

## 25 Lassen-Modoc Adult Education Consortium

CONSORTIUM APPROVED

2023-24

### 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 and numeracy 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. LMAEC now consists of 14 Member Districts (both funded and non-funded) offering programs at 9 sites for adult learners 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 2023-2024 Annual Plan was developed during an Annual Plan Retreat where all Member Districts were invited to participate. The 2023-2024 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. The region continues to struggle finding certificated teachers to meet the needs of local communities. The lack of qualified faculty has resulted in recent programs being closed, and funds reallocated to other Member Districts in LMAEC.

Due to staffing challenges, Modoc Joint Union School District (MJUSD) will become a non-funded, voting member of the Consortium for the 2023-2024 program year. Carryover funds from MJUSD will be transferred to Modoc County Office of Education (MCOE) which will provide services for the 2023-2024 program year. Additionally, the 2023-2024 CAEP Allocation (with May Revised COLA) will be shifted to MCOE for the 2023-2024 program year. MJSUD will work to find replacement instructors and therefore resume service provision with the 2024-2025 program year.

#### 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

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 2023-2024 Annual Plan. The CAEP Program Areas of focus are the following:

1. ABE

2. HSE/HSD

3. CTE

4. Transitions to Post Secondary and the Workforce

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

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. Lack of certified teachers continues to be a hinderance for full implementation of the Annual Plan.

**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 performance outcome 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

### 2023-24 Strategies

**Strategy Name**

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**

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)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - 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**

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, particularly the Employment and Earnings Survey, 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**

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

### Strategy Description

Participate in local meetings to foster collaboration among community agencies, employers and education providers, continue to learn about community needs, and explore areas for more collaborative efforts.

This strategy addresses the State Priority of Leadership.

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### Strategy Name

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. Promote the Members at events such as the Lassen County Fair where LCC has a booth, and through the distribution of postcards.

This strategy addresses the State Priority of Marketing.

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### Strategy Name

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. Member Districts who are not currently offering distance learning will explore adding this option during the 2023-2024 program year.

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

**Strategy Name**

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**

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 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**

Apply for state funding to create a healthcare pathways of courses for ESL students, if the state approves the Consortium application status.

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

**Strategy Name**

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.

**Strategy Name**

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

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

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.

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### Strategy Name

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. Conduct an "adult education road show" to highlight adult education services to community partners across Lassen and Modoc Counties.

This strategy addresses the State Priorities of Leadership and Equity.

## Improve Integration of Services & Transitions

### 2023-24 Strategies

#### Strategy Name

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

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 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

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.

### 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.

### Strategy Name

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 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**

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.

**Strategy Name**

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 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**

Develop CTE pathways and implement one CTE career pathways.

This strategy addresses the State Priority of Learner Transition.

**Strategy Name**

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 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**

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

This strategy addresses the State Priority of Equity.

### Strategy Name

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.

### Strategy Name

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

### Strategy Description

Establish best practices for distance learning by drafting, adopting, and implementing a Distance Learning Implementation Manual. Member districts will continue to 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.

**Strategy Name**

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)
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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**

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**

Strategy Name Student Acceleration - WASC Accreditation

**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**

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**

## 2023-24 Strategies

### Strategy Name

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)
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- 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-12Adult Schools; MIS training for college resulting in inaccurate tracking and reporting of performance outcomes aligned to CAEP/AB104.

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

### Strategy Name

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)
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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

Implement the 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.

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### Strategy Name

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)
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- 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.

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### Strategy Name

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 2023-2024 LMAEC Annual Plan is derived from, and aligned to, 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 2023-24.**

LMAEC Member Districts are committed to incorporating and spending carry-over funds in accordance with AB1492. Quarterly discussion take place at LMAEC Board meeting regarding fiscal expenditure, and funds are shifted via allocation amendments to best meet the regional needs of the counties.

## Certification

### Big Valley Joint Unified - Member Representative

**Dianne Parady**

Chief Business Official

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**Bob Cazet**

superintendent

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Approved by Bob Cazet

08/14/2023 11:41 AM PDT

### Fort Sage Unified - Member Representative

**Heather Von Ins**

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**Bryan Young**

Superintendent

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Approved by Bryan Young

08/11/2023 09:02 AM PDT

**Johnstonville Elementary - Member Representative**

**Scott Smith**

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

Approved by Dr. Scott Smith

08/08/2023 02:20 PM PDT

**Lassen CCD - Member Representative**

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08/08/2023 01:29 PM PDT

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

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08/08/2023 01:33 PM PDT

**Lassen Union High - Member Representative**

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08/11/2023 10:08 AM PDT

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08/11/2023 08:20 AM PDT

**Modoc Joint Unified - Member Representative**

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08/08/2023 04:38 PM PDT

**Ravendale-Termo Elementary - Member Representative**

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**Richmond Elementary - Member Representative**

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08/11/2023 01:33 PM PDT

**Shaffer Union Elementary - Member Representative**

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08/11/2023 09:43 AM PDT

**Surprise Valley Joint Unified - Member Representative**

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08/11/2023 09:34 AM PDT

**Susanville Elementary - Member Representative**

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Approved by Jason Waddell Susanville School District

08/08/2023 01:27 PM PDT

**Westwood Unified - Member Representative**

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