

Section 1: Consortium Information

LASSEN-MODOC ADULT EDUCATION CONSORTIUM

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Lassen-Modoc Adult Education Consortium

Chairperson: Patricia Gunderson, Superintendent Lassen County Office of Education

Co-Chairperson: Mike Altenburg, Superintendent, Westwood Unified School District

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Consortium Member Districts

Lassen County:

- Lassen Community College District
- Lassen High School District
- Big Valley Joint Unified School District
- Shaffer Union Elementary School District
- Westwood Unified School District
- Fort Sage Unified School District
- Susanville Elementary School District
- Lassen County Office of Education
- Ravendale-Termo Elementary School District

Modoc County:

- Modoc Joint Unified High School District
- Modoc County Office of Education
- Surprise Valley Joint Unified School District

Consortium Partner Organizations

- Alliance for Workforce Development
- Lassen Library District
- Lassen County Social Services
- Lassen County Sheriff
- Modoc County Jail
- Susanville Indian Rancheria
- Modoc TEACH
- Banner Lassen Medical Center
- Kirack Construction
- U.S. Forest Service
- City of Susanville

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Section 2: Comprehensive Regional Three-Year Plan

2.1 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:

1. Increase graduates from high school diplomas and equivalency programs;
2. Improve literacy level gains for ABE learners;
3. Implement CTE programs that provide the skills need for adults to obtain entry-level employment;
4. Identify and provide services for ESL/Civics/Citizenship learners.

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

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 Adult Education Block Grant, 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 short-term CTE courses.

“Adult learners now have the opportunities to obtain meaningful employment and participate effectively as productive workers, family members, and citizens in the community.” This is

part of the Mission statement that LMAEC adopted on May 16, 2014. LMAEC 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, LMAEC has become a viable collaboration between the community college, K12 school districts, county agencies, and business partners. LMAEC 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 includes Lassen County and Modoc County. Both counties are remote, rural 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 34,895. Modoc County has an area of 3,917 square miles and a population of 9,686. 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 but LMAEC is committed to reaching all outlying areas and providing services across the two counties we serve.



The vision of LMAEC is: “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 LMAEC agrees to maintain funding for CTE programs for Member Districts that include classes in welding, automotive, fire science, woodworking/construction, culinary, landscaping, and various computer classes. These CTE fields are in high demand in the region for adult students to learn the basic skills needed to enter the workforce.

Regional data shows a rise in young adults without a diploma or equivalency and the need for a credential that is required by many local employers. The Consortium agreed that diploma or equivalency and short term CTE credentials are top funding priorities and built programs that offered flexibility and a variety of levels of academic instruction.

Collaborating with K-12 Member Districts 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 were provided to fund high school diploma programs at the four K-12 schools, as well as GED and HiSET preparation classes, of which all have realized 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 Lassen Community College with the assistance of our Transition Counselor.

Employability skills classes, soft and hard skills preparation, training instructional specialists for schools, workshops that focus on student success, ESL and citizenship classes, are some of programs in the Consortium that provide instruction, support services, and career support for adult student success. This year programs added include a ServSafe certification training workshop for community workers to maintain employment, as well as CTE, career preparation and high school diploma classes in the local county jail.

Services for adult learners are now being aligned between nine Member Districts, one Community College District, and two County Offices of Education (Lassen and Modoc Counties). A Transition Counselor was hired to reach out to all twelve sites to provide adult education counseling for transition into employment or postsecondary education. Referral services within the community are connecting with the Transition Counselor to reach adult students and provide services. The Alliance for Workforce Development (the local Workforce Development Board), Health and Human Services agencies, and two Sheriff's Offices continue to provide information for the adult learners within the regional area.

LMAEC meetings 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 consisting of school districts, working in conjunction with business partners, a large networking group of professionals meet to discuss the regional needs of adult learners. Consortium Board meetings take place monthly. Instructors share and network their program success with the Consortium and program developments are discussed.

LMAEC meets annually to approve funding through the CFAD process and guidelines for the upcoming school year. The Consortium Board is regularly informed about the effectiveness of each program, as updates are provided to share by school sites at the Consortium meetings. Performance data is also reviewed regularly; aligning with the quarterly submissions of DIR and NOVA, as well as CAEP Manager Summary Reports. Student successes are celebrated with graduations for adult learners in high school diploma programs and the HiSET or GED programs. CTE certificates are often submitted with employment applications.

2.2 Pre-Planning Assessment

Reviewing the pre-planning assessment tool provided to each Member District provided perspectives unique to each rural site. Using the assessment tool, each Member District documented 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 Transition 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 through 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 B.

Service Providers

Service Providers in Table 1 below are few in the LMAEC service area and only one has any match funding: the Lassen Library District matches their Literacy Grant funded by LMAEC 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 Counties have limited funds for education and provide a small support staff to assist the adult education teacher that is provided by one of our Member schools. LMAEC does not receive WIOA funding or 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>
Lassen Library	Library	Susanville, CA	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Literacy Program, GED
TEACH	Academic Services	Alturas, CA	X	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	GED & HiSET prep classes, CTE, jail programs
Lassen County Jail	Corrections	Susanville,	X	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	Support staff for LCOE teacher
Modoc County Jail	Corrections	Alturas, CA.	X	X	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	Support staff for MCOE teacher
			<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	\$983,745	\$983,745	\$983,745
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	\$23,000	\$23,000
Total	\$23,000	\$0	\$0

2.3 Community Need and Customers

High School Diplomas or Equivalencies

Input from school members:

- The regional needs include Adult Diploma Programs that serve outlying areas and a variety of curriculum deliveries to accommodate all adult school learners.
- Credit recovery for adults who are close to obtaining a high school diploma
- GED or HiSET referrals for classes and testing support.

Enrollments in high school diploma programs or diploma equivalency completions continue to increase as adults strive to overcome the barriers for applications to local employment positions. The local workforce continues to request that young adults have a high school diploma to qualify for certain positions. Lassen County has a high percentage of youth who are unemployed and on probation. Recidivism rates from the county correctional facilities indicate that education and employability training are key for reentry candidates to function in communities.

Education levels for Lassen County include: Education for the 25 Years and Over

Education	Q	Lassen County, California
i High school graduate or higher, percent of persons age 25 years+, 2014-2018		82.8%
PEOPLE		
Education		
i High school graduate or higher, percent of persons age 25 years+, 2014-2018		82.8%
i Bachelor's degree or higher, percent of persons age 25 years+, 2014-2018		12.0%

Education Levels for Modoc County include: Education for the 25 Years and Over

Education	Q	Modoc County, California	X	Q	Lassen County, California	X
i High school graduate or higher, percent of persons age 25 years+, 2014-2018		85.6%			82.8%	
PEOPLE						
Education						
i High school graduate or higher, percent of persons age 25 years+, 2014-2018		85.6%			82.8%	
i Bachelor's degree or higher, percent of persons age 25 years+, 2014-2018		15.9%			12.0%	

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 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 LMAEC has funded in recent years is a program area for to training for paraprofessionals to work in the schools as classroom aides. To provide support to those adults seeking work as paraprofessionals, this program provides instruction in preparation for the certification tests.

Input on Needs from LMAEC Member Districts:

- Employability skills training for adults to enter the workforce.
- Increased program offerings for ABE, HSE, HSD, CTE, ESL.
- Stronger alignment with the Workforce Development Board and AJCC to be current on the local employment needs and align program offerings to meet those needs.
- Provide transition counseling for adult students to move to postsecondary and/or employment.
- Expand pathways that lead to postsecondary and advanced CTE classes.

Poverty Levels

The poverty level within Lassen County is now 15.8% and Modoc County is 19.1%. Many young adults today do not have a high school diploma or high school equivalency, nor the current workforce skills or training needed for local employment. One of the historic industries that originally drove the regional economy was the timber industry. Unfortunately, many lumber mills have closed in the last twenty years, due to decreased demand and the more recent adverse economic conditions.

Poverty Levels in Lassen and Modoc Counties

Income & Poverty	Modoc County, California	Lassen County, California
High school graduate or higher, percent of persons age 25 years+, 2014-2018	85.6%	82.8%
PEOPLE		
Income & Poverty		
Median household income (in 2018 dollars), 2014-2018	\$45,149	\$56,362
Per capita income in past 12 months (in 2018 dollars), 2014-2018	\$23,235	\$21,897
Persons in poverty, percent	19.1%	15.8%

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.

Resource Guide/Database of 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 Transition Counselor and instructors are finding a gap in resource guides or agency lists to provide referrals, assistance and support services. The Transition Counselor will develop a guide/database of academic and CTE programs across both counties.

2.4 Identifying Goals and Strategies

Figure 1. Logic Model

Goal Statement 1: Identify and remediate **GAPS IN SERVICES** across the Consortium region.

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>
Expand service hours and classes offered across all Member Districts for all Program Areas	Identify community needs through a survey	Greater alignment of course/class offerings to the needs of each community served	Increased enrollment; Increased program completions	Increased CAEP performance outcomes	Implementation of data-driven instruction
Use survey data to guide program delivery	Conduct an annual survey of all Member districts to identify local needs of adult learners	Modify Member programs delivery to meet local needs	Create a roadmap of current services being offered, and input on any needed changes	Alignment of local needs to program offerings	Ongoing review evaluation of local need and program offerings
Participate in local meetings	Promote Consortium programs to agencies	Increased community networking	Collaboration among community agency and education providers	Increased public awareness of adult education offerings	Increased enrollment and performance outcomes
Expand and improve outreach and marketing to target identified populations	Create a brochure of agency services for students	Increased enrollment for all Member Districts	Increased social media presence; Enhanced print marketing campaign; Ongoing radio PSAs; Increased enrollment	Increased social media presence; Enhanced print marketing campaign; Increased enrollment	Increased social media presence; Enhanced print marketing campaign; Increased enrollment

Increased course offerings across all Program Areas	Determine local need for HSE/HSD/ASE, ESL/Civics/Citizenship, CTE, ABE/Literacy, Digital Literacy	Course offerings aligned to community need	Survey of funded Member Districts	Ongoing evaluation of community needs, program outcomes, and student performance data; 5% increase in program completion	Ongoing evaluation of community needs, program outcomes, and student performance data; 10% increase in program completion
Provide learners the Employability Skills needed for entry to the workforce	Survey skills needed for employment by local businesses	List of needed skills for gainful employment across service area	Workshops for Employability Skills delivered by Transition Counselor	Increased transitions to the workforce from Adult Education programs	Ongoing evaluation of community needs, program outcomes, and student performance data

Figure 1. Logic Model

Goal Statement 2: Implement strategies for **SEAMLESS TRANSITIONS** for students who are transitioning between programs, transitioning to postsecondary, and transitioning to employment.

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>
Employ a transition counselor to serve all Member Districts	Create a formal referral process for Transition Counselor that follows student enrollment and transitions to other Consortium programs	Actively engage in helping students with referrals and appointments	Assist with student movement between K-12 adult schools and/or postsecondary or workplace	Evaluate referrals and effectiveness; modify as needed; Conduct a needs and career interest survey	Evaluate referrals and effectiveness; modify as needed
Identify advanced CTE needs across the region	Poll member districts for CTE needs	Create a marketing campaign to recruit CTE students	Adjust current CTE offerings to meet local need	Identify new CTE programs to be added to local programs	Ongoing review evaluation of local need and program offerings
Increased transition to postsecondary and workforce	Increase program completion rates in all program areas	Greater number of students transitioning to postsecondary programs and the workforce	5% transition growth	10% transition growth	15% transition growth
Articulated CTE programs	Create articulation agreements for CTE programs from Adult Schools to the College	Framework for career pathways	Implementation of one career CTE pathways	Increased transition from adult programs to the college	Development of Pre-Apprenticeship programs

Figure 1. Logic Model

Goal Statement 3: **Implement programs for STUDENT ACCELERATION.**

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>
Develop CTE pathways	Create a pathway between CTE Adult programs and the College and/or workforce placement	Create articulation agreements for CTE programs from Adult Schools to the College	Implementation of one career CTE pathways	Increased transition to postsecondary & CTE; Pre-Apprenticeship programs	Explore starting apprenticeship programs
Develop career pathways	Improve information available to students about career pathways, career opportunities, and alignment between course offerings at the Adult Schools and Lassen Community College	Develop a Career Pathway matrix	Conduct a study to determine community needs for Career Pathways	Establish a pilot program	Reevaluate program success and create next-steps
Support student enrollment and transitions	Increase enrollment, graduation rates, and transitions to post-secondary and/or employment	Increased performance outcomes	5% increase in transitions validated through DIR and MIS reports	10% increase in transitions validated through DIR and MIS reports	15% increase in transitions validated through DIR and MIS reports
Establish best practices for Distance Learning	Implement consistent Distance Learning Policies across all Member Districts	Distance Learning Implementation Manual; Reporting of Distance Learning proxy hours in DIR and MIS	Draft Distance Learning Implementation Manual	Implementation of Distance Learning policies and procedures	Review of fully implemented Distance Learning policies and increased enrollment across all Member Districts

Figure 1. Logic Model

Goal Statement 4: Offer **PROFESSIONAL DEVELOPMENT** to all staff, faculty and administrators for related CAEP Program Areas.

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>
CASAS training on GOALS tests and TOPSpro Enterprise for K-12 Adult Schools; MIS training for College	Provide staff and faculty from each Member District training for CASAS GOALS tests and TOPSpro Enterprise; and MIS training for College	Clean data reporting through TOPSpro and MIS	Accurate tracking and reporting of performance outcomes aligned to AB104	5% increase in performance outcomes	10% increase in performance outcomes
Onboarding for Members for CAEP, Consortium Structure, Adult Education, NOVA	Implement training for new staff, faculty and administrators at each Member District	Unified understanding of CAEP objectives, program areas, and adult education funding streams	Full compliance to AB104 and CAEP guidelines	Ongoing participation in professional development opportunities by Board, Faculty and Staff	Ongoing participation in professional development opportunities by Board, Faculty and Staff
Ongoing professional development for each of the CAEP Program Areas	Program Area-specific professional development	Greater depth of knowledge for adopted assessments, programs, and curricula; Andragogical Instructional Best Practices (differentiated instruction to meet varied learning styles); working with adults with disabilities	Increased level of data-driven placement, instruction, and outcomes	Increased National Reporting System Educational Functioning Level gains; Increased CTE outcomes	Ongoing participation in professional development opportunities by Board, Faculty and Staff

<p>Address needs for professional development</p>	<p>Develop an ongoing professional development plan for all Members</p>	<p>Develop a deeper and broader understanding of how Adult Education services are funded, structured, delivered, and evaluated in California and across the US to better align service delivery with community needs</p>	<p>Member District Faculty/Staff will attend regional, state and national conferences and convenings; Information gathered will be used to provide ongoing internal professional development by attendees</p>	<p>Ongoing participation in professional development opportunities by Board, Faculty and Staff</p>	<p>Ongoing participation in professional development opportunities by Board, Faculty and Staff</p>
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Figure 1. Logic Model
Goal Statement 5: LEVERAGE RESOURCES across the Consortium region.

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>
Increase local business communication	List of local business and service organizations and contact numbers	Increased engagement of the employer base in each community	Inclusion of employer identified employability skills in existing curriculum	Agreement from employers to interview candidates if skills are validated	Hiring pipeline with multiple employers across the service region
Establish partnerships with local agencies for support services	Leverage resources to serve more adult learners through a collective impact model	Develop a strategic plan to identify economies of scale across Member Districts	Implementation of strategies to leverage existing resources	Additional strategies added to strategic plan	Reevaluation of strategies to align to current funding streams
Stronger engagement with the Workforce Development Board by all Consortium Members	Stronger engagement with the Workforce Development Board by all Consortium Members	Develop policies and procedures for cross-agency referrals	Increase in labor force participation; increased job promotions; increased wages	Pilot programs with the Workforce Development Board	Established partnerships with the Workforce Development Board
Stronger engagement with the Workforce Development Board by all Consortium Members	Regularly scheduled American Job Center representative visits to each Member site	Career and job placement liaison	Engage with American Job Center, as needed	Establish MOU with Workforce Development Board	Expansion of programs to include all Members

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.	Seamless Transitions
	Demonstrable increase in transitions to postsecondary as evidenced through Member District DIRs and MIS reports.
	Demonstrable increase in transitions to the workforce as evidenced through Member District DIRs, MIS reports and LMI data.
2.	Gaps in Service
	Increased number of courses and curriculum subjects being offered by Member Districts.
	Digital Literacy and Technology skills embedded in courses.
3.	Student Acceleration
	Developed and implemented articulation agreements between K-12 Adult Schools and the Community College.
	Fully implemented Distance Learning Implementation Manual.
4.	Professional Development
	Approved and implemented plan for professional development across Member Districts.
	Participation by board, faculty and staff from all Member Districts in professional development opportunities.
5.	Leveraging Resources
	Expanded service offerings in partnership with the Workforce Development Board and local businesses.
	Placement of students in internships and work-based learning opportunities.

2.5 Piloting and Implementation

Pilots and Program Implementation Supported by LMAEC

- Pilot the ICEV Multimedia CTE certification program at the Modoc County Jail.
- Pilot the Edovo tablet program in the County Jails.
- Pilot Aztec online programs for GED and HiSET.

- Implement aligned curriculum for across the region for adult schools.
- Implement forums and workgroups to cultivate new ideas for needed services for adult learners.
- Implement new courses and certificate programs that align with the seven CAEP Program Areas.

Appendix A
LMAEC Program Offerings

<u>School/Agency Site</u>	<u>Location</u>	<u>Type of Class</u>
Big Valley Joint Unified School District	Bieber, CA	CTE: Construction CTE: Woodworking CTE: EMT ASE: High School Diploma
Fort Sage Unified School District	Herlong, CA	CTE: Auto Repair CTE: Welding
Lassen Community College District	Susanville, CA	CTE: Beginning Auto Repair (Non-credit) CTE: Fire Science Basic Pump Operations (Non-credit) Short-Term CTE: ServSafe Workshop (test and certificate) HSE: HiSET Sponsor: Lassen Literacy Program - Reading, Computers, GED prep, Family Literacy
Lassen County Office of Education (Jail)	Susanville, CA	CTE: Digital Welding CTE: ServSafe Workshops CTE: I-CEV HSE: GED ASE: Diploma ESL CTE: Digital Literacy

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Lassen High School District	Susanville, CA	<p>ASE: Diploma Completion</p> <p>CTE: Computer Classes (Microsoft Office, keyboarding)</p> <p>CTE: Woodshop</p> <p>CTE: Welding</p>
Modoc High School District	Alturas, CA	<p>CTE: Welding</p> <p>CTE: Woodshop</p>
Modoc County Office of Education/TEACH	Alturas, CA	<p>HSE: GED prep</p> <p>HSE: HiSET prep</p> <p>HSD: Diploma Completion</p> <p>CTE: ICEV</p> <p>CTE: Computer Classes</p>
Surprise Valley Joint Unified School District	Cedarville, CA	<p>CTE: Welding</p> <p>CTE: CAD</p>
Westwood Unified School District	Westwood, CA	<p>CTE: Computers</p> <p>CTE: Culinary</p> <p>CTE: Woodworking</p> <p>Short-Term CTE: ServSafe</p> <p>Short-Term CTE: CPR/First aid</p> <p>Short-Term CTE: Photography</p>
Shaffer Elementary School District	Litchfield, CA	<p>ESL</p> <p>Citizenship</p>

LASSEN-MODOC ADULT EDUCATION CONSORTIUM

Modoc County Office of Education
 Alturas, CA
 Sponsor TEACH:
 HSE: GED, HiSET
 HSD: Diploma Completion
 CTE: iCEV, Computer Classes

Big Valley USD
 Bieber, CA
 HSD: Diploma Completion
 CTE: Construction, Woodworking, EMT

Lassen County Office of Education
 Susanville, CA
 HSD: Diploma Completion
 HSE: GED
 ESL: All levels
 CTE: Welding, I-CEV, Digital Literacy
 Short Term: ServSafe

Westwood USD
 Westwood, CA
 CTE: Computers, Culinary, Woodworking
 Short-Term CTE: ServSafe, CPR/First Aid, Photography

Susanville SD
 Susanville, CA
 Voting, Non-Funded Member

Fort Sage USD
 Herlong, CA
 CTE: Auto Repair, Welding



Modoc High School
 Alturas, CA
 CTE: Woodshop, Welding

Surprise Valley USD
 Cedarville, CA
 CTE: CAD, Welding

Ravendale-Termo USD
 Termo, CA
 Voting, Non-Funded Member



Lassen Community College
 Susanville, CA
 HSE: HiSET
 CTE: Auto Repair, Fire Science
 Short-Term CTE: ServSafe
 Sponsor Lassen Library:
 ABE Reading, GED, Family Literacy

Lassen High School
 Susanville, CA
 HSD: Diploma Completion
 CTE: Computers, Woodshop, Welding

Shaffer Elementary SD
 Litchfield, CA
 ESL: All Levels
 Citizenship

Appendix B

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.