

25 Lassen-Modoc Adult Education Consortium

CONSORTIUM APPROVED

2024-25

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/CAEP 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 8 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 2024-2025 Annual Plan was developed during an Annual Plan Retreat where all Member Districts were invited to participate. The 2024-2025 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 2024-2025 plan includes the addition of new CTE offerings that meet emerging needs in the communities being served as identified in a report from the Workforce Development Board published in Q4 of 2023: Commercial Drivers' License, Construction Trades, EMT, Nursing Assistants, Health Technologists, ServSafe, MOS Certification, Office Basics, Computer Basics, Marketing, Mechanic, and Entrepreneurship. The region continues to struggle finding certificated teachers to meet the needs of local communities. The lack of qualified faculty, however, continues to be a challenge in rural areas and 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 continue to be a non-funded, voting member of the Consortium for the 2024-2025 program year. Carryover funds from MJUSD will be transferred to Modoc County Office of Education (MCOE) which will provide services for the 2024-2025 program year through Teach Inc. (a subcontractor for Adult Education). Additionally, the 2024-2025 CAEP Allocation will be shifted to MCOE for the 2024-2025 program year. MJSUD will work to find replacement instructors and therefore resume service provision with the 2025-2026 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 2024-2025 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 regular reviews 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 strives to hold regular meetings with the Alliance for Workforce Development (the AJCC provider in the North/Far North Region) to help determine any shifts in the labor market so that the Consortium Board can make ongoing adjustments to program offerings. Communication with the Alliance for Workforce Development has been sporadic, but the Consortium continues to reach out.

Address Educational Needs

2024-25 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 that align to regional LMI data. Specifically, Entrepreneurship and programs of study that address K-12 Student Success.

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

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.

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, newspaper announcements, 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.

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 2024-2025 program year and utilize the California Digital Guide as a roadmap for distance learning implementation.

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 such as the Alliance for Workforce Development and the Public Library system.

This strategy addresses the State Priority of Learner Transition.

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 Alliance for Workforce Development 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 and the Alliance for Workforce Development 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

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)
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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

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**2024-25 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-12adult 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. Thereby affording any enrolling student, with a request for prior learning credit, with the opportunity to submit paperwork for validation, and the opportunity to move to credit classes.

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. Member Districts will rely on the California Digital Guide for distance learning.

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)
- 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

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

2024-25 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-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

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)
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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

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.

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)
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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, CC TAP, and OTAN.

This strategy addresses the State Priority for Leadership.

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 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 2024-2025 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 2024-25.

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 being served.

Certification

Big Valley Joint Unified - Member Representative

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08/12/2024 01:00 PM PDT

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Approved by Heather Von Ins

08/12/2024 02:42 PM PDT

Johnstonville Elementary - Member Representative

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Approved by Dr. Scott Smith

08/12/2024 02:41 PM PDT

Lassen CCD - Member Representative

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08/15/2024 11:28 AM PDT

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Approved by Patricia Gunderson

08/12/2024 11:28 AM PDT

Lassen Union High - Member Representative

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08/15/2024 09:46 AM PDT

Modoc Co. Office of Education - Member Representative

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08/12/2024 11:58 AM PDT

Modoc Joint Unified - Member Representative

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Ravendale-Termo Elementary - Member Representative

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Approved by Jason Waddell

08/12/2024 01:29 PM PDT

Richmond Elementary - Member Representative

Brian Boyer

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Shaffer Union Elementary - Member Representative

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08/13/2024 08:03 AM PDT

Surprise Valley Joint Unified - Member Representative

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08/12/2024 11:29 AM PDT

Susanville Elementary - Member Representative

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Approved by Jason Waddell Susanville School District

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Westwood Unified - Member Representative

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Paula Silva

Superintendent/Principal
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