

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 27, 2018, 6:01 PM UTC Action Taskman

## 25 Lassen-Modoc Adult Education Consortium

### Plans & Goals - Consortium Approved

#### Executive Summary

“The Lassen-Modoc Adult Education Consortium (formerly Lassen County AB86 Consortium) is dedicated to meeting the needs of the community and local employers by providing adult education opportunities in Lassen and Modoc County. Adult learners will complete high school diplomas or equivalencies, acquire and improve English Language development and literacy skills, and vocational skills with short-term CTE classes. By obtaining educational and employment skills this provides adult learners the opportunities to obtain meaningful employment and participate effectively as productive workers, family members, and citizens in the community.” This was the Mission statement that the consortium adopted on May 16, 2014. The mission statement, vision and the goals of the consortium have remained consistent moving forward from AB86 planning to AEBG implementation and now into California Adult Education. The consortium agrees annually upon these goals and their top priorities by allocating funding to service each of the eight communities in their service region with AEBG adult education programs. The vision of the Lassen County AB86 Consortium agreed upon in 2014: “Providing preparation and skills needed for employment, career advancement, continuing education, and personal growth for our local residents”. The vision aligns with the consortium goals “To have a seamless way adults will complete their education and employment skills (diploma equivalency and vocational training) to enter the workforce.” Services for adult learners have been aligned between consortium member programs that include seven educational school districts, two county offices of education, the community college, one charter school, local agencies and workforce. Continuing with the 2017-18 year programs that offered literacy classes and workshops, ESL and citizenship classes, high school diplomas or equivalency with GED or Hiseq preparation and testing, and training instructional specialists/parents to assist school children; the consortium provides many educational opportunities for the adult learner. The CTE offerings with employment skills include classes or workshops for computer applications and graphic arts, construction, welding, automotive, and culinary/food service, CPR and basic firefighter safety, as requested by our regional employers. In May 2018 the consortium listened to twenty-five programs request funding for the 2018-19 school year. At the July 2018 consortium meeting the school district allocations were confirmed with agreement to fund eleven school sites with a variety of diploma equivalency programs, CTE short-term classes for basic employment skills, staff and parent training for student success, a Career Pathways program, a Parent University program, Jail Education programs in two counties, a Behavioral Health specialist and an AEBG Counselor. New goals for 2018-19 include: 1. To ease the transition process for the adult learner we will align all consortium programs with pathways and referrals to higher education or employment. 2. Utilize our student data collection to measure the student outcomes for the effectiveness of programs currently offered and design of future programs. 3. Develop more engagement and stronger partnerships between education, local agencies and workforce in the communities to align programs and meet employer's needs. 4. Create a marketing campaign for outreach to all rural communities in our service region to showcase programs currently offered.

#### Regional Planning Overview

The advantage in developing the next 3-year plan due in May 2019, will be the ability to utilize the prior three year collection of student data from enrollments, outcomes and transitions to higher education or employment. The review of school district member's prior allocations and fiscal expenditures for program offerings will provide data for each district's fiscal effectiveness. Comparing student enrollments and outcomes with the fiscal cost of programs at each school district will identify which school districts are providing adult education services successfully. All of this data was not available to analyze at the start of the program implementation in 2015 when the first 3-year regional plan was written. The consortium work groups will confirm our consortium priorities are being met with effective programs and allocation expenditures are fiscally sound and both follow AEBG guidance. Analyzing the student data collected for the past three years to identify student enrollments, completions, outcomes and transitions will inform our consortium about the adult learner needs in regard to future planning. This compilation of student data will be used to make decisions for programming needs in our rural regional

areas and benchmark which programs need to be expanded, revised or discontinued. With a vast array of student data reports in the CASAS TE adult student database, the consortium will have access to student outcomes and transitions. Comparing our collected student data with local labor market data in our service region will guide the consortium in making decisions about future adult program offerings. The consortium meetings will continue to be the recognizable forum in the community between adult education and workforce that link programs to local employment needs. With the consortium membership of school districts and business partners a large networking group of professionals meet to discuss the regional needs of adult learners. The consortium will review the effectiveness of the implementation programs during the AEBG phase and evaluate the student successes and transitions in to higher education or job placements.

## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

Lack of a high school diploma or equivalency. This is the number one priority recognized in our regional service areas that effects employment potential for young adults.

#### How do you know? What resources did you use to identify these gaps?

Research done for AB86 planning and labor market data, along with discussions with local employers identified this need for young adults to complete a high school diploma or equivalency for employment.

#### How will you measure effectiveness / progress towards meeting this need?

To measure the effectiveness of diploma programs will be the review of student data for enrollments and completions. The consortium has added more diploma equivalency programs in outlying school districts. These include basic preparation classes for Hiset testing, Independent Study diplomas, Diploma Gold night classes, evening diploma classes at four rural school sites, and GED preparation workshops at the local library and inside the two county jail facilities. With a variety of diploma completion programs that include night or morning classes, online or face-to-face classes, independent study for high school diplomas, Hiset or GED prep and testing; all support the adult learner to complete a high school diploma or equivalency with a variety of delivery methods. These diploma completion or high school equivalency programs are offered at our member sites: 1. Big Valley School District has an evening diploma completion class. 2. Lassen College offers a Basic Skills Pre High School Equivalency non-credit class for Hiset test preparation and Hiset testing. 3. Lassen College partners with Lassen Library Literacy program to offer lower level functional literacy classes for basic skills in reading and writing needed in diploma classes. 4. Lassen College partners with Lassen Library Literacy program to offer classes with direct instruction for GED test preparation, tutoring, and GED test vouchers. (Lassen Library is a Pearson Vue test center) 5. Lassen County Office of Education offers educational opportunities for incarcerated adults at the county jail for attainment of a high school diploma or GED with basic reading and writing skills, and GED testing. 6. Lassen High School Diploma Gold program offers evening classes for a high school diploma at the local high school and the Susanville Indian Rancheria. 7. Long Valley Charter School offers diploma night classes in three rural communities with online or textbook curriculum. These include additional math and tutoring support services. 8. Modoc County Office of Education partners with the TEACH agency to offer GED classes for incarcerated adults at the county jail for instruction and GED tutoring with basic reading and writing skills, and GED testing. Evaluating the student data for enrollments and completions in these diploma programs will provide information about student success. Graduation rates and testing completions within each program will be measured at school sites to track the number of adult learners served and student outcomes. Continuing students in a Hiset preparation program will be assessed with the Tab e assessments. Continuing students in a diploma or GED program will be assessed with the CASAS Pre and Post assessment testing for basic skill level gains.

### Regional Need #2

#### Gaps in Service / Regional Needs

Short-term CTE classes with skills needed for employment.

#### How do you know? What resources did you use to identify these gaps?

Research done for AB86 planning and discussions with local employers and local agencies identified the CTE skills needed for young adults to enter employment in specific skilled areas. Employer requests for workforce skills in CTE areas of welding, construction, culinary and food safety, computer applications, basic fire science, CPR, basic automotive, and agriculture business.

#### **How will you measure effectiveness / progress towards meeting this need?**

Enrollments in short-term CTE classes, certificates of class completions, CTE course assessments, and job placements will measure effectiveness of these CTE programs. CTE skill testing and hands-on assessments done in CTE classes of enrolled students will measure skill gains. Tracking progress of adult learners and follow up for employment outcomes in the local service region will provide student outcomes. Short-term CTE night classes for adults are now offered at K12 member school sites. Offerings are in welding, construction wood shop, culinary and food safety, computer applications and graphic arts skills, and basic automotive. These CTE classes or workshops were offered in 2017-18 at our member K12 school sites: 1. Fort Sage School District offered evening Welding and Automotive classes in two levels for adult learners. 2. Lassen High District offered a Career Education program for adults with CTE computer application courses in Microsoft Office, and Construction trades courses with certificates of completion for job placement or job advancement. 3. Modoc High School District offered evening adult classes in welding and fabrication to enhance employment potential. 5. Surprise Valley District offered the evening adult welding class that focuses on shop safety, welding, plasma and CNC design skills. 6. Westwood School District offered adult CTE classes that focus on specialized skills in computer applications, AG mechanics/welding, wood shop and food service. 7. Lassen College Automotive offered two non-credit classes in basic automotive maintenance with entry skills for employment. 8. Lassen College Fire Science offered non-credit basic pump operations with a certificate for employment.

### **Regional Need #3**

#### **Gaps in Service / Regional Needs**

Ease of transition between programs for the adult learner.

#### **How do you know? What resources did you use to identify these gaps?**

Research done for AB86 planning and discussions with local school districts and the community college showed a lack of the adult student knowledge to transition to the next level of education, vocational training, or employment.

#### **How will you measure effectiveness / progress towards meeting this need?**

Pathways to education and employment the adult learner understands for ease of the transition between programs. Counseling is needed for student transitions and to assist students with education, vocational training, and employment placements. The number of adult students that complete an educational or career plan will provide effective data. Students enrolled in classes with an educational goal have greater retention as a full time student and more success at degree completion or employment. Outreach and recruitment by counselors and staff at the school sites will increase enrollments in adult programs. Networking between educational districts and local agencies to ensure all adult students are aware of programs offered and pathways for transitions will enable students to progress to the next level.

### **Regional Need #4**

#### **Gaps in Service / Regional Needs**

Literacy, ESL and Citizenship classes for adult students

#### **How do you know? What resources did you use to identify these gaps?**

Research done for AB86 planning and outreach for student data and class enrollments. Site visits to the classes to collect student data, completed class surveys, and talking with students about their needs. Local employers request for increased literacy and English skills for adults. Lack of school funding to initiate these programs for adult learners.

#### **How will you measure effectiveness / progress towards meeting this need?**

Enrollments and completions in the Literacy and ESL classes or workshops. Providing a pre and post assessment testing with CASAS for these Literacy or ESL classes provided the instructor with a benchmark for student skill gains. Evening classes are offered with the Lassen Literacy program aligned between the community college and the local Library. These classes were offered at the Lassen Library and Shaffer School weekly. Literacy classes and workshops focus on lower-level functioning literacy and provide individual tutoring. Family literacy workshops are offered at the library one Saturday a month to provide

parents, grandparents, caregivers and community members, the literacy assistance and sharing with young readers for student reading success. This year literacy will expand at the college with workshops hosted by authors to develop the reading and writing process with adult learners. ESL classes are offered at two locations: Shaffer School and the Lassen Library on alternating evenings weekly. The citizenship class aligned with the existing ESL class was requested by the current ESL students last year. Adding a citizenship class provides participants the opportunity for additional educational and employment opportunities within the community. Scheduling the Literacy classes and the ESL and Citizenship classes on the same afternoon and evenings at both the Lassen Library and Shaffer School sites allows adult learners to attend a sequence of classes at one location. (These learning sites are twenty miles apart). These classes are offered year round, provide a translator as a class aide, and offer childcare. Enrollments have increased and assessment pre and post tests show student skill gains.

## **Regional Need #5**

### **Gaps in Service / Regional Needs**

Training adults and school staff with necessary skills to assist students to succeed academically.

### **How do you know? What resources did you use to identify these gaps?**

Employer requests for basic skills needed by employees working with school children. Parent requests for training to understand common core curriculum to assist children.

### **How will you measure effectiveness / progress towards meeting this need?**

Participation in workshops and classes offering basic academic skills for employment or parents assisting students. Completions and progress of adult learners that attend training's and obtain or transition in employment. Improved student academic performance that supports student success. Training's will be offered at Big Valley School, Modoc High School, Modoc County Office of Education and Lassen High School for staff, parents and community volunteers working with school children.

## **Gaps In Service**

### **New Strategies**

#### **Strategy #1**

Develop a pathway to transition adult students easily from one program to the next.

#### **Strategy #2**

Update curriculum and align transitions between CTE programs at K12 adult schools and community college that meet the basic employment skills and current technology needed by local employers.

#### **Strategy #3**

Develop stronger relationships with local employers to understand their needs and ensure our programs are aligned to meet those needs in our service region.

#### **Strategy #4**

Develop a marketing campaign for outreach to ensure all communities are aware of the local program offerings for adult learners.

## **Seamless Transitions**

## **New Strategies**

### **Strategy #1**

Pathways and transitions to higher education and employment will be connected at the eleven consortium sites with our new AEBG Counselor, support staff, Behavioral Health Specialist, and Career Development Pathways programs. A consortium AEBG counselor will now travel to the outlying school sites to assist the instructors with counseling and student support services for transitions.

### **Strategy #2**

Development of a marketing campaign to create awareness in remote regional areas of adult program offerings and connections between programs. This would increase enrollments in diploma programs, short-term CTE classes, literacy workshops and academic skill workshops for adult learners.

## **Student Acceleration**

### **New Strategies**

#### **Strategy #1**

Developing an alignment of educational services across the region that fast track adult learners to employment. Including a referral service for transitions and support services for students.

#### **Strategy #2**

Counseling services for adult learners. Individualized instruction for diploma completion programs is provided by instructors at six school sites and adult learners will now have the advantage of a counselor and pathway transitions outline to secondary education or employment.

## **Professional Development**

### **New Strategies**

#### **Strategy #1**

Consortium meetings are fully implemented with monthly or bi-monthly meetings for consortium members, partners, and community members and include 20 to 30 attending. Discussions center on current adult programs outcomes for diploma completions, CTE classes, Literacy and ESL classes, and transitions to higher education or employment. Instructors share program success with the consortium and the latest program developments.

#### **Strategy #2**

Member participation is provided for state offered conferences and training's for networking, and opportunities for each member school district to send a participant. School members attended AEBG, CCAE, CWA, COABE, and CASAS training's or conferences prior and will continue to do so. It is important that all instructors and support staff working with adult education to network together for training and sharing of regional information to fully understand effective programs in California Adult Education. AEBG webinar training's were attended by staff working with student data or NOVA fiscal data. Regional training for data compliance required by California Adult Education is attended by our staff members.

## Leveraging Resources

### New Strategies

#### Strategy #1

**Jail Education** The consortium has expanded educational opportunities into the local county jail classrooms in both Lassen and Modoc County. Offering the incarcerated a GED program with testing preparation classes and GED tests on site has enabled several students to obtain a GED in the first classes in 2017-18. Implementing the CASAS pre and post assessment tests to all of the adult learners provides a student data element to show skill gains within the core subjects. These educational opportunities will expand with CTE classes and transition services for incarcerated learners in 2018-19.

#### Strategy #2

Align consortium programs with education, workforce and local agencies for ease of student transition between programs. The AEBG Counselor will now assist adults with information and opportunities to transition to higher education or career pathways. To align all of these educational services and pathways to employment is a collaborative effort for referrals within the consortium to assist the counselor. With the collaboration between the schools districts, business partnerships, and county agencies in the consortium, the services for adult education will be prioritized and aligned to meet the regional needs according to the California Adult Education requirements and guidance.

## Fiscal Management

**A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your AEBG 3-year plan.**

All of the consortium allocations align with our regional needs in our consortium's prior regional and annual plans. Diploma completions or equivalencies and short-term CTE classes for employment remain the top priorities. ESL and Literacy are needed for the diploma completions and citizenship tests. These are all reflected in our plans as pathways to employment.

**Mini Grant Process for funding consortium programs** It was agreed upon by the consortium at their October 21, 2015 meeting to adopt the Mini Grant application process to decide on school district's allocation funding for AEBG programs. All mini grant applications will be brought to the consortium for approval of programs and funding. The mini grant developed for the consortium includes project description, objectives, activities, timelines, budget, performance outcomes and responsible persons. Continuing this mini grant application process has proved effective for the consortium with the communication for adult education program requests of each school district. Each allocation request is presented to the consortium, discussion and Q & A follow. A consortium review committee then meets to dissect the applications and sends their recommendations back to the consortium. The consortium then discusses the allocations and votes to approve or deny funding based on such factors as enrollments, outcomes and carryover funds remaining. The process involves everyone in the consortium and all school district members requesting funding. With NOVA the school sites are inputting fiscal data and expenditures are reviewed for compliance with AEBG fiscal guidance. Each school district mini grant budget and expenditures are reviewed by the consortium fiscal office for program compliance with their allocation from the consortium.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19.**

To utilize the carryover funds the consortium has approved twenty mini grant programs in the AEBG program areas for the 2018-19 year. During the first year (15-16) of AEBG only five mini grant programs were implemented. In the second year of AEBG (16-17) fifteen mini grant programs were implemented, and in the third year (17-18) of AEBG twenty programs were implemented. The growth of the consortium from five AEBG programs in five school districts to twenty AEBG programs in eleven districts is considerable for our small rural area. Support staff to service all of the consortium eleven school district sites has been hired for the 2018-19 school year. The consortium has hired an AEBG Counselor, Career Pathway Specialist, and contracted with a Behavioral Health Specialist to meet the needs of the adult learners in our service region. Additional carryover not utilized or accepted as a prior allocation has been re-distributed to school districts showing a need for

increased funding in their AEBG programs, with increased student enrollments that require expanding existing classes to accommodate learners. As school districts implemented more programs the consortium improved their allocations using carryover funds to meet their increased adult education program needs.

## Certification

### Big Valley Joint Unified School District, Member Representative

Paula Silva  
Dianne Parady

Approved

2018-08-23

### Fort Sage Unified School District, Member Representative

Gwen Pacheco  
Dr. Chris Bonn

Approved

2018-08-23

### Lassen CCD, Member Representative

Marlon Hall  
Paige Broglio  
Dave Clausen  
Meggin Lewman  
Terry Bartley

Approved

2018-08-24

### Lassen County Office of Education, Member Representative

Patricia Gunderson

Approved

2018-08-23

Lassen Union High School District, Member Representative

Bill McCabe  
Cori Shields

Approved

2018-08-27

Long Valley Charter School, Member Representative

Sherri Morgan

Approved

2018-08-24

Modoc County Office of Education, Member Representative

Mike Martin  
Leslie Corder

Approved

2018-08-23

Modoc Joint Unified School District, Member Representative

Tom O'Malley  
Elizabeth Guzman

Approved

2018-08-23

Shaffer Elementary School District, Member Representative

Jeff Baker  
Dianne Parady



Approved

2018-08-24

**Surprise Valley Joint Unified School District, Member Representative**

**BillieJo Young**  
**Misti Norby**

Approved

2018-08-24

**Westwood Unified School District, Member Representative**

**Courtney Russell**  
**Michael Altenburg**

Approved

2018-08-24



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