

25 Lassen-Modoc Adult Education Consortium: Certified

Details

Consortium Information

Consortium Name:

25 Lassen-Modoc Adult Education Consortium

Consortium Short Name:

25 Lassen

Address:

478-200 Hwy 139 P.O.Box 3000 | Susanville, CA | 96130

Website:

www.lassenmodocadulthood.org

Funding Channel 2021-22:

Fiscal Agent

CAEP Funds 2021-22:

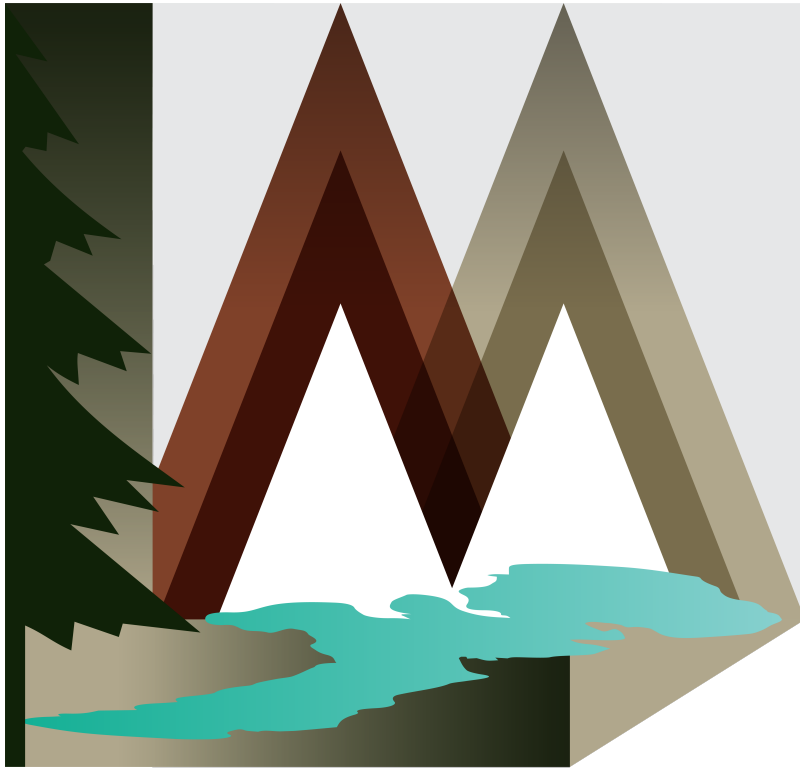
\$1,000,672

CAEP Funds 2020-21:

\$961,722

CAEP Funds 2019-20:

\$961,722



LASSEN-MODOC

ADULT EDUCATION CONSORTIUM

Consortium Contacts

Responsibility	Name	Email	Title	Phone
Fiscal Contact	David Corley	dcorley@lassencollege.edu	Interim Vice President of Administrative Services	(530) 251-8826
Fiscal Contact	Susan Rentfrow	srentfrow@lassencollege.edu	Accountant III	(530) 257-6181 ext: 8708
Fiscal Contact	Carol Growdon	cgrowdon@lassencollege.edu	Director of Continuing Education	(530) 257-6181 ext: 8997
Primary Contact	Carol Growdon	cgrowdon@lassencollege.edu	Director of Continuing Education	(530) 257-6181 ext: 8997
Primary Contact	Mitch Rosin	mitch.rosin2@gmail.com		

Member Agencies

Member Agency	Member Type	Contact	Phone
Big Valley Joint Unified	Unified School District	Paula Silva	(530) 294-5231
Fort Sage Unified	Unified School District	Heather Von Ins	(707) 895-2953 ext: 6502
Lassen CCD	District	Susan Rentfrow	(530) 257-6181 ext: 8708
Lassen Co. Office of Education	County Office of Education (COE)	Patricia Gunderson	(530) 257-2196
Lassen Union High	High School District	Mrs. Cori Shields	(530) 251-1194
Long Valley Charter	Charter	Carol Growdon	(530) 257-6181 ext: 8997
Modoc Co. Office of Education	County Office of Education (COE)	Mike Martin	(530) 233-7101
Shaffer Union Elementary	Elementary School District	Dianne Parady	(530) 254-6577
Surprise Valley Joint Unified	Unified School District	BillieJo Young	
Westwood Unified	Unified School District	Michael Altenburg	
Modoc Joint Unified	Unified School District	Tom O'Malley	(530) 233-7201
Ravendale-Termo Elementary	Elementary School District	Jason Waddell	(530) 257-8200
Susanville Elementary	Elementary School District	Jason Waddell Susanville School District	(530) 257-8200
Johnstonville Elementary	Elementary School District	Dr. Scott Smith	(530) 257-2471
Richmond Elementary	Elementary School District	Michael Cosgrove Richmond Elementary School District	(530) 257-2338

Executive Summary

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.

LMAEC modified the last Three-Year Plan 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. The Three-Year Plan for 2022-2025 builds on that revision and successful implementation.

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.

It should be noted that since the submission of a revised Three-Year Plan in 2020, the region has been hit hard by several unpredicted events. First, as with the rest of the world, was the global COVID-19 pandemic. This created havoc in the provision of services. Second is the Dixie Fire which devastated the region. Third has been ongoing snow storms.

Between the fires and the storms, reliable cell and internet service has been severely, and regularly compromised. This causes ongoing disruptions to education at both the K12 and community college levels.

Assessment

Overview and Preparation *

To prepare for the Three-Year Plan, LMAEC engaged in a series of activities starting in October 2021:

A. LMAEC utilized the CAEP Three-Year Planning Self-Assessment Tool once all input was gathered from each Member District. By waiting to use this tool at the end of the process, the leadership committee was better able to reflect on all information from Member District personnel and make a more holistic self-assessment of the Consortium. 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 Board meetings where each section of the Three-Year Plan template was reviewed and discussed. For the Revised Three-Year Plan submitted in 2020, 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.

B. LMAEC utilized the CAEP Consortium Factsheet, released in early 2022, as a cross-reference tool in developing this plan's objectives, activities, and forecasted outcomes.

C. The 2020 U. S. Census and 2015 American Community Survey were used as updated demographic data sources. The overall adult population of the area is roughly 33,000 with a breakdown of 47% female and 53% male. Hispanic residents make up 13% of the residents with 73% being white, and the remainder comprising American Indian, Asian, and Pacific Islander. Eleven percent speak English "less than well" and the region contains 16% of the population without a high school diploma or equivalency (5,283 people). The current unemployment rate is 5% representing 33,000 residents, with 55% opting out of the labor force (representative of the retired population in the area). The poverty rate shows 6,000 people near or below the poverty line. The predominant languages spoken at home are English (90%) and Spanish (7%). There are approximately 6,400 adults with disabilities in the service area.

D. Regional labor market information (LMI) was requested from the Workforce Development Board and shared with all Member Districts. This data was used to identify programs of study that meet gaps in services as well as validate existing programs of study. A summary can be found below.

E. Due to pandemic restrictions, stakeholder meetings were limited. Rather than conduct in-person meetings, Member Districts solicited information from their community partners and submitted that information during the monthly review meetings. 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.

F. CASAS DIR reports (CAEP and NRS) were reviewed by the LMAEC Board and used to inform decision about the Three-Year Plan.

G. NOVA Program Hours of Instruction and Leveraged Funds reports were reviewed during the planning process and used to inform decision about the Three-Year Plan.

H. Each Member District was asked to submit an Enrollment and Spending Plan which has been incorporated into the Three-Year Plan to provide cohesion across funding streams.

Regional Alignment and Priorities *

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.

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.

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. 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.

NoRTEC Workforce Development Board

The NoRTEC region is located at the northern end of California and includes the 11 counties of Butte, Del Norte, Lassen, Modoc, Nevada, Plumas, Shasta, Sierra, Siskiyou, Tehama, and Trinity. NoRTEC boundaries contain over 24% of the land area in California, covering approximately 32,000 square miles. To put this into perspective, it is more than an 850-mile round trip from the Sierraville America's Job Center (AJCC) in Sierra County to the Crescent City AJCC in Del Norte County. Although the NoRTEC population is sparse in some of the areas, the overall regional population has increased from 703,017 to 712,382 over the past ten years.

The region is home to a diverse economy of manufacturing, agriculture, service, retail, IT, tourism, healthcare, and education. Working on a regional scale strengthens local efforts and allows for companies to compete more effectively in the evolving national and global economy.

Evaluate the Educational Needs of Adults in the Region *

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.

Contributions by Entities *

Service Providers 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 provide adult education services to incarcerated adults.

NoRTEC is the Workforce Development Board in the North/Far North region. It operates the Alliance for Workforce Development as the AJCC service provider. NoRTEC's November 2021 Occupation Outlook report included the following:

- Agriculture: 4.5% decrease in job posting - Occupations that experienced greatest increase in employment: Farmworkers and Laborers, Industrial Truck and Tractor Operators, Inspectors, Testers, Sorters, Samplers, Weighers
- Construction: 14% decrease in job postings - Occupations that experienced greatest increase in employment: Plumbers, Pipefitters, Steamfitters: First-Line Supervisors of Construction Trades and Extraction Workers, Heating, Air Conditioning, and Refrigeration Mechanics and Installers
- Healthcare: 4.7% increase in job postings - Occupations that experienced greatest increase in employment: Nursing Assistants, Emergency Medical Technicians and Paramedics, Licensed Practical and Licensed Vocational Nurses
- Hospitality: 17.1% increase in job postings - Occupations that experienced greatest increase in employment: Childcare Workers, Waiters and Waitresses, Maids and Housekeeping Cleaners
- Information Technology: 16.8% increase in job postings - Occupations that experienced greatest increase in employment: Broadcast Technicians, Electrical Engineers, Computer User Support Specialists
- Manufacturing: 20.7% decrease in job postings - Occupations that experienced greatest increase in employment: Cutting, Punching, Press Machine Setters, Operators, and Tenders, Metal and Plastic, Industrial Truck and Tractor Operators, Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders
- Professional Services: 16.3% increase in job postings - Occupations that experienced greatest increase in employment: Maids and Housekeeping Cleaners, Insurance Underwriters, Software Developers and Software Quality
- Public Services: 14.5% decrease in job postings - Occupations that experienced greatest increase in employment: Preschool Teachers, Teaching Assistants

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
*Big Valley Joint Unified	Member Representative	1	3	0	0	0	0	8	0	0
*Fort Sage Unified	Member Representative	0	0	0	0	0	0	8	0	0
*Johnstonville Elementary	Member Representative	0	0	0	0	0	0	0	0	0
*Lassen CCD	Member Representative	5	128	0	0	0	0	123	0	0
*Lassen Co. Office of Education	Member Representative	0	35	1	0	0	0	40	1	0
*Lassen Union High	Member Representative	3	25	0	0	0	0	22	0	0
*Modoc Co. Office of Education	Member Representative	0	31	5	0	1	0	11	20	0
*Modoc Joint Unified	Member Representative	0	0	0	0	0	0	35	0	0
*Ravendale-Termo Elementary	Member Representative	0	0	0	0	0	0	0	0	0
*Richmond Elementary	Member Representative	0	0	0	0	0	0	0	0	0
*Shaffer Union Elementary	Member Representative	0	0	0	0	0	0	0	0	0
*Surprise Valley Joint Unified	Member Representative	0	0	0	0	0	0	7	0	0
*Susanville Elementary	Member Representative	0	0	0	0	0	0	0	0	0

Total Participants	9	222	6	0	1	0	354	21	0
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Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
*Westwood Unified	Member Representative	0	0	0	0	0	0	100	0	0
Total Participants		9	222	6	0	1	0	354	21	0

* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Alliance for Workforce Development	Community Organization	x	x	x	x	x	x	x	✓	x
Lassen Library District	Community Organization	x	✓	x	x	x	x	x	x	x
Lassen County Social Services	Other	x	x	x	x	✓	x	x	✓	x
Lassen County Sheriff	Other	✓	✓	x	✓	x	x	x	x	x
Modoc County Jail	Other	✓	✓	x	✓	x	x	x	x	x
Susanville Indian Rancheria	Community Organization	x	x	x	x	x	x	x	✓	x
MODOC Teach, Inc.	Community Organization	✓	✓	✓	✓	✓	✓	✓	✓	x
Banner Lassen Medical Center	Community Organization	x	x	x	x	x	x	✓	x	x
Kirack Construction	Industry	x	x	x	x	x	x	✓	x	✓
U.S. Forest Service	Other	x	x	x	x	x	x	✓	✓	x
City of Susanville	Other	x	x	x	x	x	x	✓	x	x

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

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 annual increases in graduates from these programs, 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.

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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.

Metrics: CAEP Barriers & Metrics

✓ Student Barriers

Adult Ed Metrics

- Low Literacy (AE 311 - Overall)

✓ Progress: Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

Adult Ed Metrics

- Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

✓ Transition: Learn about student transition into postsecondary education and college credit pathways.

Adult Ed Metrics

- Participants with Transition to ASE (AE 500 - Overall)

- Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

✓ **Success:** Information on completion of diplomas, certificates, and college credit awards.

Adult Ed Metrics

- Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

× **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	3,169			110	115	120
Student Barriers	Low Literacy (AE 311 - Overall)	795			50	55	60

Member Level Metric Targets

* Mandatory for all members

Big Valley Joint Unified (Reported by Big Valley Joint Unified School District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				20	22	24
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				2	3	4
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				3	4	5
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				3	4	5
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				8	9	10

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				8	9	10
Transition	Participants with Transition to ASE (AE 500 - Overall)				2	3	4

Fort Sage Unified (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				10	12	14
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				11	12	13

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				2	3	4
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				11	12	13
Transition	Participants with Transition to ASE (AE 500 - Overall)				3	4	5

Johnstonville Elementary (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Lassen CCD (Reported by Lassen District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	442			170	180	190
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	24			7	9	11
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	26			7	9	11
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	32			7	9	11
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				50	53	56

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				30	32	36
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				30	32	36
Transition	Participants with Transition to ASE (AE 500 - Overall)				7	9	11

Lassen Co. Office of Education (Reported by Lassen County Office of Education)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				90	92	95
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				7	9	11
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				37	40	43
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				2	3	4
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				35	37	40
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				43	47	50

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				20	22	24
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				20	22	24
Transition	Participants with Transition to ASE (AE 500 - Overall)				7	9	12

Lassen Union High (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				48	50	52
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				25	27	29
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				25	27	30
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				25	27	29

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				15	17	19
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				25	27	29
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Modoc Co. Office of Education (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				70	72	74
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				33	35	37
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				6	7	8
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				33	35	37
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				12	13	14

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				2	3	4
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				12	13	14
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Modoc Joint Unified (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				37	39	41
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				37	39	41

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				5	7	9
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				37	39	41
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Ravendale-Termo Elementary (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Richmond Elementary (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Shaffer Union Elementary (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Surprise Valley Joint Unified (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				8	9	10
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				8	9	10

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				2	3	4
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				8	9	10
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Susanville Elementary (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Westwood Unified (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				105	107	109
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				105	107	109

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				20	22	25
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Big Valley Joint Unified	100%	83%	0%	60%	60%	60%
Fort Sage Unified	100%	71%	0%	60%	60%	60%
Lassen CCD	100%	26%	0%	60%	60%	60%
Lassen Co. Office of Education	100%	80%	0%	60%	60%	60%
Lassen Union High	100%	73%	0%	60%	60%	60%
Modoc Co. Office of Education	100%	66%	0%	60%	60%	60%
Modoc Joint Unified	100%	48%	0%	60%	60%	60%
Surprise Valley Joint Unified	75%	0%	0%	60%	60%	60%
Westwood Unified	100%	20%	0%	60%	60%	60%

Objectives

Address Educational Needs

Description of Objective *

Gaps in Service

To continue to focus on gaps in services, LMAEC will engage in the following activities in addition to those ideated in the Activities & Outcomes section:

- Engage in quarterly reviews of student data from MIS and DIR
- Engage in quarterly reviews of fiscal reporting data from NOVA
- Conduct biannual economic and workforce analysis to determine shifts in the labor market in alignment with the NoRTEC WorkforceDevelopment Boards
- Add classes to meet labor demands if qualified teachers are available

Leveraging Resources

To fully leverage the resources of the region LMAEC Member Districts will engage in the following activities in addition to those ideated in the Activities & Outcomes section:

- Continue to identify emergent industry needs for CTE career pathways
- Expand opportunities for internship programs
- Explore options for the community college to provide classes on the Adult School campuses to help with transition and dual enrollment

- Create a closer collaboration with NoRTEC to respond to labor market/ employer needs by connecting students to job fairs/ employment agencies/ employment opportunities
- Continue the work of to identify and address emergent issues

Improve Integration of Services & Transitions

Description of Objective *

Seamless Transitions Objectives

- Engage in quarterly reviews of student data from MIS and DIR
- Engage in transition planning for graduates within 30 credits of program completion
- Increase engagement of students to ensure regular attendance and completion of programs of study
- Engage guest speakers from the college, trade schools, and employers to raise student awareness about workforce options
- Improve the tracking of student transitions to postsecondary and the workforce

Student Acceleration Objectives

- Continue to align programs of study across Member Districts to ease and encourage student transitions
- Engage with Strong Workforce to create more programs of study at Lassen Community College to increase transitions to the workforce

Improve Effectiveness of Services

Description of Objective *

LMAEC will Improve Effectiveness of Services across the Member Districts by focusing on Professional Development and the TTA PIP Strategies to improve transitions across the region. The activities and objectives have been written to provide a high-level approach to expanding on the successes realized during the implementation of the last Three-Year Plan and to address the ever-changing regional needs as communities emerge from the hardships of the COVID-19 global pandemic.

Professional Development Objectives

- Continued training that is focused on the needs of high-demand industry sectors and occupations
- Continued professional development in all program areas of CAEP
- Continued focus on best-practice instruction in all program areas for adult learners

TTA PIP Objectives

1. Transition Counselor - Expanded Services
2. Ongoing training for data reporting at both K12 adult schools and Lassen College
3. Identify advanced CTE needs across the region and articulate CTE programs via LMI Analysis

Activities & Outcomes

Activity Name *

Expand Service Hours

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Expand service hours and classes offered across all Member Districts for all AB104 program areas as identified through a community needs survey. This will lead to a greater alignment of course/class offerings to the needs of each community served.

This activity aligns to the AB104 Objective of Gaps in Services; and the CAEP State Priorities of Learner Transition and Program Development/Curriculum/Classroom.

Short-Term Outcomes (12 Months) *

Increased enrollment; Increased program completions; Increased transitions

Intermediate Outcomes (1-3 Years) *

Increased CAEP performance outcomes

Long-Term Outcomes (3-5 Years) *

Implementation of data-driven instruction

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Audra Evans
Keith Tomes
Michael Altenburg
Michell Williams
Mike Martin
Morgan Nugent
Patricia Gunderson
Paula Silva
Tom O'Malley

Activity Name *

Marketing

Objective that Applies to this Activity

Not Entered

Brief Description of Activity *

Expand and improve outreach and marketing to target identified populations through the creation of a brochure of agency services for students with a target outcome of increased enrollment across all Member Districts.

This activity aligns with AB104 Objective of Gaps in Service and the CAEP State Priority of Marketing.

Short-Term Outcomes (12 Months) *

Increased social media presence; Enhanced print marketing campaign; Ongoing radio PSAs

Intermediate Outcomes (1-3 Years) *

Increased social media presence; Enhanced print marketing campaign; Increased enrollment

Long-Term Outcomes (3-5 Years) *

Increased social media presence; Enhanced print marketing campaign; Increased enrollment

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Audra Evans
Keith Tomes
Michael Altenburg
Michell Williams
Mike Martin
Mitch Rosin
Morgan Nugent
Patricia Gunderson
Paula Silva
Tom O'Malley

Activity Name *

Participate in Local Meetings

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Increase participation in local meetings to promote Consortium programs to agencies and community-based organizations
 This activity aligns with AB104 Objective of Gaps in Service and the CAEP State Priority of Marketing

Short-Term Outcomes (12 Months) *

Increased collaboration among community agency and education providers as demonstrated by a 5% increase in student referrals

Intermediate Outcomes (1-3 Years) *

Increased public awareness of adult education offerings at each member site as demonstrated through requests for information regarding programs of study and a 10% increase in enrollment across the Consortium

Long-Term Outcomes (3-5 Years) *

- A 15% increased enrollment of students and 15% increase performance outcomes as demonstrated through pre-posttest pairs on DIR and MIS submissions

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Audra Evans
Keith Tomes
Michael Altenburg
Michell Williams
Mike Martin
Morgan Nugent
Patricia Gunderson
Paula Silva
Tom O'Malley

Activity Name *

Survey Community to Determine Needs

Objective that Applies to this Activity

Not Entered

Brief Description of Activity *

Member districts (funded and unfunded) will conduct an annual survey of all to identify local needs of adult learners and modify programs of study to meet local needs

This activity aligns with AB104 Objective of Gaps in Service and the CAEP State Priorities of Program Evaluation and Equity

Short-Term Outcomes (12 Months) *

Create a roadmap of current services being offered, and input on any needed changes

Intermediate Outcomes (1-3 Years) *

Alignment of local needs to program offerings

Long-Term Outcomes (3-5 Years) *

Ongoing review evaluation of local need and program offerings

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Audra Evans
Jason Waddell
Joshua Blackburn
Keith Tomes
Michael Altenburg
Michell Williams
Mike Martin
Morgan Nugent
Patricia Gunderson
Paula Silva
Tom O'Malley

Activity Name *

Increase Course Offerings

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Member Districts will determine local need for additional programs of study in the following program areas: ABE, HSE, HSD, ESL, Civics/Citizenship, and CTE. CTE industry sectors include, but are not limited to: hospitality; lineman (electric and environmental utilities); early childhood; fire science; healthcare careers (EMT and nursing).

This activity aligns with AB104 Objective of Gaps in Service and the CAEP State Priorities of Program Evaluation and Program Development/Curriculum/Classroom.

Short-Term Outcomes (12 Months) *

Member Districts will conduct community needs survey to determine which programs of study are in highest demand

Intermediate Outcomes (1-3 Years) *

Ongoing evaluation of community needs, program outcomes, and student performance data; 5% increase in program completion

Long-Term Outcomes (3-5 Years) *

Ongoing evaluation of community needs, program outcomes, and student performance data; 10% increase in program completion

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Audra Evans
Jason Waddell
Joshua Blackburn
Keith Tomes
Michael Altenburg
Michell Williams
Mike Martin
Morgan Nugent
Patricia Gunderson
Paula Silva
Tom O'Malley

Activity Name *

Infuse Employability Skills into Programs of Study

Objective that Applies to this Activity

Not Entered

Brief Description of Activity *

Member Districts will infuse Employability Skills needed for entry to the workforce into course offerings. Employers will be surveyed to determine the skills needed by local businesses, as needed, to build a list of needed skills for gainful employment across service area

This activity aligns with AB104 Objectives of Gaps in Service and Seamless Transitions and the CAEP State Priorities of Program Evaluation and Program Development/Curriculum/Classroom

Short-Term Outcomes (12 Months) *

Workshops for Employability Skills delivered by Transition Counselor

Intermediate Outcomes (1-3 Years) *

Infusion of Employability Skills in 50% of programs of study across all Member Districts

Long-Term Outcomes (3-5 Years) *

Infusion of Employability Skills in 100% of programs of study across all Member Districts

Ongoing evaluation of community needs, program outcomes, and student performance data

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Audra Evans
Keith Tomes
Michael Altenburg
Michell Williams
Mike Martin
Morgan Nugent
Patricia Gunderson
Paula Silva
Tom O'Malley

Activity Name *

Transition Services

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Expand duties of a transition counselor to serve all Member Districts and create a formal referral process for students to the Transition Counselor to allow for tracking student enrollment and transitions to the college and the workplace
 This activity aligns with AB104 Objectives of Seamless Transitions and the CAEP State Priorities of Equity and Learner Transition.

Short-Term Outcomes (12 Months) *

Assist with student movement between K-12 adult schools and/or postsecondary or workplace to achieve a goal of 10 student transitions

Intermediate Outcomes (1-3 Years) *

Assist with student movement between K-12 adult schools and/or postsecondary or workplace to achieve a goal of 20 student transitions

Long-Term Outcomes (3-5 Years) *

Assist with student movement between K-12 adult schools and/or postsecondary or workplace to achieve a goal of 30 student transitions

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Audra Evans
Carol Growdon
Jason Waddell
Joshua Blackburn
Keith Tomes
Michael Altenburg
Michell Williams
Mike Martin
Morgan Nugent
Patricia Gunderson
Paula Silva
Tom O'Malley

Activity Name *

Transitions to Postsecondary and Workforce

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Increased transition to postsecondary and workforce and program completion rates in all program areas resulting in a greater number of students transitioning to postsecondary programs and the workforce

This activity aligns with AB104 Objectives of Seamless Transitions and the CAEP State Priorities of Equity and Learner Transition

Short-Term Outcomes (12 Months) *

5% growth in student transitions to postsecondary programs of study and the workforce

Intermediate Outcomes (1-3 Years) *

10% growth in student transitions to postsecondary programs of study and the workforce

Long-Term Outcomes (3-5 Years) *

15% growth in student transitions to postsecondary programs of study and the workforce

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Audra Evans
Carol Growdon
Keith Tomes
Michael Altenburg
Michell Williams
Mike Martin
Morgan Nugent
Patricia Gunderson
Paula Silva
Tom O'Malley

Activity Name *

Advanced CTE Programs of Study

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Poll member districts and employers for CTE needs and create a marketing campaign to recruit CTE students

This activity aligns with AB104 Objectives of Gaps in Service and the CAEP State Priorities of Program Evaluation and Learner Transition

Short-Term Outcomes (12 Months) *

Adjust current CTE programs of study offerings to meet local need through the addition of 1-3 advanced courses

Intermediate Outcomes (1-3 Years) *

Identify new CTE programs to be added to local programs

Long-Term Outcomes (3-5 Years) *

Ongoing review evaluation of local need and program offerings

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Audra Evans
Keith Tomes
Michael Altenburg
Michell Williams
Mike Martin
Morgan Nugent
Patricia Gunderson
Paula Silva
Tom O'Malley

Activity Name *

Articulated CTE Programs

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Create articulation agreements for CTE programs from Adult Schools to the College including a framework for career pathways
This activity aligns with AB104 Objectives of Seamless Transitions and the CAEP State Priorities of Program Evaluation and Learner Transition.

Short-Term Outcomes (12 Months) *

Implementation of one career CTE pathways

Intermediate Outcomes (1-3 Years) *

Implementation of two additional CTE pathways; Increased transition from adult programs to the college as demonstrated on DIR and MIS submissions

Long-Term Outcomes (3-5 Years) *

Development of Pre-Apprenticeship programs of study that lead to employment in high growth industry sectors and family-sustaining wages

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Audra Evans
Carol Growdon
Keith Tomes
Michael Altenburg
Michell Williams
Mike Martin
Morgan Nugent
Patricia Gunderson
Paula Silva
Tom O'Malley

Activity Name *

Implement Best Practices for Distance Learning

Objective that Applies to this Activity

Not Entered

Brief Description of Activity *

Implement consistent Distance Learning Policies across all Member Districts for all programs of study resulting in the reporting of distance learning proxy hours in DIR and MIS

This activity aligns with AB104 Objectives of Gaps in Service and the CAEP State Priorities of Program Evaluation and Technology & Distance Learning

Short-Term Outcomes (12 Months) *

Attend professional development trainings for Distance Learning implementation and reporting offered by OTAN, CASAS, ISTE, CCAE and COABE

Intermediate Outcomes (1-3 Years) *

Implement standardized Distance Learning policies and procedures

Long-Term Outcomes (3-5 Years) *

Review of fully implemented Distance Learning policies and increased enrollment across all Member Districts

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Audra Evans
Carol Growdon
Keith Tomes
Michael Altenburg
Michell Williams
Mike Martin
Morgan Nugent
Patricia Gunderson
Paula Silva
Tom O'Malley

Activity Name *

Ongoing Data Training

Objective that Applies to this Activity

Not Entered

Brief Description of Activity *

All Member Districts will engage in ongoing CASAS training on GOALS tests and TOPSpro Enterprise for K-12 Adult Schools and MIS training for College resulting in cleaner data submissions and data driven instructional practices

This activity aligns with AB104 Objectives of Seamless Transitions and the CAEP State Priorities of Program Evaluation, Learner Transition, Leadership, and Program Development/Curriculum/Classroom

Short-Term Outcomes (12 Months) *

5% increase in performance outcomes, EFL and MSG gains, program completions, and transitions to the workforce as reported through TOPSpro and

Intermediate Outcomes (1-3 Years) *

10% increase in performance outcomes, EFL and MSG gains, program completions, and transitions to the workforce as reported through TOPSpro and

Long-Term Outcomes (3-5 Years) *

15% increase in performance outcomes, EFL and MSG gains, program completions, and transitions to the workforce as reported through TOPSpro and

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Audra Evans
Keith Tomes
Michael Altenburg
Michell Williams
Mike Martin
Morgan Nugent
Patricia Gunderson
Paula Silva
Tom O'Malley

Activity Name *

Professional Development

Objective that Applies to this Activity

Not Entered

Brief Description of Activity *

Develop an ongoing professional development plan for all Member District to meet their individual needs and to 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. 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. Program Area-specific professional development will result in a 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. All LMAEC Board Members, Member District administrators, faculty and staff will participate in ongoing professional development.

This activity aligns with AB104 Objectives of Professional Development and the CAEP State Priorities of Program Evaluation, Leadership, Equity, and Program Development/Curriculum/Classroom

Short-Term Outcomes (12 Months) *

All Member Districts will send faculty/staff to attend state and national conferences, both virtual and in-person, will result in increased levels of data-driven placement, data-driven instruction, and performance outcomes as shown on quarterly DIR and MIS submissions

Intermediate Outcomes (1-3 Years) *

Increased WIOA National Reporting System Educational Functioning Level gain and Measurable Skill Gains; Increased CTE outcomes

Long-Term Outcomes (3-5 Years) *

Ongoing participation in professional development opportunities by Board, Faculty and Staff

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
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- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Audra Evans
BillieJo Young
Carol Growdon
Cori Shields
David Corley
Dianne Parady
Dianne Parady
Elizabeth Guzman
Heather Von Ins
Jason Waddell
Jason Waddell
Joshua Blackburn
Keith Tomes
Krissy House
Leslie Corder
Michael Altenburg
Michell Williams
Mike Martin
Mitch Rosin
Morgan Nugent
Patricia Gunderson
Paula Silva
Susan Rentfrow
Tom O'Malley

Activity Name *

Apply for WIOA Federal Funding

Objective that Applies to this Activity

Not Entered

Brief Description of Activity *

The Lassen County Office of Education, the Modoc County Office of Education and Lassen Community College will individually apply for WIOA pre-qualificaion. Upon qualification, the three agencies will apply for WIOA as a consortium of service providers that cover the service area of the Lassen-Modoc Adult Education Consortium.

Short-Term Outcomes (12 Months) *

Prepare for prequalifying submission of data and application in December 2022/January 2023. Once qualified, apply as a consortium of three agencies for funding during the four programs years included in this round of AEFLA (2023-2027)

Intermediate Outcomes (1-3 Years) *

Expand program offerings with new WIOA funding. Participate in CIP activities as mandated by AEFLA/OCTAE.

Long-Term Outcomes (3-5 Years) *

Expand program offerings with new WIOA funding. Participate in CIP activities as mandated by AEFLA/OCTAE. Prepare for reapplication for WIOA funds.

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Carol Growdon
Michell Williams
Mike Martin
Patricia Gunderson

Activity Name *

Implement a Collective Impact Model

Objective that Applies to this Activity

Not Entered

Brief Description of Activity *

Leverage resources to serve more adult learners through a collective impact model by developing a strategic plan to identify economies of scale across Member Districts.

This activity aligns with AB104 Objective of Leveraging Resources and the CAEP State Priorities of Program Development/Curriculum/Classroom and Leadership.

Short-Term Outcomes (12 Months) *

Implementation of strategies to leverage existing resources

Intermediate Outcomes (1-3 Years) *

Additional strategies added to strategic plan

Long-Term Outcomes (3-5 Years) *

Reevaluation of strategies to align to current funding streams

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Audra Evans
Carol Growdon
Jason Waddell
Joshua Blackburn
Keith Tomes
Michael Altenburg
Michell Williams
Mike Martin
Mitch Rosin
Morgan Nugent
Patricia Gunderson
Paula Silva
Tom O'Malley

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Big Valley Joint Unified	\$22,694	Certified
Fort Sage Unified	\$39,212	Certified
Lassen CCD	\$225,065	Certified
Lassen Co. Office of Education	\$100,058	Certified
Lassen Union High	\$72,779	Certified
Long Valley Charter	\$0	Certified
Modoc Co. Office of Education	\$84,079	Certified
Modoc Joint Unified	\$31,485	Certified
Ravendale-Termo Elementary (Optional)	\$0	Draft
Shaffer Union Elementary	\$39,606	Certified
Surprise Valley Joint Unified	\$7,652	Certified
Susanville Elementary (Optional)	\$0	Draft
Westwood Unified	\$28,580	Certified
Totals	\$651,210	11/13 Certified

Funds Evaluation *

The Lassen-Modoc Adult Education Consortium is exploring the creation of a "hub model" of service delivery that would better meet the rural needs of the communities being served. The hub would be the creation of an adult education center in Susanville, CA, that could provide both in-person and distance education classes for residents of the service region. Doing so would allow Member Districts to enter into MOUs to share costs, share instructional faculty, and reach more people in need of adult education services. Additionally, the hub would allow for co-location of services from partner agencies such as the Alliance for Workforce Development (AJCC) and other agencies operating in the North/Far North region.

To address carryover, each Member District will:

Big Valley: Hourly salary rate for certificated instructor; 80 Cyberhigh Exams; Office/Postal Mailing/Newsletter/Teaching Supplies; Instructional Support – Whiteboards/Dry Erase Pens

Fort Sage: If funds are not fully expended they will be used to purchase equipment for the auto or welding programs.

LCC: Hired Director of Continuing Education; Purchase laptops, wifi devices; Purchase Aztec curriculum to align with LMAEC members; Partially fund an Account Technician to manage LCC CAEP budget and LMAEC budget; Increase non-credit offerings and pay faculty for curriculum development; Investigate viability of an Adult Education Center; Professional Development; ACCE Spring 2022 Conference 3/3-3/4; 2022 Career and Noncredit Education Institute 5/12-5/14

LCOE: CASAS Conference; Purchase Aztec Licenses; Additional Professional Development as identified

LUHSD: Diploma Gold; CASAS Conference; Add additional classes on Fridays; Paraprofessional hours to help low performing students; Equipment for new computer science/ IT class; Software licenses for new computer science/IT Class; Woodshop/Construction materials and consumables; Continue classes through the summer; Explore new landscaping /horticulture class

MCOE: CASAS Conference; staff salaries – we are projecting overspent this year

MJUSD: Salaries, supplies (metal, gases, wire, other welding; consumables, lumber), router bits, saw blades, sand paper and fasteners

Shaffer: District will stop serving adults and turn over all funds to LCOE to provide services.

Surprise Valley: District is purchasing hydraulic shear equipment. Necessary supplies and equipment.

West wood: Update the 22 computers currently available in computer lab for Distance Learning offerings

Certification

Big Valley Joint Unified - Member Representative

Paula Silva

Superintendent/Principal

psilva@bigvalleyschool.org

(530) 294-5231

Dianne Parady

Chief Business Official

dparady@bigvalleyschool.org

(530) 254-6577

Approved by Paula Silva

04/28/2022 11:03 AM PDT

Fort Sage Unified - Member Representative

Heather Von Ins

Chief Business Officer

hvonins@fortsage.org

(707) 895-2953 ext: 6502

Dr. Keith Tomes

Superintendent

ktomes@fortsage.org

(530) 827-2129 ext: 6500

Approved by Dr. Keith Tomes

05/03/2022 01:43 PM PDT

Johnstonville Elementary - Member Representative**Dr. Scott Smith**

Superintendent/Principal

ssmith@johnstonville.org

(530) 257-2471

Approved by Dr. Scott Smith

05/03/2022 11:12 AM PDT

Lassen CCD - Member Representative**Susan Rentfrow**

Accountant III

srentfrow@lassencollege.edu

(530) 257-6181 ext: 8708

Carol Growdon

Director of Continuing Education

cgrowdon@lassencollege.edu

(530) 257-6181 ext: 8997

Michell Williams

Dean of Instruction, Interim

mwilliams@lassencollege.edu

(530) 257-6181 ext: 8960

Approved by Michell Williams

05/03/2022 11:55 AM PDT

Lassen Co. Office of Education - Member Representative**Patricia Gunderson**pgunderson@lcoe.org

(530) 257-2196

Approved by Patricia Gunderson

04/28/2022 11:04 AM PDT

Lassen Union High - Member Representative

Mrs. Cori Shields
CBO
cori.shields@lassenhigh.org
(530) 251-1194

Morgan Nugent
Superintendent/Principal
morgan.nugent@lassenhigh.org
(530) 250-5324 ext: 2142

Approved by Morgan Nugent

04/28/2022 02:45 PM PDT

Modoc Co. Office of Education - Member Representative

Mike Martin
mmartin@modoccoe.org
(530) 233-7101

Leslie Corder
Director of Fiscal Services
lcorder@modoccoe.k12.ca.us
(530) 233-7104

Approved by Mike Martin

04/28/2022 11:02 AM PDT

Modoc Joint Unified - Member Representative

Tom O'Malley
Superintendent
tomalley@modoc.k12.ca.us
(530) 233-7201

Elizabeth Guzman
Business Manager
eguzman@modoc.k12.ca.us
(530) 233-7201

Approved by Tom O'Malley

05/03/2022 12:08 PM PDT

Ravendale-Termo Elementary - Member Representative

Jason Waddell
Superintendent
jwaddell@juniperridge.org
(530) 257-8200

Approved by Jason Waddell

04/28/2022 11:15 AM PDT

Richmond Elementary - Member Representative

Michael Cosgrove Richmond Elementary School District
Superintendent/Principal
mcosgrove@richmondelementary.com
(530) 257-2338

Approved by Michael Cosgrove Richmond Elementary School District

04/28/2022 10:59 AM PDT

Shaffer Union Elementary - Member Representative

Dianne Parady
Chief Business Official
dparady@shafferschool.com
(530) 254-6577

Joshua Blackburn Shaffer
Superintendent/Principal
jblackburn@shafferschool.com
(530) 254-6577

Approved by Joshua Blackburn Shaffer

04/28/2022 10:58 AM PDT

Surprise Valley Joint Unified - Member Representative

Billie Jo Young
Business
byoung@modoccoe.org

Audra Evans
aevans@svjUSD.org

(530) 279-6141 ext: 123

Approved by Audra Evans

04/29/2022 11:44 AM PDT

Susanville Elementary - Member Representative

Jason Waddell Susanville School District

Superintendent

jwaddell@susanvillesd.org

(530) 257-8200

Approved by Jason Waddell Susanville School District

04/28/2022 11:16 AM PDT

Westwood Unified - Member Representative

Michael Altenburg

maltenburg@westwoodusd.org

Krissy House

Chief Business Official

khouse@westwoodusd.org

(530) 256-2311 ext: 4715

Approved by Michael Altenburg

04/28/2022 11:05 AM PDT



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