

Section 1: Consortium Information

• **LASSEN-MODOC ADULT EDUCATION CONSORTIUM**

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Lassen-Modoc Adult Education Consortium

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School Members	Partner Representatives	Fiscal Agent
Lassen Community College	Alliance for Workforce Dev.	Lassen Community College District
Lassen High School District	Lassen Library District	
Big Valley School District	Lassen County Social Services	
Modoc High School District	Lassen County Sheriff's Dept.	
Surprise Valley District	Lassen County Jail	
Shaffer School District	Modoc County Jail	
Westwood School District	Susanville Indian Rancheria	
Fort Sage School District	Modoc TEACH Agency	
Long Valley Charter School	Banner Lassen Medical Center	
Lassen County Office Education	Kirack Construction	
Modoc County Office of Education	U.S. Forest Service	Terry Bartley
	City of Susanville	Interim VP of Administrative Services
	Retired school officials	
	Community Members	

Administrative Project Director, Coordinator of Special Grant Programs, Secretary, Fiscal Technician, AEBG Counselor, CCCCO and CDE Adult Education Office staff

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Section 2: Comprehensive Regional Three-Year Plan

2.1 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. The Lassen-Modoc Adult Education (LMAE) Consortium continues to reaffirm their goals and priorities annually at their consortium planning meetings. The primary focus areas that align with AB104 for adult learner outcomes, have remained consistent since the inception of the consortium in 2014: Increase high school diplomas or equivalency completions, improve literacy levels, and implement CTE programs that provide the skills for adults to obtain entry-level employment.

To address the educational and employment skills the community employers request of new employees, the consortium created academic and career pathway programs between the K12 schools and the community college for the adult students. With the implementation phase of the Adult Education Block Grant (AEBG), funding new programs at eleven sites provided adult learners the opportunities to attend classes (at either the K12 adult classes or the community college) to complete high school diplomas or equivalencies, acquire and improve English Language development and literacy skills, and obtain vocational skills for employment with short-term CTE.

“Adult learners now have the opportunities to obtain meaningful employment and participate effectively as productive workers, family members, and citizens in the community.” This was mentioned in the Mission statement that the consortium adopted on May 16, 2014. The LMAE consortium uses a very detailed and formalized process which includes a mission statement, goals, bylaws, and a decision-making process for the consortium to work together. Trust and good will exists between the members and partners due to their prior collective activities for education within the region, and now

continues in the consortium. Previous partnership efforts within this region are the foundation for working together and have been leveraged to strengthen the role of education and workforce training. Since 2014 the LMAE consortium has become a viable collaboration between the community college, K12 school districts, county agencies, and business partners. The LMAE consortium has grown into a larger body of educators, paraprofessionals and community members engaging in activities to improve the delivery and accelerate adult education in our regional area.

The Lassen-Modoc Adult Education Consortium (LMAE) includes Lassen County and neighboring Modoc County. Both counties are remote regions in the high desert mountains of northeastern California, bordering Nevada and Oregon. Lassen County encompasses an area of 4,541 square miles, with a population of 33,356. Modoc County has an area of 3,917 square miles and a population of 9,335. This vast area is serviced by seven outlying school districts that are often hours apart across the desert and mountainous region. The need to expand adult education is a challenge in this large geographic area and the LMAE consortium is committed to reach all outlying areas and provide services in the two counties. (USA.com)



The vision of the Lassen County AB86 Consortium agreed upon in 2014 was:

“Providing preparation and skills needed for employment, career advancement, continuing education, and personal growth for our local residents.”

The vision has continued to be effective as the LMAE consortium agrees to maintain funding for CTE programs at eight school district sites that include classes in welding, automotive, fire science, woodworking/construction, culinary, landscaping, and various computer classes. These CTE fields are in high demand in our regional area for adult students to learn the basic skills needed to enter the workforce.

When the regional data was gathered for the AB86 reports in 2014, it showed the staggering rise in young adults without a diploma (or equivalency) needed for employment as required by local employers. The consortium agreed that diploma or equivalency completions were a top priority to fund and built programs that offered flexibility and a variety of basic levels of academic instruction.

Reaching out to our K12 member schools in outlying communities to provide classes for a high school diploma completion, or GED or HiSET equivalency preparation has been met with enormous success. Allocations to fund high school diploma programs at the four K12 schools, GED preparation classes at two partnered agency sites, and HiSet preparation classes at the community college and a partnered agency site; have all seen enrollment growth in the last three years. With **70 graduates** from these six programs in the 2018-2019 school year, student success is elevated, and the consortium goals are being measured effectively. Students are obtaining employment upon graduation and over half are enrolling in higher education at the community college with the assistance of our AEBG Counselor.

Employment skill classes, soft and hard skills, training instructional specialists for schools, parenting skill workshops that focus on student success, family literacy workshops, ESL and citizenship classes, are some of the prior AEBG funded programs in our consortium that provide support services, education, and future pathways for adult student success. This year programs added included a Serv Safe certification class for community workers to maintain employment, and career classes in the local county jail for transition services upon release. Also, a Parent University was piloted at an evening school class for skills to work with students to obtain success, and an author's visit with a book club follow-up to improve and promote literacy in families and the community.

Services for adult learners is now being aligned between eight school districts, one community college and two county offices of education that are all consortium members in Lassen and Modoc County. An AEBG Counselor was hired to reach out to all eleven sites and two partnered agencies to provide adult education counseling for transition into employment or higher education. Referral services within the community are connecting with the AEBG Counselor to reach adult students and provide services and basic needs. The partnership between the Alliance for Workforce Development (WIOA) agency, Health and Human Services agencies, two county jails and sheriff's department, the school districts, county offices of education and the community college continue to assist in the referral system for the adult learner's placements and connections within the regional area. To align all these educational and career services is a collaborative effort between the consortium, college, school districts, local agencies and workforce employers within the regions.

The LMAE 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. Consortium meetings are fully implemented with monthly or bi-monthly meetings for consortium members, partners, and community members at which 20 to 30 people are regularly attending. Instructors share and network their program success with the consortium and the latest program developments.

In our rural counties of Lassen and Modoc the LMAE consortium adult education funded programs have expanded from five programs in 2015 to thirty programs in 2019. The LMAE consortium meets annually to approve funding of mini grant proposals for the upcoming school year programs. As approved in 2015 by the consortium, the mini grant process is done annually with applications submitted for each program type at school district member sites. Some of the school members have partnered with local agencies, such as the two county jails or library district, or a TEACH agency site. Each school member site presents their funding request to the consortium at the annual mini grant presentation meeting each spring. The LMAE consortium then appoints a Review Committee to evaluate the applications and bring their recommendations back to the consortium. The review consists of evaluating the number of enrolled students, class type and length, and the student successes and transitions documented into higher education or job placements. Budgets are reviewed and carryover amounts taken into consideration with the funding requests. The consortium then approves the school members allocations for the next school year. The consortium will hear about the effectiveness of each program during the year, as updates are provided to share by school sites at the consortium meetings. Student successes are celebrated with graduations for adult learners in diploma programs and the HiSet or GED programs. Certificates of class completion with class hours are presented to all classes and the CTE class completion certificates are often used with employment applications.

2.2 Pre-Planning Assessment

Reviewing the pre-planning assessment tool provided to each school district member and partnering agencies provided perspectives unique to each rural site. Using the assessment tool to document their answers about their programs, successes, challenges, gaps, and future improvements or new program opportunities that might be implemented moving forward. Each member also contributed to discussions held at the consortium planning meeting where groups were divided by academic education programs or CTE programs. A survey was used for gathering information and identifying student needs for each site in their individual regional areas. Collaborating among the faculty, staff, and support workers provided exciting new discussions on what the consortium could provide for adult students in the next three-year cycle 2019-2022.

The results of the self-assessment tools received in from school members stated that more collaboration is needed between schools and agencies and between coordination and planning to be complete. Staff would like more trainings, more access to the AEBG Counselor for referrals and transition services, more student educational plans, more recruitments with more marketing, and more improvement planning. These suggestions will all be addressed by the consortium with future planning sessions, workgroups, and individualized site visits by the counselor and staff to meet site needs.

See all the self-assessment answers in Appendix C.

The Regional Service Providers in Table 1 below are few in our area and only one has any match funding, the Lassen Library District matches their Literacy Grant funded by LMAE with state literacy funds to run a fully robust program. The TEACH agency in Alturas is a non-profit that relies on grant funding to provide training and employment programs for the community. The county jails in both Lassen and Modoc County have limited funds for education and provide a small support staff to assist the adult education teacher that is provided to them by one of our member schools. LMAE does not receive any WIOA funding or any other match funding to provide our adult education programs.

Table 1. Regional Service Providers

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			AB E	AS E	ES L	CT E	A W D	W R	PA	AC S	
<i>Agency</i>	<i>Business / Industry</i>	<i>Address</i>	X	X	X	X	X	X	X	X	<i>Program</i>
Adult Literacy	Lassen	1618 Main	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Literacy Program,
TEACH	Training	Alturas, CA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	GED prep class and
Lassen County Jail	County	Susanville,	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Support staff for
Modoc County Jail	County	Alturas, CA.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Support staff for
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Table 2. Funding for Adult Education Programs and Services

Source and Type of Funds	Funding Estimates FY2019-20	Funding Estimates FY2020-21	Funding Estimates FY2021-22
State / Federal Funding			
AEP	\$0	\$0	\$0
CalWORKs	\$0	\$0	\$0
CCD Apportionment	\$0	\$0	\$0
Corrections	\$0	\$0	\$0
LCFF / District Funds	\$0	\$0	\$0
Perkins V	\$0	\$0	\$0
WIOA II	\$0	\$0	\$0
Other			
California Library Literacy Services-CLLS	\$23,000	\$0	\$0
Total	\$23,000	\$0	\$0

2.3 Community Need and Customers

High School Diplomas or Equivalencies

Input from school members:

- The regional needs include the need for Adult Diploma Programs that serve outlying areas and a variety of curriculum deliveries to accommodate all adult school learners, who may not function as a typical student.
- Credit recovery for adults who are close to obtaining a high school diploma
- GED or HiSET referrals for classes and testing support vouchers.

Enrollments in high school diploma programs or diploma equivalency completions continues to increase as adults need to apply for local employment positions. The lack of community awareness on the facts and statistics of how many youths presently do not have a diploma or GED is now a silent epidemic in these rural California communities. The local workforce has grown depleted with lack of young adults qualified to apply for local employment positions that require a diploma to apply. Higher percentages of youth are unemployed and on probation in Lassen County, and according to county agencies, the numbers keep increasing. Recidivism rates from the county correctional facilities indicate that education is the key for released inmates to function in communities with employment skills.

Employment in Lassen County at one of the correctional facilities requires a diploma as does employment at the Susanville Indian Rancheria Casino. Many young adults enter one of the local funded diploma programs to complete a diploma for employment. The percentage of adults without a high school diploma in Lassen County is 2% higher than the state average and 6.89% higher than the U.S. average, at almost 20% without a diploma. The percentage of adults without a diploma in Modoc County is 5.12% higher than the state average and .28 less than the U.S. average.

Education levels for Lassen County include

Education for the 25 Years and Over

	Lassen County	California	U.S.
Total 25 Years and Over Population	24,264, 100%	24,865,866	209,056,129
Less Than High School	4,988, 20.56%, see rank	18.51%	13.67%
High School Graduate	6,645, 27.39%, see rank	20.72%	27.95%
Some College or Associate Degree	9,506, 39.18%, see rank	29.76%	29.09%
Bachelor's degree	1,999, 8.24%, see rank	19.59%	18.27%
Master, Doctorate, or Professional Degree	1,126, 4.64%, see rank	11.41%	11.01%
USA.com Education Index [#]	12.62, see rank	13.44	13.54

[#] Higher USA.com Education Index means more educated population.

Education Levels for Modoc County include:

Education for the 25 Years and Over

	Modoc County	California	U.S.
Total 25 Years and Over Population	6,775, 100%	24,865,866	209,056,129
Less Than High School	907, 13.39%, see rank	18.51%	13.67%
High School Graduate	1,824, 26.92%, see rank	20.72%	27.95%
Some College or Associate Degree	2,791, 41.20%, see rank	29.76%	29.09%
Bachelor's degree	955, 14.10%, see rank	19.59%	18.27%
Master, Doctorate, or Professional Degree	298, 4.40%, see rank	11.41%	11.01%
USA.com Education Index [#]	13.16, see rank	13.44	13.54

[#] Higher USA.com Education Index means more educated population.

Enrollments in Lassen and Modoc County Schools see Appendix B.

Employment Entry Level Skills

The largest employers in Lassen County are state government employers for the schools and two correctional facilities, and federal government employers for the U.S. Forest Service, Bureau of Land Management, and one federal prison. The government employees now total 49.4%; private industry employs 44.9%, and the self-employed makeup only 5.7% of Lassen County's workforce. The largest employers in Modoc County are state and federal government employers for the forestry occupations, state educational employers for schools, and health/social services.

One of the newest programs the LMAE Consortium has funded in recent years is the CAEP program area for Training to support school children succeed academically. To provide professional development training at the school sites to train paraprofessionals to work in the schools as classroom aides. Recently we heard about the low levels of literacy in adults and difficulty taking the employment tests to work in the schools, and we have been asked to support a class to train the paraprofessionals to test.

Input from school members:

Training for adults to obtain skills in a specific area to enter the workforce.

Job skills training and computer literacy skills for workforce.

Work more closely with local workforce to be current on the local employment needs and correlate the consortium programs to meet those needs.

Provide more counseling for adult students to transition to other programs, create goals and education or career plans.

Provide re-entry counseling before inmate release to provide services, support options, education opportunities, and follow-up upon inmate release.

Expand the beginner level pathways to advance and lead to multiple opportunities for higher education and advanced CTE classes.

Community Poverty Levels

The poverty level within Lassen County is now 20.61%; however, in recent years the poverty level reached a high of 26% due to the rise in unemployment following the 2008 recession. Many young adults today do not have a diploma or GED, nor the current workforce skills or training needed for local employment. One of the historic industries that originally drove Lassen’s local economy was the timber industry. Unfortunately, all of Lassen’s major lumber mills have closed in the last twenty years, due to decreased demand and the more recent adverse economic conditions.

	Lassen County	%	California	U.S.
Population in Poverty	2,774	20.61%,	16.38%	15.59%
Family in Poverty	456	12.96%,	12.28%	11.47%

USA.com *Based on 2010-2014 data

The poverty level in Modoc County is 21.64%, much higher than the California poverty level of 16.38% and the U.S. poverty level of 15.59%

Poverty Level in Modoc County

	Modoc County	%	California	U.S.
Population in Poverty	1,108	21.64%	16.38%	15.59%
Family in Poverty	175	13.63%	12.28%	11.47%

*Based on 2000-2014 data. www.usa.com

Member schools in this consortium have a high Free and Reduced Lunch population, an average of 60% of the school children in both counties qualify for reduced lunch. See Appendix B

Note: Since the last regional plan was done in 2015, the poverty levels had increased in some of our regional areas by 5%.

Literacy Program

Input from Lassen Library District:

“Susanville, CA. has a 27% high school drop out rate. The Adult Literacy Program is here to help reach those adults falling into this category. Lassen County is a large isolated county that highlights ranching, education, and correctional facilities. Most jobs in the county require a high school diploma and the Adult Literacy Program offers the literacy classes. The classes for GED preparation assist adults in support to earn their GED. The Literacy Program offers basic reading and math skills, basic computer skills for re-entry into the workforce. Monthly workshops are held for family literacy and teach parents of pre-kindergarten children early literacy skills. The tutoring programs offers one-on-one tutoring for adults with reading and computer skills”.

Literacy support is needed for all adults and English Language Learners.

Resource Guide/Database for Academic and CTE programs with Agency Listings

Young adults in the age groups of 18-29 have the highest rates of unemployment and the lowest rates of attending a diploma program or vocational training program. In our counties the AEBG Counselor and instructors are finding a gap in resource guides or agency lists to provide referrals, assistance and support services.

Input from school members:

- Our consortium needs to have constituents and support services connected to best serve the adult learners needs. Our customers are adults who transition from county jail to the community and they need support and referral services.
- Inmates need the ability to have information and support services to make appointments with outside agencies upon release. This would promote success for the inmate to obtain the services they need and start attending classes right away. The connection between the community resource services and the inmates needs to be done sooner.
- Our consortium needs to use a community source program to allow constitutes of the consortium to interact with each site and community services. A program used at Lassen County Jail is called *Apricot*. This program allows community service agencies to connect with consortium constituents to better serve all adult clients. *Apricot* allows follow-up on clients to set-up agency appointments, verify they were met, obtain diplomas for education classes, and collect data that is not collected in our consortium student database.

2.4 Identifying Goals and Strategies

Input from school members:

- 1. Establish partnerships with regional agencies for support services.**
- 2. Provide learners the current skills needed for workforce re-entry.**
- 3. Create a referral program (database) between schools, agencies and jails to ensure students receive services.**
- 4. A formal referral process to AEBG Counselor that might follow student when the transition to other school sites or agencies.**
- 5. Student data usage to evaluate effectiveness with outcomes, improvements, graduation rates, and service hours.**

Figure 1. Logic Model

Goal Statement: 1 Establish partnerships with regional agencies for support services

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
List of local agencies and contact numbers Social Service Dept. member contacts Local service organizations contact numbers School referrals Community connections	Increase agency communications Participate in local meetings Invite agencies to consortium meetings Promote consortium programs to agencies Roundtable discussion meetings Create a pathway between programs and workforce	Introductions between consortium and agencies Networking and discussions on local needs More promotion with awareness of classes available Student needs are addressed for services Relevant collaboration	Meeting attendance Referrals and list of services open Collaboration among community agency and education providers Student success with using agencies services Effective partnerships	Create a brochure of agency services for students Actively engage in helping students with referrals and appointments Expand the referral and agency list of services Increased community networking	Implement seamless student referrals for services Track student movement within agencies Evaluate referrals and effectiveness Positive program assisting students with referrals

Figure 1. Logic Model

Goal Statement: 2 Provide Learners the current skills needed for workforce re-entry

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
List of local business and contact numbers CTE program instructor contacts Local CTE school addresses School referrals Community connections Computer classes AEBG Counselor does career interest survey	Increase local business communications Participate in local CTE meetings Invite business to consortium meetings Promote consortium CTE programs to local business Roundtable discussion meetings Learn MS Office Create a pathway between CTE programs and workforce	Introductions between consortium and business Networking and discussions on local needs More promotion with awareness of classes available Student needs are addressed for transition to workforce Relevant work skills using computers Counselor assists with transitions materials	Meeting attendance Referrals and list of business that need employees Collaboration among community business and CTE education providers Student success and transitions to higher CTE programs Effective partnerships between business and education	Create a brochure of CTE classes and sites for students Actively engage in helping students with registrations for CTE classes Expand the referral and agency list of services with job training soft skills Student employment Increased community networking	Implement seamless student transitions to workforce Track student movement within classes for employment potential Evaluate class outcomes and effectiveness Positive program assisting students with employment skills and transitions

Figure 1. Logic Model

Goal Statement: 3 Create a referral program (database) between schools, agencies and jails to ensure students receive services

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
Community Source Program List of local agencies and contact numbers School program instructor contacts Local agency business hours Site referrals Purchase a Source database to interact with other agencies Apricot	Interaction between consortium constituents Communications locally Invite agencies to consortium meetings Promote consortium programs to local agencies Roundtable discussion meetings Learn Source database program	Introductions between consortium and agencies Networking and discussions on local student needs More services with awareness of student needs Student needs are aligned for services Connections with community resource agencies	Referrals and list of agencies that offer services Collaboration among community agencies and the education providers Student success and transitions to adult programs Effective partnerships between agencies and education	Create a brochure of referral sites for students Actively engage in helping students with services Expand the referral and agency list of services Student employment Increased community networking	Implement seamless student transitions between service agencies Track student movement within agencies for services provided Evaluate service outcomes and effectiveness Positive program assisting students with needs

Figure 1. Logic Model

Goal Statement: 4 Create a formal referral process to AEBG Counselor that follows student enrollment and transitions to other consortium programs

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
<p>AEBG Counselor</p> <p>List of local schools' sites and contact numbers</p> <p>School program instructor contacts</p> <p>Local site visits to schools</p> <p>Site referrals</p> <p>Develop an online form for interaction with school sites</p>	<p>Interaction between AEBG Counselor and schools</p> <p>Expand communications</p> <p>Invite counselor to school sites</p> <p>Promote consortium programs with transitions available</p> <p>Learn student database program for student outcome reports</p>	<p>Introductions between consortium and students</p> <p>Networking and discussions on local student needs</p> <p>More services with awareness of student needs</p> <p>Student needs are aligned for transition services</p> <p>Connections with program sites</p>	<p>Referrals and list of students that need services</p> <p>Collaboration among community schools and the education providers</p> <p>Student success and transitions to adult programs</p> <p>Effective partnerships between education sites and counselor</p>	<p>Create a brochure of counselor information for students</p> <p>Actively engage in helping students with services</p> <p>Expand the referral and agency list of services for students</p> <p>Student attends higher education</p> <p>Increased community networking</p>	<p>Implement seamless student transitions between sites</p> <p>Track student movement within schools for services provided</p> <p>Evaluate student outcomes for effectiveness</p> <p>Positive program assisting students with transition needs</p>

Figure 1. Logic Model

Goal Statement: 5 Student Data Usage to evaluate effectiveness for student outcomes

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
<p>Student database in CASAS Tops Pro</p> <p>List of local agencies and contact numbers</p> <p>School program instructor contacts</p> <p>CASAS etesting</p> <p>List of students at your site</p> <p>Site data manager works with site instructors</p>	<p>Interaction between CASAS and instructor</p> <p>Communications</p> <p>Invite CASAS rep to consortium for training day</p> <p>Provide etesting training to site instructors</p> <p>Roundtable discussion meetings with database users</p> <p>Learn Tops Pro reporting menu for instructors</p>	<p>Plan a workgroup in computer lab for instructors</p> <p>Networking and discussions on local student data</p> <p>Effective usage of the database program for student etesting and reports</p> <p>More instructors using Tops Pro for student reports</p>	<p>Collaboration among instructors for CASAS training</p> <p>Invite instructors to a CASAS training day to review etesting</p> <p>Networking among database users</p> <p>Consortium data manager works easily with sites on student data reports</p>	<p>Actively engage in creating reports in CASAS</p> <p>Expand the instructor's database knowledge with advanced reports and etesting</p> <p>Student learning gains tracked</p> <p>Increased student outcomes and gains</p>	<p>Implement training for new staff</p> <p>Track student education within sites using Tops Pro</p> <p>Evaluate student outcomes and gains with etesting</p> <p>Positive database knowledge using the Tops Pro program</p> <p>Current database information for student reports</p>

Table 3. Progress Indicators

Provide three to five SMART (Specific, Measurable, Attainable, Realistic, and Time-bound) objectives by which your consortium will assess progress and impact during the next three-year cycle. These objectives should map directly to your Logic Model activities, outputs, and / or outcomes, as these will be a driving factor for annual plans throughout the funding period.

1. By June 2020, regional agencies and the consortium will have published a brochure of community services for students.
2. By June 2020, increase student enrollments in workforce trainings by 5%.
3. By June 2020, utilize the jail Apricot database program for inter-agency referrals and student follow-up upon release. Decide if need to purchase.
4. By June 2020, the AEBG Counselor will have a formal referral process in place to work with site instructors.
5. By June 2020, all instructors will be able to run student reports and see outcomes in CASAS Tops Pro.

2.5 Piloting and Implementation

Alignment of educational services supported by CAEP

By developing an alignment of educational services across the region between the school districts, college, WIOA, county agencies, and workforce, the LMAE consortium will service adult learners of all abilities and in all areas. Continued forums and workgroups at the consortium meetings are effective in creating new ideas for alignment of services for adult learners. Developing new courses and certificates that align with the CAEP seven program areas, the consortium is a viable asset to promote beginning non-credit classes. To align these educational services and pathways to employment is a collaborative effort within the consortium schools.

Input from school members for future programs:

Continue to develop the Ser Safe Culinary Skills program

Pilot offering high school credit completion programs

Pilot the ICEV CTE certification program to provide certificates to employment

Pilot the Edovo tablet program at the Modoc County Jail

Pilot online programs for GED and HiSET

Purchase a community Source program to link all partners, members and clients

Appendix A

Program Offerings in the LMAE Consortium

<u>School/Agency Site</u>	<u>Location</u>	<u>Type of CTE Class</u>
Big Valley District	Bieber, CA.	Construction/Wood
Fort Sage District	Herlong, CA.	Auto Repair Welding
Lassen College AG. Dept/City of Susanville	Susanville, CA.	AG/Community Garden
Lassen College Automotive Dept.	Susanville, CA.	Beginning Auto Repair Non-credit
Lassen College Fire Science Dept.	Susanville, CA.	Fire Science Basic Pump Operations Non-credit
Lassen College Food Service	Susanville, CA.	Serv Safe Workshops with test and certificates
Lassen County Office of Education/Lassen Jail	Susanville, CA.	Digital Welding Serv Safe Workshops
Lassen High District	Susanville, CA.	Computer Classes, Microsoft Office Woodshop Welding
Modoc High District	Alturas, CA.	Welding Woodshop
Surprise Valley District	Cedarville, CA	Welding CAD class
Westwood District	Westwood, CA.	Computers Culinary Welding Woodshop

Big Valley Adult School	Bieber, CA.	High School Diploma Night class
Diploma Gold Adult School, Lassen High	Susanville, CA.	High School Diploma Nigh classes
Lassen County Office of Education/Jail Educ.	Susanville, CA.	High School Diploma Day classes in Jail
Long Valley Charter	Susanville, CA.	High School Diploma Independent Study program/night class
Modoc County Office of Education/TEACH site	Alturas, CA.	GED and HiSET prep TEACH site and Jail Ed.
Lassen Community College	Susanville, CA.	HiSet prep and testing

Shaffer School District	Litchfield, CA.	ESL and Citizenship Night classes
Lassen College Library Lassen Library District	Susanville, CA.	Lassen Literacy Program with Reading classes, Computers, GED prep, Family Literacy workshops Community book club with visiting Authors

Appendix B

Enrollments in the Lassen County School Districts:

<u>School</u>	<u>Total Enrollment</u>
Lassen County Office of Education	50
Big Valley Joint Unified	135
Lassen Union High	825
Ravendale-Termo: Long Valley Charter	381
Shaffer Union Elementary	166
Westwood Unified	175
Fort Sage Unified	254
Total Students Enrolled	1,986

cde.ca.gov 2017-18

Enrollments in the Modoc County School Districts:

Modoc Joint Unified School District	868
Surprise Valley Joint Unified District	108

Total Students Enrolled	976
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Free or Reduced-Price Lunch at Schools

Lassen High School District	30%
Shaffer School District	70%
Westwood School District	64%
Modoc School District	58.6%
Fort Sage School District	75%
Big Valley School District	66%
Surprise Valley School District	69%

Appendix C

The Quality Self-Assessment Tool completed by our school members:

1. Quality Indicator # 1: Capacity

1.1 Consortium maintains effective collaboration process for planning, implementation and accountability:

One or more staff is charged with consortium management

Consortium frequently convenes to discuss progress towards goals

Consortium has significant documented processes and procedures for facilitating collaboration and coordination (shared governance structure and bylaws)

1.2 Consortium agencies have the leadership, management, and accountability processes necessary to meet community need for adult education:

Most all agency leaders (Superintendents, Principals, instructors and staff) have the knowledge, skills, and abilities to meet the goals and objectives of the California Adult Education Program.

Resource allocations for agency leadership positions are aligned with community need.

Mostly all agencies can be said to participate fully in consortium activities.

1.3 Consortium agencies have resources that promote adult learning and provide high levels of access to communities in need:

Some agencies have staffing models to support agency-wide coordination and collaboration to achieve high levels of student success and AEBG outcomes.

Some agencies have access to enough classrooms and other learning spaces appropriate for adult learners.

1.4 Professional development provides opportunities for faculty and staff to turn new knowledge into practice.

Some program/staff member representatives receive limited training and orientation to the consortium or AEBG policies and guidance.

Existing professional development for staff is somewhat aligned to ensure that the skills of staff meet the consortium's mission and outcome goals.

2. Quality Indicator # 2: Connection

2.1 Consortia and members collaboratively engage prospective students from communities of high need to provide services in aligned program areas:

Some programs develop annual recruitment plans or establish goals for enrolling students.

Some programs conduct outreach or early engagement with prospective students to help them understand educational options and services available.

Some census and labor market data or assessments of community needs are used.

- 2.2 Consortium agencies demonstrate a “no-wrong door” approach to education/training
Some counselors and advisors are knowledgeable of programs and services offered.
Counselors and advisors are somewhat comfortable referring students to programs outside of their home campuses.
Some agencies have program maps that clearly delineate requirements and aligned career pathway opportunities across members and partners.
Curriculum is mostly organized around common standards for program areas college and career readiness, and instructional practices for successful transitions.

3. Quality Indicator # 3: Entry

- 3.1 Consortia and members orient adult learners in a manner that is culturally responsive and promotes self-efficacy and confidence.
Some programs provide differentiated orientation for first-time students.
Some partnerships exist among a few providers in the community to provide counseling, social, and academic supports.
Some students in certain programs have access to high-quality counseling services.
- 3.2 Consortia and members use multiple measures to inform placement, education and career planning, classroom instruction, and continuous improvement activities.
There is some consistency among providers regarding assessment, placement, and use of individual learning plans.
- 3.3 Student complete individualized educational plans that reflect an informed understanding of their educational and career options.
Some students develop individual educational plans they use to track progress in programs.
Some programs provide integrated career planning that is sometimes captured as part of students’ individual educational plans.
- Consortia and members collaborate in the provision of proactive counseling and support services to promote persistence and long-term student success.
Some programs informally assess student needs and make referrals to partners.
Dedicated advisors and staff tend to coordinate academic and employment supports.

4. Quality Indicator # 4: Progress

- 4.1 Agencies have aligned and articulated programs
Curricula are aligned and updated on current learning theories and practices.
Consortia members actively track performance of aligned programs using established data collection procedures and measures of skills attainment.
- 4.2 Agencies offer robust integrated education and training programs.
Several concurrent enrollment opportunities across disciplines are available.

- Basic skills and ESL courses are contextualized to include workforce training and workforce preparation activities.
- 4.3 Agencies provide coordinated, ongoing, consistent student support
- Members have shared tools and procedures for collecting counseling, transition, and support services data and provide referrals to partners and agencies.
- Some agencies have processes for tracking student support needs and acting on data to ensure student success.
- 5. Quality Indicator # 5: Completion/Transition**
- 5.1 Programs demonstrate effectiveness in transitioning students into postsecondary and or workforce.
- Some agencies provide case managed transition support, though processes may not be uniform or aligned across agencies.
- Some programs have formal articulation/dual enrollment policies or agreements.
- Some programs may set performance targets or use consortium plans to do processes.
- 5.2 Partnerships with local workforce and community service providers are integrated into programs of study.
- There are some formal agreements with regional partners to provide support services.
- 5.3 Programs conduct continuous improvement planning that is in conjunction with all regional adult education stakeholders.
- Programs regularly assess their effectiveness supporting student goals using data from AEBG accountability systems and AEBG completion measures.
- Community partners, staff, faculty, students, and other stakeholders are sometimes involved in continuous improvement planning and evaluation. Opportunities to participate may be reserved only for employees or agencies.

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