

California Adult Education Program : Annual Plan : 2021-22 Produced: Aug 13, 2021, 10:33 PM UTC Morgan Nugent

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: 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 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.

Regional Planning Overview

The 2019-2022 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.

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

Prior survey results will continue to be used and compared to current LMI data, resulting in the list of gaps for the 2021-2022 Annual Plan. The ongoing focus areas for the Consortium are: 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.

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

LMAEC will continue to conduct ongoing quarterly review of Member District DIR and MIS data as Member District data input continues to improve. Fiscal Data entry will also be compared to student data for effectiveness. The Consortium will meet with the Alliance for Workforce Development to 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. This strategy addresses the State Priority for Program Development/Curriculum/Classroom.

Strategy #2

Expand service hours and classes offered across all Member Districts for all Program Areas to increase enrollment and program completions. This strategy addresses the State Priority for Program Development/Curriculum/Classroom.

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. This strategy addresses the State Priority for Program Evaluation.

Strategy #4

Participate in local meetings to foster collaboration among community agencies, employers and education providers. This strategy addresses the State Priority for Leadership.

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. This strategy addresses the State Priority for Marketing.

Strategy #6

Increased number of courses offered across all Program Areas and all Member Districts, including offering distance learning options for ABE/ESL/HSD/HSE. This strategy addresses the State Priority for Technology and Distance Learning.

Strategy #7

Provide learners the employability skills needed for entry to the workforce through workshops delivered by the Consortium transition counselor. This strategy addresses the State Priority for Learner Transition.

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 postsecondary enrollment or workplace employment. This strategy addresses the State Priority for Learner Transition.

Strategy #2

Identify advanced CTE needs across the region and adjust current CTE offerings to meet local needs. This strategy addresses the State Priority for Program Development/Curriculum/Classroom.

Strategy #3

Increased transition to postsecondary and workforce with 5% transition growth and monitored via quarterly review of DIR and MIS data. This strategy addresses the State Priority for Learner Transition and Program Evaluation.

Strategy #4

Articulated CTE programs from K-12 adult programs to the community college. This strategy addresses the State Priority for Learner Transition.

Student Acceleration

New Strategies

Strategy #1

Develop CTE pathways and implement one CTE career pathways. This strategy addresses the State Priority for Learner Transition.

Strategy #2

Identify needed career pathways through conducting a study for local need. This strategy addresses the State Priority for Equity.

Strategy #3

Support student enrollment and transitions resulting in a 5% increase in transitions validated quarterly through DIR and MIS reports. This strategy addresses the State Priority for Learner Transition and Program Evaluation.

Strategy #4

Establish best practices for distance learning by drafting, adopting and implementing a Distance Learning Implementation Manual. Member districts will also conduct site audits to identify areas where updates to technology (hardware and software) and equipment could enhance the program delivery. This strategy addresses the State Priority for Technology and Distance Learning.

Strategy #5

Implement aligned curriculum across the Consortium for adult schools. The pilot of Aztec Software by Modoc County Office of Education was successful, and the curriculum will be explored for consortium-wide adoption for ABE/HSE students. This strategy addresses the State Priorities for Technology and Distance Learning and Program Development/Curriculum/Classroom.

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. This strategy addresses the State Priority for Program Development/Curriculum/Classroom.

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. This strategy addresses the State Priority for Leadership.

Strategy #3

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

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. This strategy addresses the State Priority for Leadership.

Leveraging Resources

New Strategies

Strategy #1

Increase local business communication and engagement by including employer-identified employability skills in existing curriculum. This strategy addresses the State Priority for Program Development/Curriculum/Classroom.

Strategy #2

Establish partnerships with local agencies for support services (including, but not limited to adults with disabilities) to leverage existing resources. This strategy addresses the State Priority for Equity.

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. This strategy addresses the State Priority for Learner Transition.

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. This strategy addresses the State Priority for Learner Transition.

Strategy #5

Implement forums and workgroups to cultivate new ideas for needed services for adult learners. This strategy addresses the State Priority for Leadership and Equity.

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 Members voted for Lassen Community College to continue as the Fiscal Agent for the 2021-2022 program year. The LMAEC Members 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 2021-22.

Carry-over will be allocated per the 2021-2022 Annual Plan Strategies and will align to the current Three-Year Plan.

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