

California Adult Education Program : Annual Plan : 2020-21 Produced: Aug 14, 2020, 05:31 PM UTC Mike Martin

## 25 Lassen-Modoc Adult Education Consortium

### Plans & Goals - Consortium Approved

#### Executive Summary

The Lassen-Modoc Adult Education Consortium (LMAEC) is dedicated to meeting the needs of the community and local employers by providing adult education opportunities in Lassen and Modoc Counties. LMAEC continues to reaffirm goals and priorities at regular Consortium Board and annual 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 graduates from high school diplomas and equivalency programs Improve literacy level gains for ABE learners Implement CTE programs that provide the skills need for adults to obtain entry-level employment Identify and provide services for ESL/Civics/Citizenship learners To address the educational and employment skills the community employers require of new employees, the Consortium created academic and career pathway programs between the K-12 schools and the community college for the adult students. With the implementation phase of the California Adult Education Program, funding new programs at 12 sites provided adult learners the opportunities to attend classes (at either the K-12 adult classes or the community college) to complete high school diplomas or equivalencies, to acquire and improve English as a Second Language skills, to develop and grow numeracy and literacy skills, and obtain vocational skills for employment through CTE courses. COVID-19: LMAEC Consortium Member Districts will continue to provide a meaningful education to all students throughout the 2020-21 school year. Distance learning opportunities are ready to be deployed to ensure academic success if determined necessary by the public health director. As needed, the Lassen Community College Transition Counselor is providing information to adult students about food, employment, clothing, health services and other public services. A student support specialist provides referral services and works directly with all foster care, low income, Native American, and ESL populations. Additionally, the support specialist coordinates directly with local agencies to ensure the basic needs of all adult learners are being met. All staff and students are provided training for COVID-19. Staff and students are asked to stay home if they are ill or running a fever. Budget Reductions: Lassen Modoc Adult Education Consortium commits to ongoing monitoring of the CAEP budget and strives to maintain level funding for all Member Districts. Systemic Racial Injustices: The Members Districts of the Lassen-Modoc Adult Education Consortium are committed to creating an environment which fosters access and success for all students no matter their gender, culture, religion, ethnic background, socioeconomic status or any other characteristic. To create such an environment, it is important to understand the educational institution and to address systemic barriers and inherent flaws which impede equal access to higher education. It is the goal of LMAEC to seek out ways we can address inequities, allowing all students equal footing and opportunities. All students will receive an equitable education. Education of social justice is embedded into our advisory periods. Additional training will occur for staff and administration to ensure that all students' academic, social, and emotional needs are being met and protected. Staff is trained in recognizing racial injustices. All students are treated equally and with respect. Students may file a complaint if they feel they are being discriminated against.

#### Regional Planning Overview

The Three-Year Plan was modified in June 2020 to better address the requirements of AB104, and to provide stronger guidance to the Member Districts of the Lassen-Modoc Adult Education Consortium.

### Meeting Regional Needs

#### Regional Need #1

##### Gaps in Service / Regional Needs

LMAEC serves the counties of Lassen and Modoc in the northeast corner of California. The primary educational need for adults in the region is CTE courses, which are offered across the region. Additionally, High School Diploma completion and High School Equivalency are offered at a limited number of sites across the region. Pilots are planned for the 2020-2021 to expand these offerings through distance learning opportunities using online courseware providers.

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

During the spring of 2020, LMAEC Member Districts were surveyed to determine the exact programs being offered, the duration of courses, and the outcomes achieved by the students. The survey results were compared to available LMI data, resulting in the list of gaps for the 2020-2021 Annual Plan. The focus areas for the Consortium are: Increase graduates from high school diplomas and equivalency programs; Improve literacy level gains for ABE learners; Implement CTE programs that provide the skills need for adults to obtain entry-level employment; Identify and provide services for ESL/Civics/Citizenship learners.

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

LMAEC will conduct ongoing quarterly review of Member District DIR and MIS data, as well as Member District fiscal reporting. Additionally, regularly scheduled meetings with the Alliance for Workforce Development will help determine any shifts in the labor market so that the Consortium Board can make ongoing adjustments to program offerings.

## Gaps In Service

### New Strategies

**Strategy #1**

Implement new courses and certificate programs that align with the seven CAEP Program Areas.

**Strategy #2**

Expand service hours and classes offered across all Member Districts for all Program Areas to increase enrollment and program completions.

**Strategy #3**

Use survey data to guide program delivery through the creation of a roadmap of current services being offered, and to gather input on any needed changes or adjustments.

**Strategy #4**

Participate in local meetings to foster collaboration among community agencies, employers and education providers.

**Strategy #5**

Expand and improve outreach and marketing to target identified populations which will result in increased enrollment through: strong social media presence; multi-faceted print marketing campaign; ongoing radio PSAs.

**Strategy #6**

Increased number of courses offered across all Program Areas and all Member Districts.

**Strategy #7**

Provide learners with the employability skills needed for entry to the workforce through workshops delivered by the Consortium transition counselor.

**Strategy #8**

Pilot the ICEV Multimedia CTE certification program at the Modoc County Jail.

**Strategy #9**

Pilot the Edovo tablet program in the County Jails.

**Strategy #10**

Pilot Aztec online programs for GED and HiSET at sites offering HSE preparation.

## Seamless Transitions

## New Strategies

### Strategy #1

Employ a transition counselor to serve all Member Districts to assist with student movement between K-12 adult schools and/or post-secondary enrollment or workplace employment.

### Strategy #2

Identify advanced CTE needs across the region and adjust current CTE offerings to meet local needs.

### Strategy #3

Increased transition to postsecondary and workforce with 5% transition growth.

### Strategy #4

Articulated CTE programs from K-12 adult programs to the community college.

## Student Acceleration

### New Strategies

#### Strategy #1

Develop CTE pathways and implement one CTE career pathways.

#### Strategy #2

Identify needed career pathways through conducting a study for local need.

#### Strategy #3

Support student enrollment and transitions resulting in a 5% increase in transitions validated through DIR and MIS reports.

#### Strategy #4

Establish best practices for distance learning by drafting, adopting and implementing a Distance Learning Implementation Manual.

#### Strategy #5

Implement aligned curriculum across the Consortium for adult schools.

## Professional Development

### New Strategies

#### Strategy #1

Participate in CASAS training for GOALS tests and TOPSpro Enterprise for K-12 Adult Schools; MIS training for college resulting in accurate tracking and reporting of performance outcomes aligned to AB104.

#### Strategy #2

Develop an onboarding tutorial for Member Districts that covers CAEP AB104 requirements, consortium structure, adult education best practices (content standards and teaching competencies), and NOVA usage which will result in full compliance to AB104 and CAEP guidelines.

#### Strategy #3

Ongoing professional development for each of the CAEP Program Areas to increase level of data-driven placement, instruction, and student performance outcomes.

**Strategy #4**

Faculty and staff from each Member District, including voting Board members, will attend regional, state and national conferences, trainings and convenings; information gathered will be used to provide ongoing internal professional development by attendees for colleagues.

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

Increase local business communication and engagement by including employer-identified employability skills in existing curriculum.

**Strategy #2**

Establish partnerships with local agencies for support services (including, but not limited to adults with disabilities) to leverage existing resources.

**Strategy #3**

Engagement with the Workforce Development Board by all Consortium Members to increase labor force participation and placement; increase job promotions; and increase wages.

**Strategy #4**

Stronger engagement with the Workforce Development Board by all Consortium Members and with their American Job Center of California staff. Develop an MOU to host AJCC staff at local adult education sites.

**Strategy #5**

Implement forums and workgroups to cultivate new ideas for needed services for adult learners.

**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.**

The LMAEC Board has voted Lassen Community College to be the Fiscal Agent for the 2020-2021 program year. The LMAEC Board allocated resources to each Member District through the CFAD process in an open, publicly noticed meeting. Funding aligns to the needs of each Member District, which in turn provides the programs to the communities they serve. All allocations align to the vision in the LMAEC Three-Year Plan, which was revised in June 2020.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2020-21.**

Carry-over will be allocated per the 2020-2021 Annual Plan Strategies and will align to the current Three-Year Plan.

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