

# 25 Lassen-Modoc Adult Education Consortium

## Plans & Goals

### 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.

The 2022-2023 Annual Plan was developed during an Annual Plan Retreat where all Member Districts were invited to participate, the AJCC partner presented, CASAS reviewed data collection and reporting, and input from community stakeholders was encouraged. The 2022-2023 LMAEC Annual Plan continues the work started in 2020 to align the region with Ed Code, bring the Consortium into compliance, and provide best-in-class adult education services across Lassen and Modoc Counties. During the 2021-2022 fiscal year, Shaffer USD decided to become an unfunded, voting member of the LMAEC Consortium. Those services will be maintained now by the Lassen County Office of Education, thereby ensuring that staff remain employed and students continue to receive the adult education services they have come to expect.

### Regional Planning Overview

The 2022-2025 Three-Year Plan was developed to better address the requirements of CAEP/AB104, and to provide stronger guidance to the Member Districts of the Lassen-Modoc Adult Education Consortium regarding the vision of the voting board for program implementation and performance outcomes that meet the regional needs of the communities served.

## 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?

A combination of workgroup meetings, a review of current DIR/MIS data, current expenditures, and a review of LMI data was used to create the 2022-2023 Annual Plan. The CAEP Program Areas of focus are the following (which include continuation of the TTA focus area):

1. ABE
2. HSE/HSD
3. CTE
4. Transitions to to Post Secondary and the Workforce

**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.

## Address Educational Needs

### 2022-23 Strategies

**Strategy Name**

Gaps in Service - New Courses

**Activity that Applies to this Strategy**

Increase Course Offerings

**Metrics that Apply to this Activity/Strategy**

- 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)

**Strategy Description**

Implement new courses and short-term certificate programs that align with CAEP Program Areas.

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

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**Strategy Name**

Gaps in Service - Service Hours

**Activity that Applies to this Strategy**

Expand Service Hours

**Metrics that Apply to this Activity/Strategy**

- 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)

### Strategy Description

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

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

### Strategy Name

Gaps in Service - Surveys

### Activity that Applies to this Strategy

Survey Community to Determine Needs

### Metrics that Apply to this Activity/Strategy

- 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)

### Strategy Description

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 of Program Evaluation.

### Strategy Name

Gaps in Service - Community Engagement

### Activity that Applies to this Strategy

Participate in Local Meetings

### Metrics that Apply to this Activity/Strategy

- 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)

### Strategy Description

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

This strategy addresses the State Priority of Leadership.

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### Strategy Name

Gaps in Service - Marketing and Outreach

### Activity that Applies to this Strategy

Marketing

### Metrics that Apply to this Activity/Strategy

- 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)

### Strategy Description

Expand and improve outreach and marketing to target identified populations which will result in increased enrollment through creating a strong social media presence via Facebook ads and surveys, sending postal mailers, movie theater advertisements, radio advertisements, and creating multiple print marketing campaigns that can be used at local events by Member Districts.

This strategy addresses the State Priority of Marketing.

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### Strategy Name

Gaps in Service - Course Offerings

### Activity that Applies to this Strategy

Increase Course Offerings

### Metrics that Apply to this Activity/Strategy

- 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)

### Strategy Description

Increased number of courses offered across all Program Areas and all Member Districts, specifically through offering distance learning options for ABE/ESL/HSD/HSE/CTE/ESL.

This strategy addresses the State Priority of Technology and Distance Learning.

### Strategy Name

Gaps in Service - Partner Workshops

### Activity that Applies to this Strategy

Transitions to Postsecondary and Workforce

### Metrics that Apply to this Activity/Strategy

- 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)

### Strategy Description

Provide learners the employability skills needed for entry to the workforce through workshops delivered by the local partner agencies.

This strategy addresses the State Priority of Learner Transition.

### Strategy Name

Gaps in Service - Hub and Spoke Service Model

### Activity that Applies to this Strategy

Implement a Collective Impact Model

### Metrics that Apply to this Activity/Strategy

- 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)

**Strategy Description**

Explore creating a hub and spoke model of adult education service delivery for the region.

This strategy addresses the State Priority of Leveraging Resources.

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**Strategy Name**

Gaps in Service - Healthcare ESL Grant

**Activity that Applies to this Strategy**

Increase Course Offerings

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description**

Apply for state funding to create a healthcare pathways of courses for ESL students.

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

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**Strategy Name**

Leveraging Resources - Business Engagement

**Activity that Applies to this Strategy**

Survey Community to Determine Needs

**Metrics that Apply to this Activity/Strategy**

- 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)

**Strategy Description**

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

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

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**Strategy Name**

Leveraging Resources - Adults with Disabilities

**Activity that Applies to this Strategy**

Increase Course Offerings

**Metrics that Apply to this Activity/Strategy**

- 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)

**Strategy Description**

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 of Equity.

**Strategy Name**

Leveraging Resources - Workforce Development Board Engagement

**Activity that Applies to this Strategy**

Transitions to Postsecondary and Workforce

**Metrics that Apply to this Activity/Strategy**

- 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)

**Strategy Description**

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 of Learner Transition.

**Strategy Name**

Leveraging Resources - AJCC Engagement

**Activity that Applies to this Strategy**

Transitions to Postsecondary and Workforce

**Metrics that Apply to this Activity/Strategy**

- 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)

**Strategy Description**

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 of Learner Transition.

**Strategy Name**

Leveraging Resources - Community Engagement

**Activity that Applies to this Strategy**

Participate in Local Meetings

**Metrics that Apply to this Activity/Strategy**

- 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)

**Strategy Description**

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

This strategy addresses the State Priorities of Leadership and Equity.

**Strategy Name**

Leveraging Resources - WIOA

**Activity that Applies to this Strategy**

Apply for WIOA Federal Funding



**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description**

Select Member Districts will apply for WIOA funding for the 2023-2027 program years.

This strategy applies to the CAEP State Priority of Leveraging Resources.

**Improve Integration of Services & Transitions****2022-23 Strategies****Strategy Name**

Seamless Transitions - Transition Counselor

**Activity that Applies to this Strategy**

Transition Services

**Metrics that Apply to this Activity/Strategy**

- 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)

**Strategy Description**

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 of Learner Transition.

**Strategy Name**

Seamless Transitions - CTE

**Activity that Applies to this Strategy**

Articulated CTE Programs

**Metrics that Apply to this Activity/Strategy**

- 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)

### Strategy Description

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

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

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### Strategy Name

Seamless Transitions - Postsecondary & Workforce

### Activity that Applies to this Strategy

Transitions to Postsecondary and Workforce

### Metrics that Apply to this Activity/Strategy

- 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)

### Strategy Description

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 Priorities of Learner Transition and Program Evaluation.

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### Strategy Name

Seamless Transitions - Articulated Programs

### Activity that Applies to this Strategy

Articulated CTE Programs

### Metrics that Apply to this Activity/Strategy

- 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)

### Strategy Description

Create articulated CTE programs from K-12 adult programs to the community college; explore offering college credit for prior learning.

This strategy addresses the State Priority of Learner Transition.

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**Strategy Name**

Student Acceleration - CTE Pathways

**Activity that Applies to this Strategy**

Articulated CTE Programs

**Metrics that Apply to this Activity/Strategy**

- 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)

**Strategy Description**

Develop CTE pathways and implement one CTE career pathways.

This strategy addresses the State Priority of Learner Transition.

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**Strategy Name**

Student Acceleration - CTE Surveys

**Activity that Applies to this Strategy**

Survey Community to Determine Needs

**Metrics that Apply to this Activity/Strategy**

- 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)

**Strategy Description**

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

This strategy addresses the State Priority of Equity.

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**Strategy Name**

Student Acceleration - Increased Transition Rate

**Activity that Applies to this Strategy**

Transitions to Postsecondary and Workforce

**Metrics that Apply to this Activity/Strategy**

- 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)

**Strategy Description**

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

This strategy addresses the State Priorities of Learner Transition and Program Evaluation.

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**Strategy Name**

Student Acceleration - Technology and Distance Learning

**Activity that Applies to this Strategy**

Implement Best Practices for Distance Learning

**Metrics that Apply to this Activity/Strategy**

- 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)

**Strategy Description**

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 Priorities of Technology and Distance Learning.

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**Strategy Name**

Seamless Transitions - Aligned Curriculum

**Activity that Applies to this Strategy**

Increase Course Offerings

**Metrics that Apply to this Activity/Strategy**

- 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)

**Strategy Description**

Continue to implement aligned curriculum across the Consortium for adult schools.

This strategy addresses the State Priorities of Technology and Distance Learning and Program Development/Curriculum/Classroom.

**Strategy Name**

Student Acceleration - WASC Accreditation

**Activity that Applies to this Strategy**

Apply for WIOA Federal Funding

**Metrics that Apply to this Activity/Strategy**

- 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)

**Strategy Description**

Select Member Districts who offer ABE/HSE/HSD/ESL will apply for WASC Accreditation as Adult Schools.

This aligns to the State CAEP Priority of Leadership.

**Improve Effectiveness of Services****2022-23 Strategies****Strategy Name**

Professional Development - Data Training

**Activity that Applies to this Strategy**

Ongoing Data Training

**Metrics that Apply to this Activity/Strategy**

- 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)

### Strategy Description

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 CAEP/AB104.

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

### Strategy Name

Professional Development - Onboarding Tool

### Activity that Applies to this Strategy

Professional Development

### Metrics that Apply to this Activity/Strategy

- 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)

### Strategy Description

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 Name

Professional Development - Program Area Training

### Activity that Applies to this Strategy

Professional Development

### Metrics that Apply to this Activity/Strategy

- 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)

### Strategy Description

Ongoing professional development for each of the CAEP Program Areas to increase level of data-driven placement, instruction, and student performance outcomes including, but not limited to CASAS, CalPro, CAEP TAP, OTAN.

This strategy addresses the State Priority for Leadership.

### Strategy Name

Professional Development - Active Participation in PD Opportunities

### Activity that Applies to this Strategy

Professional Development

### Metrics that Apply to this Activity/Strategy

- 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)
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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)

### Strategy Description

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.

## 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 2022-2023 LMAEC Annual Plan is derived from the CAEP 2022-2025 Three-Year Plan (which includes the strategies used in this plan).

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2022-23.**

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.

Westwood: 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

09/06/2022 01:14 PM PDT

### Fort Sage Unified - Member Representative

**Heather Von Ins**

Chief Business Officer  
 hvonins@fortsage.org  
 (707) 895-2953 ext: 6502



**Keith Tomes**  
Superintendent  
ktomes@fortsage.org  
(530) 827-2129 ext: 6500

Approved by Dr. Keith Tomes

09/06/2022 01:38 PM PDT

**Johnstonville Elementary - Member Representative**

**Scott Smith**  
Superintendent/Principal  
ssmith@johnstonville.org  
(530) 257-2471

Approved by Dr. Scott Smith

09/06/2022 01:49 PM 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

09/06/2022 01:20 PM PDT

**Lassen Co. Office of Education - Member Representative**

**Patricia Gunderson**  
pgunderson@lcoe.org  
(530) 257-2196

Approved by Patricia Gunderson

09/06/2022 01:14 PM PDT

**Lassen Union High - Member Representative**

**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

09/07/2022 11:47 AM 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

09/06/2022 01:16 PM 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

(530) 257-1201

Approved by Tom O'Malley

09/06/2022 01:40 PM PDT

**Ravendale-Termo Elementary - Member Representative**

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

Approved by Jason Waddell

09/06/2022 01:19 PM PDT

**Richmond Elementary - Member Representative**

**Michael Cosgrove**  
Superintendent/Principal  
mcosgrove@richmondelementary.com  
(530) 257-2338

Approved by Michael Cosgrove Richmond Elementary School District

09/07/2022 11:13 AM PDT

**Shaffer Union Elementary - Member Representative**

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

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

Approved by Joshua Blackburn Shaffer

09/06/2022 03:16 PM PDT

Summit Valley Joint Unified - Member Representative

**Surprise valley Joint Unified - Member Representative**

**BillieJo Young**  
Business  
byoung@modoccoe.org

**Audra Evans**  
aevans@svjUSD.org  
(530) 279-6141 ext: 123

Approved by Audra Evans

09/06/2022 01:12 PM PDT

**Susanville Elementary - Member Representative**

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

Approved by Jason Waddell Susanville School District

09/06/2022 01:18 PM PDT

**Westwood Unified - Member Representative**

**Krissy House**  
Chief Business Official  
khouse@westwoodusd.org  
(530) 256-2311 ext: 4715

**Samia Merza**  
smerza@westwoodusd.org

Approved by Krissy House

09/06/2022 03:59 PM PDT



California  
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Colleges



