

25 Lassen-Modoc Adult Education Consortium

Plans & Goals - Consortium Approved

Executive Summary

“The Lassen-Modoc Adult Education 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 through AEBG implementation and now into California Adult Education programs. The consortium agrees annually upon these goals and their top priorities by allocating funding to service each of the 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. The consortium provided many educational opportunities in 2018-19 that included literacy classes and workshops, ESL and citizenship classes, high school diplomas or equivalency with GED or HiSET preparation and testing, and training instructional specialists/parents to assist school children. The 2018-19 programs to train the adult learner to enter the workforce included CTE offerings with employment skill classes or workshops for computer applications and graphic arts, construction, welding, automotive, office assistant and school aides, culinary/food service, CPR and basic firefighter safety, as requested by our regional employers. In May 2019 the consortium reviewed funding requests from twenty-five programs for the 2019-20 school year. At the June 2019 consortium meeting the school district allocations were confirmed with agreement to fund eleven school sites with a variety of diploma equivalency programs, HiSET or GED prep programs, CTE short-term classes for basic employment skills, staff and parent training for student success, a Parent University program, Jail Education programs in two counties, a Behavioral Health specialist and a Career Pathways program. New goals for 2019-20 include: 1. Align all consortium programs with pathways to higher education or employment to ease the student transition process. 2. Utilize our AEBG Counselor at all sites with student referrals for assistance in transitions. 3. Measure student outcomes using student data for the effectiveness of current programs and design of future programs. 4. Review student data to measure student success in program completions and learning gains. 5. Develop more engagement and stronger partnerships between education, local agencies and workforce in the communities to align programs and meet employer’s needs. 6. Create a brochure and marketing campaign for outreach to all rural communities in our service region to showcase programs currently offered to reach potential students.

Regional Planning Overview

Implementation services for adult learners in 2019-20 is now being aligned between eight school districts, one community college and two county offices of education that are all consortium members in the Lassen-Modoc Adult Education Consortium. Additional local agency sites include the local library district, two county jail facilities, Indian Rancheria, and a Teach agency that provide classes in partnership with school districts by MOU contracts. The consortium partnerships between the county agencies, jail facilities, Indian Rancheria, Alliance for Workforce Development (WIOA) agency, Health and Human Services agencies provide services at outreach locations. The school districts, county offices of education, along with the community college, and agencies provide classes in the afternoon and evening to meet adult needs. To align all of these educational services is a collaborative effort between the consortium, college, school districts, local agencies and workforce. In our rural counties of Lassen and Modoc the CAEP funded programs have expanded to twenty-five programs in 2019-20 and will service adult learners at our eleven school district member sites and five agency sites. 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, in the third year (17-18) of AEBG twenty programs were implemented, and in the fourth year (18-19) of AEBG

twenty-five programs were implemented. The growth of the consortium from five AEBG programs in five school districts to twenty-five AEBG programs in eleven districts is considerable for our small rural area. To continue to assist in the referral system for the adult learner's placements and connections to all of the consortium programs, an AEBG Counselor is hired to visit all sites and counsel students for transitions. Work on implementing a seamless transition between consortium programs, higher education and workforce is the priority the consortium asks of the counselor. The Lassen-Modoc Adult Education 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. Business partners share their needs for employee education that meets the new technologies in the workforce. The consortium meetings continue to be a forum for planning with local support agencies, educators, and staff; to meet the changing needs for adult education in our large service region.

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 affects employment potential for young adults.

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

Lack of diploma or equivalency—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. 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. The consortium has added more diploma equivalency programs in outlying school districts. These include basic preparation classes for HiSET testing, Independent Study to earn a diploma, Diploma Gold night classes, evening diploma classes at five rural school sites, GED preparation workshops at the local library and inside the two county jail facilities, and a Teach facility. With a variety of diploma completion programs that include night or morning classes, online or face-to-face classes, independent study to earn a high school diploma, 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.

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. Continued discussions with employers for the need of employee skills with new technologies.

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 their 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.

Class offerings are in welding, construction, culinary and food safety, computer applications and graphic arts skills, fire science, office assistant, teacher aides, and basic automotive.

Gaps In Service

New Strategies

Strategy #1

Increase enrollments in a high school diploma or equivalency program. This is the number one priority recognized in our regional service areas that effects employment potential for young adults. 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 diploma completions. 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 multitude of delivery methods available. 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 testing. 3. Lassen College partners with Lassen Library District Literacy program to offer lower level functional literacy classes for basic skills in reading and writing. 4. Lassen College partners with Lassen Library District 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 completion of a high school diploma or GED preparation. 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. (TEACH is a Pearson Vue test center). TEACH is next adding HiSET test preparation and testing. 9. Fort Sage School District will be adding a GED preparation class in their outlying area. Evaluating the student data for enrollments and completions in these diploma or equivalency 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 Tabe 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.

Strategy #2

Maintain programs for short-term CTE classes with the skills needed for employment. 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 classes 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, EMT basics, culinary and food safety, computer applications and graphic arts skills, office assistance, school aides, and basic automotive. These CTE classes or workshops will be offered in 2019-20 at our member K12 school sites: 1. Fort Sage School District offers evening Welding and Automotive classes in two levels for adult learners. 2. Lassen High District offers a Career Education program for adults with CTE computer application courses in Microsoft Office, and Welding and Construction trades courses with certificates of completion for job placement or job advancement. 3. Modoc High School District offers evening adult classes in Welding and Construction to enhance employment potential. 4. Surprise Valley District offers the evening adult welding class that focuses on shop safety, welding, plasma and CNC design. 5. Westwood School District offers adult CTE classes that focus on specialized skills in computer applications, AG mechanics/welding, wood shop, office assistant, school aides, and food service. 6. Lassen Library District Literacy offers basic computer classes and tutoring. 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. 9. Big Valley School District offers

Construction and a will offer a new EMT basic skill class partnering with a local agency.10. Lassen College has added workshops for AG Community Garden and a Serv Safe class with testing.

Seamless Transitions

New Strategies

Strategy #1

Align pathways for adult students to transition to higher education and/or employment. To ease the adult learner in the transition process between programs or employment, the AEBG Counselor will continue to assist. With the implementation of a referral system between school sites and the counselor, the adult learner will be connected to all of the consortium programs. The counselor will visit all sites and counsel students for transitions. Work on implementing a seamless transition between consortium programs, higher education and workforce is the priority the consortium asks of the counselor. 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.

Strategy #2

Alignment of Literacy, ESL and Citizenship classes for adult students to attend consecutively. Scheduling the Literacy classes along with the ESL and Citizenship classes on the same afternoon and evenings at both the Lassen Library District and Shaffer School District sites, allows adult learners to attend a sequence of classes at one location. (These learning sites are twenty miles apart and all classes are offered on alternate nights at each site). 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. The citizenship class was aligned with the existing ESL class as 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. With citizenship students currently enrolled in Literacy and ESL, they have now completed the class to prepare for the citizenship testing.

Student Acceleration

New Strategies

Strategy #1

Individualized instruction for diploma completion/equivalency programs is provided by instructors at the school sites. 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 five rural school sites, and GED preparation workshops at the local library, Teach facility, 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.

Strategy #2

Provide counseling services for adult learners in all consortium programs. 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 #3

Connect the consortium programs for transitions to secondary education or employment. Development of a brochure and 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.

Professional Development**New Strategies****Strategy #1**

Provide consortium members with professional development opportunities. 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 CAEP, CASAS, CCAE, CWA, COABE, and other state trainings and conferences. It is important for 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. GED, HiSET, and CTE trainings are attended by adult education instructors within their program areas with funding for travel included in their mini grant budget allocations. CAEP webinar training's are attended by staff working with CASAS student data or NOVA fiscal data. Regional trainings for data compliance required by California Adult Education Program (CAEP) is attended by our staff members. The consortium provides staff with travel funds from the consortium travel budget for professional development. All requests are approved by the consortium.

Strategy #2

Networking at Lassen-Modoc Adult Education Consortium Meetings. 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. After the business meeting, members stay and network with other school district members for a chance to discuss current programs.

Leveraging Resources**New Strategies****Strategy #1**

Provide Jail Education in both Lassen and Modoc County. The consortium has expanded educational opportunities into the local county jail classrooms in both Lassen and Modoc County. Offering the incarcerated a high school diploma completion or a GED program with testing preparation classes and GED tests on site has enabled several student to obtain a diploma or a GED. 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.

Strategy #2

Provide a Literacy Program at the Lassen Library District site. The Lassen Literacy program is a combined effort with the Lassen Library District and the Lassen College Library to provide literacy services and classes to the community. Lassen Library District offers classes in literacy, tutoring, family literacy workshops, computer basics, and GED test preparation. Scheduling the Literacy classes and the ESL and Citizenship classes on the same afternoon and evenings at the Lassen Library District allows adult learners to attend a sequence of classes at one location. These classes are offered year round, and align with the

same classes taught on alternate nights at the Shaffer School district. Students are able to attend the classes in one night or both, and work around their family and work schedules.

Strategy #3

Provide a EMT training course with a local services agency. Big Valley School District is partnering with Southern Cascades Community Services District in 2019-20 to provide a new EMT Instructor Training course and ongoing EMT certification class. Labor market statistics show the need for EMT trainings to be added to meet the needs of the workforce. This will be the first agency partnership with the Big Valley School District and a great opportunity for the community to have EMT training.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 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. The 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 are presented to and reviewed by 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. Annually 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.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2019-20.

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 re-allocate and meet their increased adult education program needs. Support staff to service all of the consortium eleven school district sites has been hired for the 2019-20 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. A consortium coordinator and fiscal technician are also hired to assist. 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 allocations from the consortium.

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