **Mark only one oval.*

- ☐ 0 = Did Not Participate
- ☐ 1 = Aware but Little Participation
- ☐ 2 = Participated but Could Improve
- ☐ 3 = Excelled or in Total Compliance

24. Member provided services that addressed the needs identified in the adult education plan. **Mark only one oval.*

- ☐ 0 = Did Not Participate
- ☐ 1 = Aware but Little Participation
- ☐ 2 = Participated but Could Improve
- ☐ 3 = Excelled or in Total Compliance

25. Member filed biannual financial expenditure and progress reports with the regional consortium. **Mark only one oval.*

- ☐ 0 = Did Not Participate
- ☐ 1 = Aware but Little Participation
- ☐ 2 = Participated but Could Improve
- ☐ 3 = Excelled or in Total Compliance

A copy of your responses will be emailed to the address you provided

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Adult Education Program Worksheet

Member Name	Type	ABE/ASE			ESL		CTE			Programs for Adults with Disabilities	Adults Training for Child School Success
		Adult Basic Education (Grades 1- 8)	Secondary Education (Grades 9-12) and GED Prep	Non-Credit Basic Skills (CCD Only)	English as a Second Language	Citizenship / EL Civics	Short-Term CTE	Workforce (Re)Entry	Pre-Apprenticeship		
Siskiyou Joint Community College District	CCD	•	•	•	•		•		•	•	•
Butte Valley Unified School District	K12	•	•		•	•					
Dunsmuir High School District	K12	•	•				•	•			
Scott Valley Unified School District	K12	•			•	•	•	•		•	•
Siskiyou Training and Employment Program*	K12		•				•	•	•		

Member Name	Type	ABE/ASE			ESL		CTE			Programs for Adults with Disabilities	Adults Training for Child School Success
		Adult Basic Education (Grades 1- 8)	Secondary Education (Grades 9-12) and GED Prep	Non-Credit Basic Skills (CCD Only)	English as a Second Language	Citizenship / EL Civics	Short-Term CTE	Workforce (Re)Entry	Pre-Apprenticeship		
Siskiyou Union High School District	K12	•	•								
Tulelake Basin Joint Unified School District	K12	•	•		•	•					
Yreka Union High School District	K12	•	•		•						

The **AEBG** / WIOA Reporting Solution



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CASAS - a nonprofit international organization - is a leader in assessment and accountability in California for federal and state agencies, community college and adult education basic skills programs, employment preparation, correctional, and technical programs.

...the WIOA and AEBG database you already have

Tried and true

- A statewide transactional online database
- Fully NRS-compliant for WIA and now for WIOA
- Collects all data elements required by stakeholders and funding sources
- Data is aggregated and disaggregated from local to state level
- Full data exchange with third-party systems
- Ensures reliable and valid data through data integrity checks

Ahead of the game

- Already collects the WIOA Barriers to Employment
- Enabled for statewide unique identifier
- Option to connect to other database systems in federated structure
- Collects data for WIOA-funded programs plus CTE and Pre-Apprenticeship and Disabilities Programs
- Collects and reports all WIOA-approved assessment results
- Completely adaptable and flexible to changing federal, state, and local requirements
- No lock in, all data is transportable to other systems

Meeting the new requirements

- New regional level for connecting AEBG agencies within consortia and reporting aggregated outcomes
- Ability to manage WIOA co-enrollment between workforce and education partners
- New data elements and performance indicators specified by WIOA for Title I, II, III and IV

Security matters

- FERPA-compliant and HIPAA-compliant
- Rights and permissions at the granular level
- Web-based hosting with SSL and ISO 9001 certification
- Advanced Encryption Standard (AES) compliant with FIPS 140-2
- All data is encrypted at rest and in transit
- Fully redundant data protection system

Lets your program showcase its success

- Easy-to-use and robust reporting tool with modern features
- Fully auditable data down to the student level
- Reports that drill down from composite totals to individual student data
- Charts competencies to curriculum
- Tracks progress in programs and all results
- Tracks transition to postsecondary education or workforce

WIOA Data in TOPSpro® Enterprise

	Title I Adult, Youth, Dislocated	Title II Adult Ed	Title III Wagner-Peyser Employment	Title IV Voc Rehab	Eligible Training Providers
Employment Rate (Q2 Post-Exit)	•	•	•	•	•
Employment Rate (Q4 Post-Exit)	•	•	•	•	•
Median Earnings	•	•	•	•	•
Credential Rate	•	•	•	•	•
Measureable Skills gains	•	•	•	•	•
Employer Measure(s)	•	•	•	•	•
Number of Exiters	•	•	•	•	•

WIOA & AEBG Reporting Fields in TOPSpro® Enterprise

AEBG-Specific Reporting Features

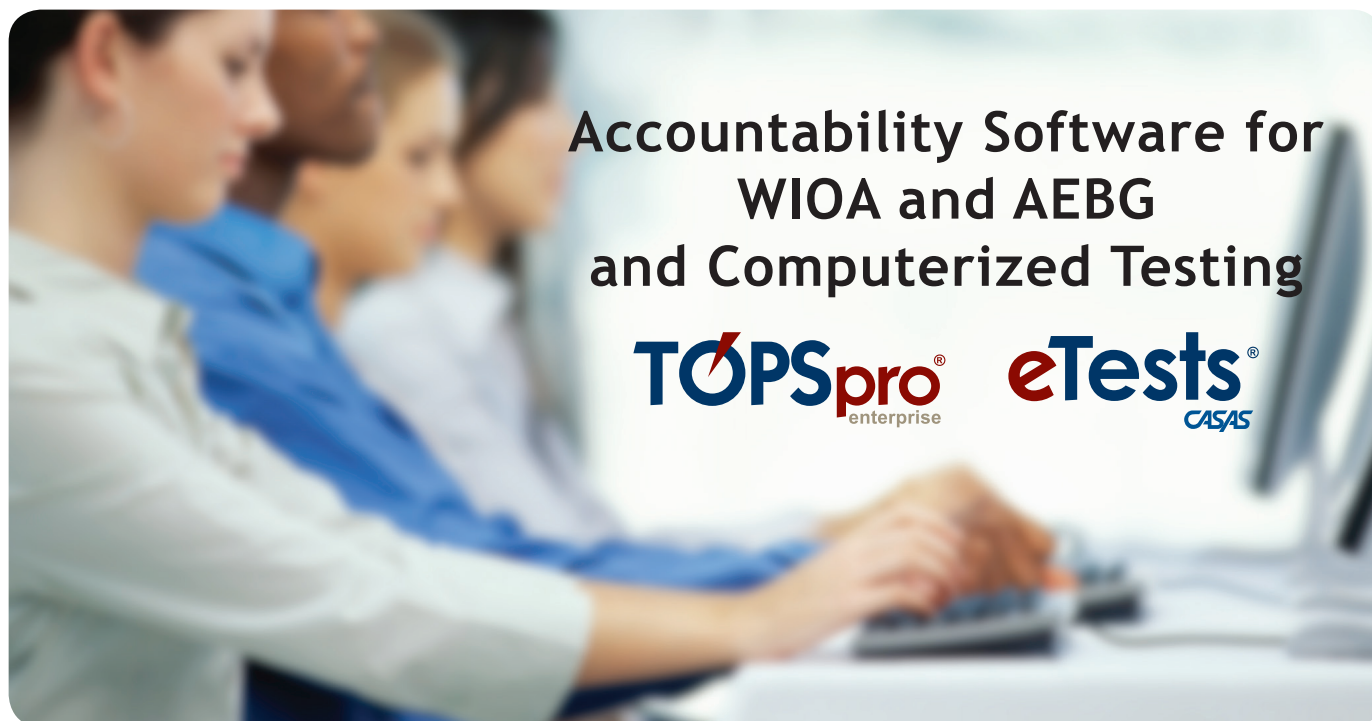
WIOA students - % that make substantive gains in literacy (per WIOA test protocol) for those who had this goal during the current program year.	•
Non-WIOA students - % that achieve course completion for those who had this goal during the current program year.	•
% Completion of HSD or Equivalent, for those who had this goal during the current program year.	•
% Transition from K-12 adult to post-secondary.	•
% Transition from non-credit to credit in post-secondary.	•
% Completion of post-secondary certifications, degrees, or training programs, for those who had this goal during the current program year.	•
% Placed in jobs, for those who had this goal during the current program year.	•
% With increased wages, for those who had this goal during the current program year.	•

Additional Reporting Features

Share and report data state-wide and across agencies through a common database	•
Aggregate and disaggregate data at the state and local level	•
Allows for collaboration of Title II agencies to share and report data and results	•
Track co-enrollment across WIOA core program partners	•
Use a common identifier to track participants across core programs	•
Secure privacy of participant data per Family Educational Rights and Privacy Act (FERPA)	•
Collect data for disaggregation and reporting based on Barriers to Employment	•
Collect data elements per Participant Individual Record Layout (PIRL)	•
Follow and meet National Reporting System (NRS) guidelines	•
Import and export data to other systems	•
Export tables in ACCESS and EXCEL	•
Provides universal registration point for all agencies	•
Track daily attendance	•
Flexible and inexpensive for smaller programs	•
Collect and report by both student goal and cohort	•
Reports for student demographics and outcomes that compare results at the agency and consortium level	•
Collect and report data from other assessments	•
Employment Rate (Q2 Post-Exit)	•
Employment Rate (Q4 Post-Exit)	•
Median Earnings	•
Credential Rate	•

CASAS Assessment

- Only assessment system approved both for WIOA to measure progress and for California Community Colleges Chancellor's Office (CCCCO) for placement
- Measure and report progress/learning gains for academic skills
- Measure work readiness including soft skills with Workforce Skills Certification System
- Measure Citizenship and EL Civics skills
- Administer CASAS tests online or offline
- Option for students to enter demographic and program data



Frequently Asked Questions

Q: Does TOPSpro Enterprise (TE) support non-CASAS tests?

A: Yes. TE supports all NRS-approved assessments. It also supports CCCCCO-approved placement tests, career and technical education tests, and other tests your program uses to report to stakeholders and funding sources.

Q: Is there an advantage to using CASAS tests and TOPSpro Enterprise?

A: Yes. CASAS eTests Online allows you to administer CASAS tests anywhere you have Internet access and is integrated with TE, so your student-level database is populated instantly and automatically.

Q: How can we connect each agency in our AEBG Consortia and provide group reports to CDE?

A: By using TE Online at the new AEBG Consortium level, Consortia agencies can combine data to generate group reports.

Q: Will TE share data with our Workforce partners under WIOA?

A: Yes. TE is designed to share data with any education, workforce, or other partners with whom you have an MOU that permits such sharing.

Adult Education Block Grant (AEBG) - Data Dictionary

Student Name	Personal Status	Education
Student Phone Number	Labor Force Status	Status in Program
Student Address, State and Zip Code	Attainable Goal Within Current Program	Reason for Exiting
Student Identification and/or SSN	Year	Test Form and Subject Area
Gender	Date of Entry into Program	Test Date
Date of Birth	Instructional Program	Raw or Scale Scores
Ethnicity and Race	Program Year	Instructional Level
Native Language	Special Programs	Training Received
Employment Barriers	Class Number	Consortium Number
Highest Year of School (Completed)	Date of Class Update	Agency ID
Schooling Outside U.S	Hours of Instruction	Agency Name
Highest Diploma or Degree Earned	Progress in Program	State
Earned Outside U.S	Learner Results and Milestones	Current Program Year
GED ID & Scores	Work	Time Zone
HISET ID & Scores	Personal/Family	Funding Sources
TASC ID & Score	Community	Provider Use

Workforce Innovation and Opportunity Act (WIOA) - Participant Individual Record Layout (PIRL)

Unique Individual Identifier	Single Parent	Date of Program Exit
State	Employment Status at Program Entry	Adult
Date of Birth	Highest School Grade Completed	Dislocated Worker
Gender	School Status at Participation Date of	Youth
Ethnicity	Program Entry	Adult Education
Hispanic/Latino	Enrolled in Secondary Education	Vocational Rehabilitation
American Indian / Alaska Native	Program	Wagner-Peyser Act
Asian	Date Enrolled in Education or Training	Employed in
Black/African American	Program Leading to a Recognized	1st Quarter After Exit Quarter
Native Hawaiian/Other Pacific	Postsecondary Credential or	2nd Quarter After Exit Quarter
Islander	Employment During the Program	3rd Quarter After Exit Quarter
White	Date Enrolled in Post-Exit Education	4th Quarter After Exit Quarter
More Than One Race	or Training Program Leading to a	Type of Employment Match
Employment Barriers	Recognized Postsecondary Credential	1st Quarter After Exit Quarter
Cultural Barriers	Date of Most Recent Measurable Skill	2nd Quarter After Exit Quarter
Displaced Homemaker	Gains:	3rd Quarter After Exit Quarter
English Language Learner	Educational Achievement	4th Quarter After Exit Quarter
Ex-Offender	Secondary/Post- Secondary Transcript	Wages
Foster Care Youth	Report Card	1st Quarter After Exit Quarter
Homeless Individual, Homeless	Training Milestone	2nd Quarter After Exit Quarter
Children or Youth, or Runaway Youth	Skills Progression	3rd Quarter After Exit Quarter
Individual with a Disability	Exclusionary Reasons	4th Quarter After Exit Quarter
Long-Term Unemployment	Received Training	Retention with the same employer in the
Low Income	Type of Recognized Credential	2nd Quarter and the 4th Quarter
Low Levels of Literacy	Date Attained Degree or Certificate or	Youth 2nd Quarter Placement (Title I)
Migrant and Seasonal Farmworker	Credential	Youth 4th Quarter Placement (Title I)
Status	Date of Most Recent Career Service	
Exhausting TANF Within 2 Years	Employment Related to Training	



INSTRUCTIONAL PROGRAM(S) REQUESTING		OFFICE USE ONLY	
High School Diploma	ESL	Enrollment Date	
GED	U.S. Citizenship	Instructor(s)	
Adults Supporting K-12	Basic Skills (Tech., Intern)		
Other _____		Student #	

ADULT SCHOOL STUDENT REGISTRATION FORM

Date: ____/____/____

Student Name: First _____ Middle _____ Last _____

Preferred First Name (Nickname): _____

Physical Address: _____
City State Zip Code

Mailing Address: _____
City State Zip Code

Home Phone: _____ Cell Phone: _____

Best Time to Call: _____ Best Time to Call: _____

Type of program preferred (Check one): ____ Independent Study Option ____ Classroom Option

BACKGROUND HISTORY

Date of Birth: ____/____/____ ☐ Male ☐ Female Place of Birth: _____
State Country

Marital Status: ☐ Single ☐ Married ☐ Widow ☐ Divorced

Native Language: _____

Veteran? Air Force Marines Army Navy Years Served: _____

Homeownership Status? Own Home Rent Homeless Other: _____

ETHNICITY

Mark the ethnicity with which you most closely identify: Please check one:

- ☐ Hispanic/Latino (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race)
- ☐ Not Hispanic or Latino

WHAT IS YOUR RACE (Please check up to five racial categories) the above part of the question is about ethnicity, not race. No matter what you selected above, please continue to answer the following by marking one or more boxes to indicate what you consider your race to be. Please put a (P) for Primary Race choice.

- | | | |
|--|---|---|
| <input type="checkbox"/> American Indian or Alaskan Native (100)
(Person having origins in any of the original people of North and South America (including Central America)) | <input type="checkbox"/> Cambodian (207) | <input type="checkbox"/> White (700)
(Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East) |
| <input type="checkbox"/> Chinese (201) | <input type="checkbox"/> Hmong (208) | <input type="checkbox"/> African American or Black (600) |
| <input type="checkbox"/> Japanese (202) | <input type="checkbox"/> Other Asian (299) | |
| <input type="checkbox"/> Korean (203) | <input type="checkbox"/> Hawaiian (301) | |
| <input type="checkbox"/> Vietnamese (204) | <input type="checkbox"/> Guamanian (302) | |
| <input type="checkbox"/> Asian Indian (205) | <input type="checkbox"/> Samoan (303) | |
| <input type="checkbox"/> Laotian (206) | <input type="checkbox"/> Tahitian (304) | |
| | <input type="checkbox"/> Other Pacific Islander (399) | |
| | <input type="checkbox"/> Filipino (400) | |

EDUCATION HISTORY

Highest School Grade Achieved: **K 1 2 3 4 5 6 7 8 9 10 11 12**

High School: _____ Years: _____ Graduation Date: _____

City: _____ State: _____ Country: _____

College/University/Vocational School: _____

Number of Years Attended: _____ Graduation Date: _____

City: _____ State: _____ Country: _____

Field of Study: _____ Degree: (Circle One) N/A A.A. B.A./B.S. Ph.D.

INSTRUCTOR USE ONLY

Instructional Program		Attainable Goal	
Special Programs		Class Number	
Personal Status		Provider Use	

EMPLOYMENT HISTORY

Employment Status

☐ Employed Full-Time ☐ Employed Part-Time ☐ Self Employed ☐ Unemployed ☐ Homemaker ☐ Retired
☐ Disabled ☐ Active Military Duty ☐ Student Full-Time ☐ Student Part-Time ☐ Other

Current Employer: _____ Occupation: _____

Employer's Phone Number: _____ Employed Since: _____

Is this a Seasonal Occupation? If So, when does the season run? _____

INSTRUCTOR USE ONLY

Employment Barriers		Employment Sector	
Labor Force Status			

Ages of Children? (Circle One)

<1 1 2 3 4 5 6 7 8 9
10 11 12 13 14 15 16 17 18 18>

How are you parenting? ___ With a partner ___ On your own ___ With a family member (parent, grandparent)

Would you need your kids watched? _____ If so, what are the ages of Children: _____

Are you currently a CalWORKs client? _____ Yes _____ No

If you are currently being served by CalWORKs, they will be notified of your enrollment in Yreka Adult School.

Are you in another workforce reentry program? _____ Yes _____ No

MEDIA PERMISSION

I/We give permission for my/our student to be observed, interviewed, photographed and/or filmed when a representative of the media have been permitted by the principal or designee to be on campus.

Yes ☐ No ☐

SIGNATURE

I verify that the information on this Student Enrollment Form is true to the best of my knowledge, and I understand that any incorrect information could compromise the enrollment.

STUDENT SIGNATURE _____ **Date** _____

PARENT/GUARDIAN SIGNATURE _____ **Date** _____

(If Student is a Minor)



PROGRAMA(S) SOLICITANDO		PARA EL USO DE OFICINA	
High School Diploma	ESL	Enrollment Date	
GED	U.S. Citizenship	Instructor(s)	
Adults Supporting K-12	Basic Skills (Tech., Intern)		
Other		Student #	

ESCUELA DE ADULTO FORMA DE INSCRIPCIÓN DE ESTUDIANTE

Fecha: ____/____/____

Nombre de Estudiante: Primero _____ Medio _____ Apellido _____

Nombre Preferido (Sobrenombre): _____

Dirrección Física: _____

Dirrección Postal: _____

Teléfono de Casa: _____ Teléfono de Celular: _____

Mejor Horario Para Hablar: _____ Mejor Horario Para Hablar: _____

Tipo de Programa Preferido (Marque Uno): ____ Opción de Estudio Independiente ____ Opción de Estudio en Clase

HISTORIA DE FONDO

Fecha De Nacimiento: ____/____/____

☐ Masculino ☐ Femenina Lugar de Nacimiento: _____

Estado _____ País _____

Estado Matrimonial: ☐ Soltero(a) ☐ Casado(a) ☐ Viudo(a) ☐ Divorciado(a)

Idioma Nativo: _____

¿Veterano? Air Force Marines Army Navy Años Servido: _____

Estado de Vivienda? Dueño(a) Renta Sin Hoqar Otro: _____

ETNECIDAD

Marque la etnecidad a la cual sencamente se identifica: (Por favor marque solo una)

- ☐ Hispano/Latino (Una persona de cultura Cubana, Mexicana, Puertorriqueña, Sur ó Centró Americano, ó otra origen Española, aparte de su raza)
- ☐ Hispano ó Latino no

QUE ES SU RAZA (hasta cinco categorías raciales) la pregunta de arriba es sobre etnicidad, no de raza. Continúe a contestar lo siguiente con marcar una ó mas casillas para indicar que raza considera que es. Por favor ponga una (P) para su opción de Raza Principal.

- | | | |
|--|--|---|
| <input type="checkbox"/> Indio Americano ó Nativos de Alaska (100)
(Personas que tienen orígenes de originales de Norte ó Sur America (incluyendo Centro America) | <input type="checkbox"/> Camboyano (207) | <input type="checkbox"/> Blanco (700)
(Personas que tienen orígenes en cualquier origen en Europa, North Africa, o el Centró Este) |
| <input type="checkbox"/> Chino (201) | <input type="checkbox"/> Hmong (208) | <input type="checkbox"/> Africano Americano ó Negro (600) |
| <input type="checkbox"/> Japones (202) | <input type="checkbox"/> Otro Asiano (299) | |
| <input type="checkbox"/> Koreano (203) | <input type="checkbox"/> Hawaiiano (301) | |
| <input type="checkbox"/> Vietnamita (204) | <input type="checkbox"/> Guameño (302) | |
| <input type="checkbox"/> Indio Asiano (205) | <input type="checkbox"/> Samoano (303) | |
| <input type="checkbox"/> Laosiano (206) | <input type="checkbox"/> Tahitian (304) | |
| | <input type="checkbox"/> Otro de Las Islas Pacificas (399) | |
| | <input type="checkbox"/> Filipino (400) | |

HISTORIA DE EDUCACIÓN

Ultimo Nivel de Estudio: **K 1 2 3 4 5 6 7 8 9 10 11 12**

Preparatoria: _____ Años que atendio: _____ Fecha de Graduación: _____

Ciudad: _____ Estado: _____ Pais _____

Colegio/Universidad/Escuela Vocacional: _____

Numero de años que atendio: _____ Fecha de Graduación: _____

Ciudad: _____ Estado: _____ Pais: _____

Titulo de su Estudio: _____ Tipo de Titulo: (Circule Uno) N/A A.A. B.A./B.S. Ph.D.

NADA MAS PARA USO DE INSTRUCTOR

Instructional Program		Attainable Goal	
Special Programs		Class Number	
Personal Status		Provider Use	

EMPLOYMENT HISTORY

Estatus de Empleo

☐ Empleado(a) Tiempo Completo ☐ Empleado(a) Parte del Tiempo ☐ Trabajo Independientemente ☐ Desempleado(a) ☐ Ama de Casa
☐ Retirado ☐ Disabilitado ☐ Servicio Militar ☐ Estudiante Tiempo Completo ☐ Estudiante Parte de Tiempo ☐ Otro

Patrón Actual _____ Ocupación: _____

Numero de Teléfono de Empleador: _____ Empleado Desde: _____

¿Es un Trabajo Temporal? ¿Si? ¿Que tiempo corre la temporada? _____

NADA MAS PARA USO DE INSTRUCTOR

Employment Barriers		Employment Sector	
Labor Force Status			

¿Edades de hijos? (Circule Uno)

<1 1 2 3 4 5 6 7 8 9
10 11 12 13 14 15 16 17 18 18>

¿Cómo está Criando? _____ Con pareja _____ Solo(a) _____ Con algun miembro de familia (padre, abuelo)

¿Necesitaría Cuidado de Niño? _____ ¿Si? Cuales son las edades de los niños: _____

¿Es un cliente de CalWORKs? _____ Si _____ No

Si actualmente esta en CalWORKs no seran contactados por la Escuela de Adulto.

¿Está en algun programa que le asistió para entrar a trabajar? _____ Si _____ No

PERMISO DE LOS MEDIOS

Yo/Nosotros damos permiso para que mi/nuestro estudiante para ser observado(a), entrevistado(a), fotografiado(a) y/o filmado cuando um representante de los medios han sido permitidos por la directora ó el designado que este en la case.

Si ☐ No ☐

FRIMA

Yo verifico que la información en esta Forma de Inscripción de Estudiante es verdadero a lo mejor de mi conocimiento, y entiendo que cualquier información incorrecta podría comprometer mi inscripción.

FIRMA DE ESTUDIANTES _____ **Fecha** _____

FIRMA DEL PADRE/GUARDIÁN _____ **Fecha** _____
(If Student is a Minor)



Adult Education Pathways
609 South Gold Street Yreka, CA 96097

INSTRUCTIONAL SERVICE AGREEMENT

This Instructional Service Agreement ("Agreement") is between the Adult Education Pathways ("consortium"), on behalf of Adult Education Pathways ("AEP") and its Contract Education Department ("Department"), and the Siskiyou County Libraries ("Contractor"), for the provision of certain instructional services within the State of California.

BACKGROUND

- A. The Consortium may enter into an instructional service agreement with a public or private agency for the purpose of providing instruction and training.
- B. The Contractor is a/an County library system, located at 719 4th St, Yreka, CA 96097 and is in the business of county library system literacy program.
- C. AEP after evaluating the course content and instructional guidelines according to the consortium curriculum criteria has determined which of the Contractor's current training classes; qualify for adult education credit, and how much credit can be offered ("Courses").

AGREEMENT

The parties agree as follows:

- 1. **Duration.** This Agreement shall be effective on January 1, 2018 and shall expire on December 31st, 2018 unless terminated under Paragraph 6, or renewed through a written amendment issued under Paragraph 12.
- 2. **Contractor Responsibilities.**
 - A. Contractor shall provide instructors for the Courses. Instructors shall not be considered adjunct faculty for the consortium, and shall not be entitled to any of the benefits to which adjunct faculty are entitled.
 - B. Contractor shall locate the site for the courses in facilities that are appropriate to the needs of specific programs and the consortium standards. Contractor shall provide equipment, supplies, and materials as required for the Courses.
 - C. Contractor shall not provide student roster lists or any educational records such as grades and Social Security numbers, about those Students to any person unless the Student expressly authorizes consortium to disclose such information.
 - D. Contractor shall advise each instructor, before teaching any course covered by this Agreement, about the requirements of this Agreement, and particularly those set forth in Paragraph 2.C.
 - 1.1.1. Contractor instructors shall grade Students according to standards of consortium. Contractor shall return to the consortium, within fourteen (14) days after completion of each Course.
 - E. Contractor shall maintain records of student attendance and achievement, and such records shall be available for review at all times by consortium officials and shall be submitted to the consortium on a scheduled developed by the consortium.
 - F. Contractor certifies that it will not receive additional compensation for the instructional activity to be conducted under this Agreement from any public or private agency, individual or group.
- 3. **District Responsibilities.**
 - A. AEP shall provide Students ancillary and support services including, but not limited to, admissions and registration, counseling and guidance, placement assistance, and record keeping.

- B. AEP shall be responsible for registering the Students for the Courses.
 - 1. Each Student taking a course must be registered at the beginning of the course.
 - 2. AEP shall advise each Student at the time the Student enrolls of the specific costs.
 - 3. AEP must receive a completed student registration form for each Student before AEP will record the Student as enrolled in each course.
 - 4. AEP will enroll any student in a Course who has been admitted to AEP and has met any applicable screening process.
- C. Consortium certifies that it will not receive full compensation for the direct education costs of the Courses from any public or private agency, individual or group.

4. **Billing for Tuition, Facilities and Instructional Services.**

- A. For each Student enrolled in the Program, the consortium will pay contractor per student enrollment.
 - 1. Tuition for each course based on enrollment at the appropriate tuition rate
 - 2. Supplies and materials as appropriate; and
 - 3. Book fees as appropriate.
- B. Contractor shall invoice AEP and AEP shall pay for instructional services as follows: \$5,000 for the 2018 calendar year.

- 5. **Termination.** Either party may terminate this Agreement by giving a thirty (30) day written notice of intent to terminate to the other party. Termination will not be effective until all the Courses in process on the date the notice is given have been completed.
- 6. **Indemnification.** To the fullest extent permitted by law, Contractor shall defend, indemnify, and hold harmless AEP, its officers, officials, agents, employees, and volunteers from and against all claims, damages, losses, and expenses (including but not limited to attorney fees and court costs) arising from the acts, errors, mistakes, omissions, work or service of the Contractor, its agents, employees, or any tier of Contractor's subcontractors in the performance of this Agreement. The insurance requirements of this Agreement will not be construed as limiting the scope of this indemnification.
- 7. **Insurance.** Contractor shall maintain during the term of this Agreement insurance policies for the coverages specified below issued by companies licensed in California. Before providing Services, Contractor shall furnish AEP with certificates of insurance evidencing the coverages, conditions and limits required by this Agreement, at the following address:

The following coverage is required:

- A. **Commercial General Liability** insurance with a limit of not less than \$1,000,000 per occurrence for bodily injury, property damage, personal injury, products and completed operations, including but not limited to, the liability assumed under the indemnification provisions of this Agreement.
- B. **Automobile Liability** insurance with a combined single limit for bodily injury and property damage of not less than \$1,000,000 each occurrence with respect to the Contractor's owned, hired, and non-owned vehicles.
- C. **Workers' Compensation** insurance with limits statutorily required by any Federal or California state law, and **Employer's Liability** insurance of not less than \$100,000 for each accident, \$100,000 disease for each employee, and \$500,000 disease policy limit.

If any insurance policies are written on a "claims made" basis, coverage shall extend for two years past completion and acceptance of the Contractor's work or services and must be evidenced by annual

certificates of insurance. The insurance policies shall be endorsed stating they shall not expire, be cancelled, suspended, voided or materially changed without 30 days written notice by certified mail to District Risk Management. The Contractor's insurance must be primary. If any part of this Agreement is subcontracted, these insurance requirements also apply to all subcontractors.

8. **Nondiscrimination/ADA.**

- A. Contractor shall not illegally discriminate in either the provision of services, or in employment, against any person because of sex, race, national origin, veteran's status, sexual preference or religion. Contractor agrees to comply with all applicable federal and state laws, rules, regulations, and executive orders relating to non-discrimination, affirmative action, and equal employment opportunity.
- B. Contractor's services and facilities shall comply with all applicable laws, including the Americans with Disabilities Act, relating to persons with disabilities.

9. **Governing Law.** This Agreement shall be governed by the laws of the State of California.

10. **Funds Unavailable.** AEP may terminate this Agreement in future fiscal years if funds become unavailable for the programs that this Agreement supports.

11. **Amendment.** The parties may amend this Agreement only through a written amendment signed by representatives of each party who are authorized to sign contracts.

12. **Use of AEP Logo or Name.** Contractor may only use AEP's name or logo for the Courses subject to this Agreement and only with the prior written approval of consortium.

13. **Contractor Professionalism.**

- A. Contractor shall, at all times during this Agreement, provide the services under this Agreement within the highest standards of its profession.
- B. Contractor shall provide notice immediately to the person identified in Paragraph 4.C. of any change in any license or certification required to perform the services. By signing this Agreement, Contractor certifies that it shall, at all times, maintain all applicable licenses or certifications.
- C. Contractor certifies and warrants that the services it provides under this Agreement comply with all applicable laws, regulations, and policies and with this Agreement.

14. **Independent Contractor Certification.** By signing this Agreement, Contractor certifies that it is an independent contractor. Contractor's employees or contractors shall not, at any time, be employees or contractors of AEP's. Contractor shall be solely responsible for paying all applicable taxes and other governmental charges relating to its employees and contractors.

IN WITNESS WHEREOF, authorized representatives of the parties hereto have executed this Agreement on the date specified with their signatures below.

CONTRACTOR

By: _____
(Signature of person authorized to execute Agreement.)

Name: _____
Title: _____
Date: _____

Adult Education Pathways

By: _____
(Signature of person authorized to execute Agreement.)

Name: Heather Stafford
Title: Director
Date: _____



Adult Education Pathways
609 South Gold Street Yreka, CA 96097

INSTRUCTIONAL SERVICE AGREEMENT

This Instructional Service Agreement ("Agreement") is between the Adult Education Pathways ("consortium"), on behalf of Adult Education Pathways ("AEP") and its Contract Education Department ("Department"), and Mountain Medics Inc. ("Contractor"), for the provision of certain instructional services within the State of California.

BACKGROUND

- A. The Consortium may enter into an instructional service agreement with a public or private agency for the purpose of providing instruction and training.
- B. The Contractor is a/an Wilderness, fireline, disaster and ambulatory medicine group, located at 5727 Dunsmuir Ave, Dunsmuir, CA 96025 and is in the business of Mountain Medics Inc.
- C. AEP after evaluating the course content and instructional guidelines according to the consortium curriculum criteria has determined which of the Contractor's current training classes; qualify for adult education credit, and how much credit can be offered ("Courses").

AGREEMENT

The parties agree as follows:

- 1. **Duration.** This Agreement shall be effective on January 1, 2018 and shall expire on June 30th, 2018 unless terminated under Paragraph 6, or renewed through a written amendment issued under Paragraph 12.
- 2. **Contractor Responsibilities.**
 - A. Contractor shall provide instructors for the Courses. Instructors shall not be considered adjunct faculty for the consortium, and shall not be entitled to any of the benefits to which adjunct faculty are entitled.
 - B. Contractor shall locate the site for the courses in facilities that are appropriate to the needs of specific programs and the consortium standards. Contractor shall provide equipment, supplies, and materials as required for the Courses.
 - C. Contractor shall not provide student roster lists or any educational records such as grades and Social Security numbers, about those Students to any person unless the Student expressly authorizes consortium to disclose such information.
 - D. Contractor shall advise each instructor, before teaching any course covered by this Agreement, about the requirements of this Agreement, and particularly those set forth in Paragraph 2.C.
 - 1.1.1. Contractor instructors shall grade Students according to standards of consortium. Contractor shall return to the consortium, within fourteen (14) days after completion of each Course.
 - E. Contractor shall maintain records of student attendance and achievement, and such records shall be available for review at all times by consortium officials and shall be submitted to the consortium on a scheduled developed by the consortium.
 - F. Contractor certifies that it will not receive additional compensation for the instructional activity to be conducted under this Agreement from any public or private agency, individual or group.
- 3. **District Responsibilities.**
 - A. AEP shall provide Students ancillary and support services including, but not limited to, admissions and registration, counseling and guidance, placement assistance, and record keeping.
 - B. AEP shall be responsible for providing enrollment forms for Students for the Courses.

1. Each Student taking a course must be registered at the beginning of the course.
 2. AEP shall advise each Adult Ed referred Student at the time the Student enrolls of the specific costs.
 3. AEP must receive a completed student registration form for each Student before AEP will record the Student as enrolled in each course.
 4. AEP will enroll any student in a Course who has been admitted to AEP and has met any applicable screening process.
- C. Consortium certifies that it will not receive full compensation for the direct education costs of the Courses from any public or private agency, individual or group.

4. **Billing for Tuition, Facilities and Instructional Services.**

- A. For each Student enrolled in the Program, the consortium will pay contractor per student enrollment.
1. Tuition for each course based on enrollment at the appropriate tuition rate
 2. Supplies and materials as appropriate; and
 3. Book fees as appropriate.
- B. Contractor shall invoice AEP and AEP shall pay for instructional services as follows: \$7,000 for the 2017-18 programs.

5. **Termination.** Either party may terminate this Agreement by giving a thirty (30) day written notice of intent to terminate to the other party. Termination will not be effective until all the Courses in process on the date the notice is given have been completed.
6. **Indemnification.** To the fullest extent permitted by law, Contractor shall defend, indemnify, and hold harmless AEP, its officers, officials, agents, employees, and volunteers from and against all claims, damages, losses, and expenses (including but not limited to attorney fees and court costs) arising from the acts, errors, mistakes, omissions, work or service of the Contractor, its agents, employees, or any tier of Contractor's subcontractors in the performance of this Agreement. The insurance requirements of this Agreement will not be construed as limiting the scope of this indemnification.
7. **Insurance.** Contractor shall maintain during the term of this Agreement insurance policies for the coverages specified below issued by companies licensed in California. Before providing Services, Contractor shall furnish AEP with certificates of insurance evidencing the coverages, conditions and limits required by this Agreement, at the following address:

The following coverage is required:

- A. **Commercial General Liability** insurance with a limit of not less than \$1,000,000 per occurrence for bodily injury, property damage, personal injury, products and completed operations, including but not limited to, the liability assumed under the indemnification provisions of this Agreement.
- B. **Automobile Liability** insurance with a combined single limit for bodily injury and property damage of not less than \$1,000,000 each occurrence with respect to the Contractor's owned, hired, and non-owned vehicles.
- C. **Workers' Compensation** insurance with limits statutorily required by any Federal or California state law, and **Employer's Liability** insurance of not less than \$100,000 for each accident, \$100,000 disease for each employee, and \$500,000 disease policy limit.

If any insurance policies are written on a "claims made" basis, coverage shall extend for two years past completion and acceptance of the Contractor's work or services and must be evidenced by annual certificates of insurance. The insurance policies shall be endorsed stating they shall not expire, be cancelled, suspended, voided or materially changed without 30 days written notice by certified mail to District Risk

Management. The Contractor's insurance must be primary. If any part of this Agreement is subcontracted, these insurance requirements also apply to all subcontractors.

8. Nondiscrimination/ADA.

- A. Contractor shall not illegally discriminate in either the provision of services, or in employment, against any person because of sex, race, national origin, veteran's status, sexual preference or religion. Contractor agrees to comply with all applicable federal and state laws, rules, regulations, and executive orders relating to non-discrimination, affirmative action, and equal employment opportunity.
- B. Contractor's services and facilities shall comply with all applicable laws, including the Americans with Disabilities Act, relating to persons with disabilities.

9. Governing Law. This Agreement shall be governed by the laws of the State of California.

10. Funds Unavailable. AEP may terminate this Agreement in future fiscal years if funds become unavailable for the programs that this Agreement supports.

11. Amendment. The parties may amend this Agreement only through a written amendment signed by representatives of each party who are authorized to sign contracts.

12. Use of AEP Logo or Name. Contractor may only use AEP's name or logo for the Courses subject to this Agreement and only with the prior written approval of consortium.

13. Contractor Professionalism.

- A. Contractor shall, at all times during this Agreement, provide the services under this Agreement within the highest standards of its profession.
- B. Contractor shall provide notice immediately to the person identified in Paragraph 4.C. of any change in any license or certification required to perform the services. By signing this Agreement, Contractor certifies that it shall, at all times, maintain all applicable licenses or certifications.
- C. Contractor certifies and warrants that the services it provides under this Agreement comply with all applicable laws, regulations, and policies and with this Agreement.

14. Independent Contractor Certification. By signing this Agreement, Contractor certifies that it is an independent contractor. Contractor's employees or contractors shall not, at any time, be employees or contractors of AEP's. Contractor shall be solely responsible for paying all applicable taxes and other governmental charges relating to its employees and contractors.

IN WITNESS WHEREOF, authorized representatives of the parties hereto have executed this Agreement on the date specified with their signatures below.

CONTRACTOR

By: _____
(Signature of person authorized to execute Agreement.)

Name: _____
Title: _____
Date: _____

Adult Education Pathways

By: _____
(Signature of person authorized to execute Agreement.)

Name: Heather Stafford
Title: Director
Date: _____



Adult Education Pathways
609 South Gold Street Yreka, CA 96097

INSTRUCTIONAL SERVICE AGREEMENT

This Instructional Service Agreement ("Agreement") is between the Adult Education Pathways ("consortium"), on behalf of Adult Education Pathways ("AEP") and its Contract Education Department ("Department"), and First 5 Siskiyou ("Contractor"), for the provision of certain instructional services within the State of California.

BACKGROUND

- A. The Consortium may enter into an instructional service agreement with a public or private agency for the purpose of providing instruction and training.
- B. The Contractor is a/an children and families commission, located at 310 N. Mt. Shasta Blvd., Suite 5. Mt. Shasta, CA 96067 and is in the non-profit business as First 5 Siskiyou.
- C. AEP after evaluating the course content and instructional guidelines according to the consortium curriculum criteria has determined which of the Contractor's current training classes; qualify for adult education credit, and how much credit can be offered ("Courses").

AGREEMENT

The parties agree as follows:

- 1. **Duration.** This Agreement shall be effective on January 1, 2018 and shall expire on June 30th, 2018 unless terminated under Paragraph 6, or renewed through a written amendment issued under Paragraph 12.
- 2. **Contractor Responsibilities.**
 - A. Contractor shall provide instructors for the Courses. Instructors shall not be considered adjunct faculty for the consortium, and shall not be entitled to any of the benefits to which adjunct faculty are entitled.
 - B. Contractor shall locate the site for the courses in facilities that are appropriate to the needs of specific programs and the consortium standards. Contractor shall provide equipment, supplies, and materials as required for the Courses.
 - C. Contractor shall not provide student roster lists or any educational records such as grades and Social Security numbers, about those Students to any person unless the Student expressly authorizes consortium to disclose such information.
 - D. Contractor shall advise each instructor, before teaching any course covered by this Agreement, about the requirements of this Agreement, and particularly those set forth in Paragraph 2.C.
 - 1.1.1. Contractor instructors shall grade Students according to standards of consortium. Contractor shall return to the consortium, within fourteen (14) days after completion of each Course.
 - E. Contractor shall maintain records of student attendance and achievement, and such records shall be available for review at all times by consortium officials and shall be submitted to the consortium on a scheduled developed by the consortium.
 - F. Contractor certifies that it will not receive additional compensation for the instructional activity to be conducted under this Agreement from any public or private agency, individual or group.
- 3. **District Responsibilities.**
 - A. AEP shall provide Students ancillary and support services including, but not limited to, admissions and registration, counseling and guidance, placement assistance, and record keeping.
 - B. AEP shall be responsible for providing enrollment forms for Students for the Courses.

1. Each Student taking a course must be registered at the beginning of the course.
 2. AEP shall advise each Adult Ed referred Student at the time the Student enrolls of the specific costs.
 3. AEP must receive a completed student registration form for each Student before AEP will record the Student as enrolled in each course.
 4. AEP will enroll any student in a Course who has been admitted to AEP and has met any applicable screening process.
- C. Consortium certifies that it will not receive full compensation for the direct education costs of the Courses from any public or private agency, individual or group.

4. **Billing for Tuition, Facilities and Instructional Services.**

- A. For each Student enrolled in the Program, the consortium will pay contractor per student enrollment.
1. Tuition for each course based on enrollment at the appropriate tuition rate
 2. Supplies and materials as appropriate; and
 3. Book fees as appropriate.
- B. Contractor shall invoice AEP and AEP shall pay for instructional services as follows: \$15,000 for the 2017-18 programs.

5. **Termination.** Either party may terminate this Agreement by giving a thirty (30) day written notice of intent to terminate to the other party. Termination will not be effective until all the Courses in process on the date the notice is given have been completed.
6. **Indemnification.** To the fullest extent permitted by law, Contractor shall defend, indemnify, and hold harmless AEP, its officers, officials, agents, employees, and volunteers from and against all claims, damages, losses, and expenses (including but not limited to attorney fees and court costs) arising from the acts, errors, mistakes, omissions, work or service of the Contractor, its agents, employees, or any tier of Contractor's subcontractors in the performance of this Agreement. The insurance requirements of this Agreement will not be construed as limiting the scope of this indemnification.
7. **Insurance.** Contractor shall maintain during the term of this Agreement insurance policies for the coverages specified below issued by companies licensed in California. Before providing Services, Contractor shall furnish AEP with certificates of insurance evidencing the coverages, conditions and limits required by this Agreement, at the following address:

The following coverage is required:

- A. **Commercial General Liability** insurance with a limit of not less than \$1,000,000 per occurrence for bodily injury, property damage, personal injury, products and completed operations, including but not limited to, the liability assumed under the indemnification provisions of this Agreement.
- B. **Automobile Liability** insurance with a combined single limit for bodily injury and property damage of not less than \$1,000,000 each occurrence with respect to the Contractor's owned, hired, and non-owned vehicles.
- C. **Workers' Compensation** insurance with limits statutorily required by any Federal or California state law, and **Employer's Liability** insurance of not less than \$100,000 for each accident, \$100,000 disease for each employee, and \$500,000 disease policy limit.

If any insurance policies are written on a "claims made" basis, coverage shall extend for two years past completion and acceptance of the Contractor's work or services and must be evidenced by annual certificates of insurance. The insurance policies shall be endorsed stating they shall not expire, be cancelled, suspended, voided or materially changed without 30 days written notice by certified mail to District Risk

Management. The Contractor's insurance must be primary. If any part of this Agreement is subcontracted, these insurance requirements also apply to all subcontractors.

8. Nondiscrimination/ADA.

- A. Contractor shall not illegally discriminate in either the provision of services, or in employment, against any person because of sex, race, national origin, veteran's status, sexual preference or religion. Contractor agrees to comply with all applicable federal and state laws, rules, regulations, and executive orders relating to non-discrimination, affirmative action, and equal employment opportunity.
- B. Contractor's services and facilities shall comply with all applicable laws, including the Americans with Disabilities Act, relating to persons with disabilities.

9. Governing Law. This Agreement shall be governed by the laws of the State of California.

10. Funds Unavailable. AEP may terminate this Agreement in future fiscal years if funds become unavailable for the programs that this Agreement supports.

11. Amendment. The parties may amend this Agreement only through a written amendment signed by representatives of each party who are authorized to sign contracts.

12. Use of AEP Logo or Name. Contractor may only use AEP's name or logo for the Courses subject to this Agreement and only with the prior written approval of consortium.

13. Contractor Professionalism.

- A. Contractor shall, at all times during this Agreement, provide the services under this Agreement within the highest standards of its profession.
- B. Contractor shall provide notice immediately to the person identified in Paragraph 4.C. of any change in any license or certification required to perform the services. By signing this Agreement, Contractor certifies that it shall, at all times, maintain all applicable licenses or certifications.
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14. Independent Contractor Certification. By signing this Agreement, Contractor certifies that it is an independent contractor. Contractor's employees or contractors shall not, at any time, be employees or contractors of AEP's. Contractor shall be solely responsible for paying all applicable taxes and other governmental charges relating to its employees and contractors.

IN WITNESS WHEREOF, authorized representatives of the parties hereto have executed this Agreement on the date specified with their signatures below.

CONTRACTOR

By: _____
(Signature of person authorized to execute Agreement.)

Name: _____
Title: _____
Date: _____

Adult Education Pathways

By: _____
(Signature of person authorized to execute Agreement.)

Name: Heather Stafford
Title: Director
Date: _____



Adult Education Pathways
800 College Avenue, Weed, CA 96094

INSTRUCTIONAL SERVICE AGREEMENT

This Instructional Service Agreement ("Agreement") is between the Adult Education Pathways ("consortium"), on behalf of Adult Education Pathways ("AEP") and its Contract Education Department ("Department"), and Black Fox Timber Management Group Inc. ("Contractor"), for the provision of certain instructional services within the State of California.

BACKGROUND

- A. The Consortium may enter into an instructional service agreement with a public or private agency for the purpose of providing instruction and training.
- B. The Contractor is a/an Forest/Timber Management Group, located at 105 E Minnesota Ave McCloud, CA 96057 and is in the business of Black Fox Timber Management Group Inc.
- C. AEP after evaluating the course content and instructional guidelines according to the consortium curriculum criteria has determined which of the Contractor's current training classes; qualify for adult education credit, and how much credit can be offered ("Courses").

AGREEMENT

The parties agree as follows:

- 1. **Duration.** This Agreement shall be effective on January 1, 2018 and shall expire on June 30th, 2018 unless terminated under Paragraph 6, or renewed through a written amendment issued under Paragraph 12.
- 2. **Contractor Responsibilities.**
 - A. Contractor shall provide instructors for the Courses. Instructors shall not be considered adjunct faculty for the consortium, and shall not be entitled to any of the benefits to which adjunct faculty are entitled.
 - B. Contractor shall locate the site for the courses in facilities that are appropriate to the needs of specific programs and the consortium standards. Contractor shall provide equipment, supplies, and materials as required for the Courses.
 - C. Contractor shall not provide student roster lists or any educational records such as grades and Social Security numbers, about those Students to any person unless the Student expressly authorizes consortium to disclose such information.
 - D. Contractor shall advise each instructor, before teaching any course covered by this Agreement, about the requirements of this Agreement, and particularly those set forth in Paragraph 2.C.
 - 1.1.1. Contractor instructors shall grade Students according to standards of consortium. Contractor shall return to the consortium, within fourteen (14) days after completion of each Course.
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 - F. Contractor certifies that it will not receive additional compensation for the instructional activity to be conducted under this Agreement from any public or private agency, individual or group.
- 3. **District Responsibilities.**
 - A. AEP shall provide Students ancillary and support services including, but not limited to, admissions and registration, counseling and guidance, placement assistance, and record keeping.
 - B. AEP shall be responsible for registering the Students for the Courses.

1. Each Student taking a course must be registered at the beginning of the course.
 2. AEP shall advise each Student at the time the Student enrolls of the specific costs.
 3. AEP must receive a completed student registration form for each Student before AEP will record the Student as enrolled in each course.
 4. AEP will enroll any student in a Course who has been admitted to AEP and has met any applicable screening process.
- C. Consortium certifies that it will not receive full compensation for the direct education costs of the Courses from any public or private agency, individual or group.

4. **Billing for Tuition, Facilities and Instructional Services.**

- A. For each Student enrolled in the Program, the consortium will pay contractor per student enrollment.
1. Tuition for each course based on enrollment at the appropriate tuition rate
 2. Supplies and materials as appropriate; and
 3. Book fees as appropriate.
- B. Contractor shall invoice AEP and AEP shall pay for instructional services as follows: \$6,500 for the 2017-18 program.

5. **Termination.** Either party may terminate this Agreement by giving a thirty (30) day written notice of intent to terminate to the other party. Termination will not be effective until all the Courses in process on the date the notice is given have been completed.
6. **Indemnification.** To the fullest extent permitted by law, Contractor shall defend, indemnify, and hold harmless AEP, its officers, officials, agents, employees, and volunteers from and against all claims, damages, losses, and expenses (including but not limited to attorney fees and court costs) arising from the acts, errors, mistakes, omissions, work or service of the Contractor, its agents, employees, or any tier of Contractor's subcontractors in the performance of this Agreement. The insurance requirements of this Agreement will not be construed as limiting the scope of this indemnification.
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- C. **Workers' Compensation** insurance with limits statutorily required by any Federal or California state law, and **Employer's Liability** insurance of not less than \$100,000 for each accident, \$100,000 disease for each employee, and \$500,000 disease policy limit.

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11. **Amendment.** The parties may amend this Agreement only through a written amendment signed by representatives of each party who are authorized to sign contracts.
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 - C. Contractor certifies and warrants that the services it provides under this Agreement comply with all applicable laws, regulations, and policies and with this Agreement.
14. **Independent Contractor Certification.** By signing this Agreement, Contractor certifies that it is an independent contractor. Contractor's employees or contractors shall not, at any time, be employees or contractors of AEP's. Contractor shall be solely responsible for paying all applicable taxes and other governmental charges relating to its employees and contractors.

IN WITNESS WHEREOF, authorized representatives of the parties hereto have executed this Agreement on the date specified with their signatures below.

CONTRACTOR

By: _____
(Signature of person authorized to execute Agreement.)

Name: _____
Title: _____
Date: _____

Adult Education Pathways

By: _____
(Signature of person authorized to execute Agreement.)

Name: Heather Stafford
Title: Director
Date: _____

Memo

To: Siskiyou Adult Pathways Consortium; Director, Heather Stafford

From: Randall Baker, Curriculum Coordinator

Date: May 23, 2018

Subject: Proposal for Curriculum Coordinator contract

As you are aware, my contract for the position of curriculum coordinator ends June 31. I have put together a proposal in case the consortium would like to continue me in this work.

I do see value in maintaining contact and coordination with site instructors on a routine bases. Their collaboration for maintenance of instructional practices, and curriculum is critical. Site instructors also have routine questions regarding ordering of material, course requirements for diploma and certifications, curriculum updates, assessments, licensing, and outside programs, etc.... They need to bounce these questions off of someone with knowledge and experience. I can provide this. The site instructors should continue meeting at least 4 times per year to collaborate together. I would lead and coordinate these meetings.

Additional needs for the consortium with respect to the curriculum coordinator position:

- There is also a need to work on the “elective program” not only to share what sites are using but to improve and develop new courses/programs for elective options. There are multiple options for students to use as elective credit that meet diploma requirements. These options should be documented so sites can communicate better to their students, and the consortium can use in promoting to the communities.
- There is a need for continued coordination of curriculum license training for instructors. These are programs such as ACT Career Ready, GED Academy, NewsEla, Community Pro, and CASAS. Scheduling and setup of these professional growth workshops so instructors have a chance to learn and practice is critical.
- There is a need for assistance in business and industry outreach. A large area of need is to have our certification program in tact. Certifications such as National Career Readiness, Media & Communications-level 1, Office Clerical-level 1, Child & Youth Care Worker-level 1, Hospitality-level 1, National World of Work, and others require that we have industry partners aware and on board so students can compete and have a natural stepping stone into jobs.

If you would like to renew my services as an independent contractor, here are my fees.

20 hours per month @ \$50 per hour + travel expenses.