



30_Mendocino-Lake CCD_ 2020/2021 Annual Plan Summary

Executive Summary

- The consortium's vision
- List accomplishments made during the prior Program Year 19/20,
- Primary goals for the upcoming Program Year 20/21

2019-20 program year consists of the following goals from our 2019-2022 Strategic Plan:

ML ACE approved the 19-20 allocations to its member agencies. The mission of our consortium is to collaborate and share resources across historical and institutional boundaries to provide adults in our region equitable, seamless and integrated educational and career pathways and services with multiple opportunities for successful entry and exit. As we continue to effectively collaborate to support this mission, we have accomplished some of our targeted goals, but not all. We worked through the 2018-19 program year with an interim half time Director. This temporary reduction in leadership and oversight time impacted our ability to maintain progress on some of our program goals around gaps in services, seamless transitions, and student acceleration. However, in January of 2020, we hired a full time consortium director to direct and oversee the implementations of our 2019-20 goals through the remaining months of the year 2020.

Due to the COVID-19 pandemic and the public health order to shelter in place, our educational services pivoted to remote instruction and other distance educational modalities. Our agency members who provided high school diplomas, and HiSET prep and testing continued to provide and assist adult students to continue their goals of finishing high school equivalency requirements in order to obtain their diplomas or pass their HiSET tests. Our Basic skills and ESL classes continued to run in the adult schools and at the college as non-credit classes. Instructors reached out to students via email, telephone calls, social media platforms (WhatsApp, Facebook, etc.) to motivate students to continue distanced learning and learning from home from their teachers and peers support. Many of our adults students also had to navigate learning at home with their school children who were also learning from home

since all public K-12 schools were closed and schooling was transitioned to distanced education. Due to the closure of many businesses, many of our adult students also lost their jobs or had reduced time at work. Needless to say, many instructors of Basic skills and ESL reported that it was a challenge for students to persist and to carve time out for their own classes when they had the added burden of taking care of their children's home schooling as well as financially supporting their families due to loss or reduction of work hours while experiencing the stress of their health and safety the midst of the health crisis.

Our CTE programs continued to operate via remotely and extended their classes through the mid-summer, so that CTE students can fulfill externship requirement hours to graduate and find jobs. In fact, most of our medical assistant students were promised jobs at their externship facilities even before they completed their program. Our AWD students were not left with alone with no support from their program teachers. Individual AWD students were contacted and teachers continued to connect with students via phone and video-chat. Teachers continued to provide life skills via video conferencing or Zoom. One of our AWD teacher sent cooking supplies to the student's home, and taught a cooking lesson via video conferencing with the AWD student following along via video.

The CAEP allocation for this fiscal year remained at the same level as last year with no additional monies given for enrollment and COLA in our CAEP-funded programs. Therefore, we will have to reconfigure and leverage existing resources to sustain most of our programs. For example, we will make sure wrap-around services for our students are accessible and available. We will continue to fund our support specialists in remote areas so that students will have points of contact locally and connect them to transitional services whether in basic skills/ESL to CTE program. Our implementation of Community Pro Suite as an online referral system will be a valuable to tool to have seamless support and communication among agencies involved in wrap around services for students. In addition, all our monthly consortium meetings are now done remotely, which will reduce travel expenditures for the next fiscal year. Also, we will drastically reduce our budget for fee-based professional development activities but will continue to attend webinars, conferences and workshops via online for our professional development activities.

To address the systemic racial inequities re-surfacing in our country, we are mindful of serving all students not only in all the seven CAEP areas but also making sure all adult learners of color have easier access to our programs and classes. However, in implementing our remote teaching strategies via online, the disparity in internet and technological access and availability were more pronounced among our low-income economically-disadvantaged students and households. In fact, our geographically remote areas of Anderson Valley, Round Valley and Fort Bragg have limited internet access and broadband capabilities which hindered and made it difficult for adult students in our programs to continually engage or to complete their classes. With this unprecedented period and the necessity to continue instruction remotely and digitally, it is essential that we address the barriers of computer literacy and internet accessibility for our adult students. We will have to create strategies in 2020-21 to meet the computer literacy needs of our adult students and the regional need for improve internet accessibility.

These strategies and goals approved by the consortium for 2019-2020, include all these listed below and the outcome/results of meeting these goals. In addition, we have also included plans and strategies on how we want to accomplish upcoming goals in 20/21 based on our 3-year plan:

1. Identify, develop and expand offerings of non-credit Mendocino College curriculum in the priority pathways: We have expanded our non-credit course offerings in ESL, ESL for Home Health Aides, HISET prep and basic computer skills classes in several of our locations in collaboration with the Mendocino College non-credit offerings. We have finished the non-credit construction program curriculum and is now in the process of being approved by the curriculum committee at the college district level and then we are anticipating that these non-credit construction courses will be offered in the fall of 2021. We are also in the process of submitting the non-credit computer application (business office Word application) to the curriculum committee of the college district. This curriculum when approved, will be offered in the Spring 2022.

2. Improve enrollment in existing programs based on community needs data:

According to the LaunchBoard Adult Education Pipeline data, our consortium steadily increased the number of students we served in all our programs during the last three years. From 2017 to 2019, we served about 1800 to almost 2000 students. However, primarily due to the COVID-19 health crisis, we have a dip in the numbers in 2020 to about 1700 (TE Summary Data). We hope to continue to review our data in Launch Board, TE and CPS and strategize how we can continue to increase our enrollment, retention and persistent rates. <https://www.calpassplus.org/Launchboard/Adult-Education-Pipeline.aspx>

3. Create and implement strategies that improve the sustainability of our health care programs ,

Our Health care programs in our two locations have consistently been filled and students are graduating from the Vocational nursing, certified nursing assistant, dental assistant, medical assistant and phlebotomy programs. We have increase graduates from these programs at a rate of 10-15% in three years. We will continue to fund and support these CTE programs and draw interest and student enrollment from our geographically remote areas where students do not have many career education opportunities.

4. Improve the ease with which our students connect to outside support agency services:

Due to our partnership with Career Point in Lake and Mendocino Counties, we are able to share and circulate information to our consortium members which they passed on to their students. Information about job openings, training and workshops and other work-related services that are available at their Career Point sites are passed on to our adult students. We hope to continue passing on of job-related information, basic need and student-worker support services information and other wrap-around services, as we continue to implement the Community Pro Suite student and agency engagement tool.

5. Complete pathway maps in the priority industry areas:

We have already completed the medical pathway map and brochures have been published and have been circulated to our members and our consortium partners in the community.

Once we finished and have the construction and computer application curricula approved, we are going to create similar pathway maps for these two areas so that students have the information to focus on completing classes that would lead to educational pathways that would help them get certificated in construction or in computer skills application which will eventually get jobs in these areas.

6. Continue to collect, analyze and improve the accuracy of our student data:

Through our implementation of Community Pro Suite, we are able to collect, analyze and improve our student data to better reflect the students we served and using data to see where we can improve our programs or services. The newly redesigned Adult Ed Pipeline in LaunchBoard also will continue to give us data that we can use to review our enrollment, retention and persistent rates.

7. Improve student retention rates from enrollment to completion of educational goals:

According to our TE data and MIS data, we have successfully enrolled and served almost 1800 students in 2019-2020. This is a slight decrease from 18-19, but our students are staying longer and gaining skills and almost 29% have gained one or two educational functional levels within the year.

8. Equitably fill program gaps throughout consortium.

Several of our programs are located in remote areas which are geographically and more importantly, culturally distant from the epicenters of educational services which are mainly in the capital towns of our two counties (Ukiah in Mendocino County and Lakeport in Lake County). Therefore, it was important for the consortium to work with local districts and agencies that could assess and meet the needs of their communities more efficiently and equitably. Locally-run programs for real community needs. For example, In Anderson Valley, not only did we hire a local resident to be an outreach and support specialist, but the community requested classes in ESL, ESL for home health aides, Basic literacy skills and basic computer skills which are offered in their local adult school location. Another remote area in Mendocino County that we serve through a community collaboration effort is Round Valley. Residents are primarily Native Americans and usually do not have easy access to adult educational services. We have an outreach and support specialist at that location to enroll and support adult students in high school diploma program, ESL basic skills, and basic literacy skills. According to the Adult Ed Pipeline data report, (<https://www.calpassplus.org/Launchboard/Adult-Education-Pipeline.aspx>) students that we served are predominantly Hispanic (48%) and white (37%) population with about 7% Native American, 3% Asian and 1% identified as African-American, 1% with two or more races about 3% did not identify their racial background. Additionally, we serve adult learners in our region who have multiple barriers to employment among the top two listed barriers are: low income and low literacy.

2019-2020 Accomplishments:

The Consortium was able to hire outreach and support specialists for our three remote locations to assist with recruitment, student data entry, support and liaison work with their respective communities. In January 2020, ML ACE hired a full-time consortium director. ML ACE utilized CAEP funds to fund tutors, workshop instructors and vouchers to help high school diploma-seeking adult students and basic skills student so that they have increased functional gains and obtained their high school diplomas/equivalencies. ML ACE also funded chrome books for students in CTE short-term programs in order to have updated technology access. We also funded materials and books for our ESL, high school diploma and HiSET programs.

We have improved partnership with our regional Workforce Development Board (WDB), the Workforce Alliance of the North Bay by inviting the representatives from their local operational sites (Career Point) to attend our on-ground training of Community Pro Suite (pre-COVID)—a student/client management and referral system that will manage student data and educational and employment student objectives so that we can offer wrap around services to our adult students. ML ACE continued to fill gaps in services in the region by adding a new voting member and implementing a new high school diploma

program in Upper Lake Unified School District. In the areas of seamless transitions and student acceleration, we continue to fund our three Outreach & Support Specialists and assigned them to our three most rural member agencies to support the student enrollment, intake and assessment process as well as outreach and promotion of program offerings to the community. For professional development, we participated in regional data and accountability workshops, webinars, the CASAS Summer Institute, the CCAE Annual Conference and hosted two local trainings in collaboration with TAP and OTAN.

Regional Planning Overview

Our consortium holds regular monthly meetings and will designate time in those meetings to complete a review of our current three year plan. Attendance and participation from all members at these meetings, will facilitate the use of performance and outcome data from Tops Pro and MIS to capture the strategies that are working well for students and identify those that are not. The result of which will be the ongoing adjustment of our current 3 year plan that addresses the areas lacking improved performance.

With the creation of our focus areas, our consortium has clearly defined the activities we will target our resources towards for the coming three year cycle. The one activity that we will be implementing and expecting the greatest outcomes from is the implementation of Community Pro Suites (CPS) database application. The implementation of this database will be a coordinated effort of ML ACE member agencies with our local Workforce Development Board, Mendocino County Probation, Department of Rehabilitation, and the Ukiah Valley Association of Rehabilitation. Upon successful implementation, these agencies will be more effective at referring our adult students to each other for support services which will positively impact the students' ability to achieve their educational and workforce goals. This will lead to an increase in our persistence rate and an increase in employment and wage data. At monthly data review meetings the director will prepare and bring reports from TE and CPS that compile the student data necessary to check on our progress indicator goals. We will monitor student persistence rates using CAEP Summary tables in TE. Through the CPS system, we will generate and review reports that identify individual students needing follow up. Each member agency will be responsible for the follow up and outreach, with the goal of assisting students with overcoming barriers to education and employment. Mendocino College will continue to develop curriculum of non-credit courses to expand our course offerings at Adult Schools throughout our district. These offerings were identified through American Community data review, labor market review and community partner feedback. The results were to target offerings in Construction & Trades, Healthcare and Business. Beginning Computer course began in Fall 2019. A pilot Medical transcriber program was going to be offered in the Fall of 2019 but did not receive a substantial number of applicants and additionally, the Medical assistant programs in our counties are embedding these classes in their programs.

Construction courses and Intermediate Computer Courses leading to a certificate are targeted to begin in Fall 2021. In addition to the curriculum development, we are creating pathway maps and informational brochures to market these educational opportunities to adult students in our district. We have hired 3 Outreach & Support Specialist positions to increase our connection with the most rural areas of our district, Anderson Valley, Fort Bragg and Round Valley. These positions will deliver presentations at key community events and work closely with member agencies to integrate classroom

presentations as well. We will measure the effectiveness of these positions by tracking the enrollment and persistence rates of these course offerings.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Improve access and alignment of HSE/HSD throughout the region based on best practices.

We offer High School Diploma classes in five of our 10 Mendocino-Lake ACE locations (Ukiah, Upper Lake, Kelseyville and Willits and Round Valley). HiSET prep and tests are offered in Anderson Valley and in Ukiah. We also have HiSET testing in Ukiah.

Through our community data review using the American Community Survey 2017 data, it was identified that we have the highest percentage of adults without a high school diploma or high school equivalency in the northern regions of Lake County. (Upper Lake, Nice, Lucerne)

Student enrollment and outcome data (high school diplomas achieved) and data monitoring.

Regional Need #2

Gaps in Service / Regional Needs

Offering of a CNA course in Lake & Mendocino County

A CNA program is now being offered by the Lake County Office of Education twice a year. In Mendocino County, the local skilled nursing facilities offer in house training in Fort Bragg, Ukiah and Willits. Because these trainings are free to the participants and they receive on the job pay along with the training, we are not offering any CNA training at our adult school locations in Mendocino County.

Through advisory committee meetings, it has been determined that this is the best course of action at this time for Mendocino County. It meets the needs of both the employer and the student/participant with little to no cost to the student. The Lake County Office of Education continues to work with a local skilled nursing facility that serves as the program's sole clinical site partner.

Monitoring of job vacancies in our region, successful completion of students in current programs and placement in to jobs.

Regional Need #3

Gaps in Service / Regional Needs

Identify gaps and redundancies in services and ensure that students have equal access to programs both physically and electronically in Lake and Mendocino Counties.

Due to the COVID-19 pandemic and the public health order to shelter in place, many of our educational services pivoted to remote instruction and other distance educational modalities. However, all of these programs found two significant gaps: adult students' computer literacy skills and internet or broadband internet access. Especially in geographically remote areas of Anderson Valley, Fort Bragg and Round Valley, many students were educationally impacted by these gaps in skills and in services.

1. In the current state of pivoting to remote instruction, we will have to provide basic to intermediate level computer literacy skills for our adult learners.
2. We will have to work with regional and county entities that are working to bring broadband internet services to remote areas so that our students can have internet access at a low cost or free-of-charge basis.

Gaps in Service

New Strategies

Strategy #1

Create and offer a construction corps program for adults in Lake and Mendocino Counties—

Non-credit construction curriculum developed and submitted to MCCC curriculum committee in the Spring 2020. Hopefully, non-credit construction classed will be offered in the Fall of 2021.

Strategy #2

Expand Mendocino College non-credit classes at adult ed. locations for ESL (incl. Home Health Aide), HiSET prep and beginning computers.—

ESL classes in six locations including geographically areas of Anderson Valley and Round Valley. ESL was offered in Anderson Valley and was well attended.

Basic skills classes and HiSET prep classes in six locations.

Non-credit Basic computer skills classes were offered in four locations (Anderson Valley, Lakeport and Ukiah and Round Valley).

Strategy #3

Create and offer short term intermediate non-credit computer classes (Microsoft Office Suite)

We hired a college instructor to create a non-credit sequential workshop-style curriculum teaching Microsoft Office Applications which is not under advisory review and will be submitted to the Curriculum Committee for the Fall. We are hoping to offer these classes in the Fall of 2021.

Strategy #4

Pilot medical scribe program for potential ongoing offering

This program was piloted but was cancelled due to very low enrollment. We will review the need for this program since a consortium-run medical assistant program covers basic medical scribing. . Additionally, data collected from graduates of consortium-run medical assistant programs has indicated that many medical assistants receive substantial on-the-job training in medical scribing after hire in facilities throughout the region.

Strategy #5

Offer Basic Math for Trades as a non-credit MC course—

This was not realized this year. However, with the creation and eventual offering of a non-credit construction program in the fall 2021, this class is part of the courses in the upcoming construction program.

Seamless Transitions

New Strategies

Strategy #1

Provide student access to academic guidance services

Outreach and student support specialists in our three geographically remote areas are supporting giving academic and wrap around student services so that students have seamless transitions from basic skills or high school equivalency classes to CTE programs or non-credit classes at the college district in our region.

Strategy #2

Provide pathway presentations in appropriate adult education courses to build awareness and help students stay connected.

Mainly through our support specialists our adult students in our programs are connected to our offerings and receive educational and career/job information through intra-agency and inter-agency communication in our region.

Strategy #3

Finish Business pathway map with inclusion of career centers as part of the student services

This upcoming year 20/21, after the non-credit construction curriculum is approved in the different college and state level approval system, we hope to hire someone to create a business pathway map.

Strategy #4

Finish Construction/Trades pathway map with inclusion of career centers as part of the student services

This upcoming year, after the non-credit construction curriculum is approved in the different college and state level approval system, we hope to hire someone to create a construction/trades pathway map.

Student Acceleration

New Strategies

Strategy #1

Connect our students to wrap around services needed for academic success

Work of outreach and support specialists in our three geographically remote location

Strategy #2

Embed service providers at adult school locations including Career Point

In progress

Strategy #3

Create work based learning opportunities in our priority pathways

In progress

Professional Development

New Strategies

Strategy #1

Data workgroup meetings reviewing agency DIR, table summary and other applicable reports from TE or Launchboard.

Strategy #2

Attend annual CAEP Summit, CASAS Summer Institute and other regional workshops and webinars that align to our strategic plan.

Strategy#3: NEW and CAEP-Required

Address racial inequities

Address racial inequities by first increasing awareness and knowledge about structural racism and institutional racism in our educational system. CAEP educators need to know learn and understand the issue before plunging ahead and creating perceived needs for such program that may not be equitably accessible to all students.

Leveraging Resources

2020-21 Strategies

New Strategies

Strategy #1

Implement Community Pro Suite (CPS) with participation from Career Point agencies.

In March of 2020, before the COVID-19 health crisis and before our regional shelter-in-place order, we held a Community Pro Suite training in which we invited our consortium members and community partners from Workforce Alliance of the North Bay, Career Point (Mendocino Private Industry Council) Mendocino and Lake Counties, Career Hub (Center from Mendocino College), etc.. to begin implementing CPS and its many function as a student tracking, referral and data management system which we can share with consortium members and community stakeholders.

We plan to continue and invite more community stakeholders who can share and benefit from this system to track and provide referrals for students so that the students are able to get wrap around services from the community.

Strategy #2

Continue outreach to agency partners to provide integrated services and leverage resources

Through the CPS training in March of 2020 and invitations to attend our regular consortium meetings, we have reached out to our agency partners and community partners like Career Point in Mendocino and Lake Counties, the Workforce Alliance of the North Bay, Redwood Children Services, North Coast Opportunities, Ukiah Valley Association of Habilitation, Adventist Health etc. In 2020-21 we will continue to reach out to our community partners and potential partners like the Career Hub Center (Mendocino College) Native American Resource Center (Mendocino College), and other community service providers.

Strategy #3

Create and utilize an instructional services agreement template with Adventist Health

This has been done through the work and instructional services agreement between Ukiah Adult School and Adventist Health of Ukiah. Ukiah Adult School began a service agreement with Adventist Health to use an employee of Adventist Health to teach and direct the Vocational Nursing Program at Ukiah Adult School.

Strategy #4

Combine healthcare advisory committees into one meeting for all programs

Our consortium members have been represented in the healthcare advisory committees in Mendocino County.

Strategy #5

Continue annual marketing plan with the regional marketing firm, Pacific Sky.

WE have continued to utilize Pacific Sky for our marketing needs to advertise courses, programs in the CAEP areas that we offer and support. We also utilized Pacific Sky to print our Medical Pathways Map Brochures which were widely distributed in Mendocino and Lake Counties.

Strategy #6

Hire Outreach & Support Specialists to serve Anderson Valley, Ft. Bragg and Covelo areas.

In 2019-2020, the consortium hired outreach & support specialists to serve Anderson Valley, Ft. Bragg and Covelo areas.

Fiscal Management

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.

ML ACE created an internal mini-grant allocation process for non-MOE funds. We call these "project based funds". Over the past three years, ML ACE Agencies have submitted proposals for on-going programs/projects. These projects we then reviewed and approved (or revised or denied). In November of each program year, member agencies provide a detailed presentation to the consortium that shows how the allocated funds are spent and aligns the expenditures to our annual plan. The implementation of these processes gives ML ACE significant oversight of the funds and ensures internal accountability.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 20-21. Each member agency provides their internal plan for spending down their carry-over funds, which must include strategies that are aligned with our current annual plan, at our November monthly meeting. Our policy includes language that ensures the agency can only spend the funds on current approved programs and activities from the original approved project based proposals or previously MOE funds. However, in light of the rapid switch to delivering educational and wrap around services from - face to -face to remote delivery due to the current COVID environment, we will continue to prioritize needs in our consortium and will support and fund those needs appropriately within ML ACE guidelines and CAEP guidelines.

Regional Needs	Objectives(what)	Implementation (how)	Outcome/results	Continue? Yes/no
Need # 1	Improve access and alignment of HSE/HSD throughout the region based on best practices.—	ULUSD-and KV , Willits – High School Diploma offered via paper-based/online); MC-HEP and HSE—HiSET testing center; tutors, workshops UUSD-RV—High School Diploma program for adults in Round Valley UUSD—GED Pearson Vue Testing Center	HSE HSD Graduates	yes
Need # 2	Offering of a CNA course in Lake & Mendocino County—	<ul style="list-style-type: none"> LCOE –CNA, externship at a Skilled Nursing Facility in Lakeport Skilled Nursing Facilities offering in-house CNA training in Ukiah, Willits and Fort Bragg 	CNA in jobs	Yes
Need # 3	Identify gaps and redundancies in services and ensure that students have equal access to programs both physically and electronically in Lake and Mendocino Counties.	Options: ASE: GED, HiSET Diploma by credits ESL/Citizenships AWD—UVAH, MC CTE—MA in Lake and Mendocino	Offered in multiple locations and Multiple modalities	yes
Gaps in Services	Objective	Implementation	Outcome/result	Continue?
Strategy #1	Create and offer a construction corps program for adults in Lake and Mendocino Counties—	Non-credit construction curriculum developed and submitted to MCCC curriculum committee; hopefully will be offer in the Fall of 2021	Construction courses in Fall 2021	yes

Strategy #2	Expand Mendocino College non-credit classes at adult ed. locations for ESL (incl. Home Health Aide), HiSet prep and beginning computers.	Mendocino College: Basic Skills: Fort Bragg, Anderson Valley, Willits, Round Valley, Lakeport and Ukiah ESL— Ukiah Campus and Ukiah Adult School, Coast Center, Willits, Lakeport and Round Valley, Anderson Valley—ESL plus ESL for health care providers Basic Computer Skills: Anderson Valley, Lakeport, Ukiah Adult School	Goals Met And on-going	yes
Strategy #3	Create and offer short term intermediate non-credit computer classes (Microsoft Office Suite)	Rebecca Bailey—started working on the curriculum and was submitted in EAP and now in PAT	Non-credit Microsoft office suite courses will be offered Fall 2021	yes
Strategy #4	Pilot medical transcriber program for potential ongoing offering	MCOE offered the program in the Fall 2020—only two students applied so they cancelled the class	MA programs embedding medical transcribing in their MA classes	No
Strategy #5	Offer Basic Math for Trades as a non-credit MC course—	Not yet offered but with the new proposed non-credit construction curriculum, will include Math for Construction	Future work	yes
III. Seamless Transitions	Objectives	Implementation	outcome	
Strategy #1	Provide students access to academic guidance services	More wraparound services and information through the Career Hub Outreach specialists in RV, AV and FB	In progress	yes

Strategy #2	Provide pathway presentations in appropriate adult education courses to build awareness and help students stay connected	Medical Pathway Brochures were created, printed and has been widely distributed	In progress	yes
Strategy #3	Finish Business pathway map with inclusion of career centers as part of the student services	Action Plan for 20/21	Future work	yes
Strategy #4	Finish Construction/Trades pathway map with inclusion of career centers as part of the student services	Action Plan for 20/21	Future work	yes
IV. Student Acceleration	Objectives	Implementation	Outcomes/Results	Evaluation Continue?
Strategy #1	Embed service providers at adult school locations including Career Point	With continued and increased implementation of CPS, referrals could be made horizontally both ways to and fro From Career Point and ML ACE	In progress	yes
Strategy #	Connect our students to wrap around services needed for academic success	Support specialists in AV, FB, and RV	in progress	yes
Strategy #3	Create work based learning opportunities in our priority pathways	Explore Non-credit work experience for adult students	Action Plan for 20/21	yes
IV. Professional Development	Objectives	Implementation	Outcomes/Results	Evaluation Continue?
Strategy #1	Data workgroup meetings reviewing agency DIR, table summary and other applicable reports from TE or Launchboard.	In progress	In progress	yes

Strategy #2	Attend annual CAEP Summit, CASAS Summer Institute and other regional workshops and webinars that align to our strategic plan.	In progress	In progress	yes
Strategy #3	Address racial inequities by first increasing awareness and knowledge about structural racism and institutional racism in our educational system. CAEP educators need to know learn and understand the issue before plunging ahead and creating perceived needs for such program that may not be equitably accessible to all students.	Action Plan 20/21	Future work	yes
V. Leverage Resources	Objectives	Implementation	Outcome/Results	Evaluation: continue? Yes/No
Strategy #1	Implement Community Pro Suite (CPS) with participation from Career Point agencies	March and September 2020 training to consortium and partners	In progress	yes
Strategy #2	Continue outreach to agency partners to provide integrated services and leverage resources	Reach out to Career Point, Career Hub, Native American Resource center	Future work	yes
Strategy #3	Create and utilize an instructional services agreement template with Adventist Health	Action plan in 20/21	Future work	yes

Strategy #4	Combine healthcare advisory committees into one meeting for all programs	Action plan in 20/21	Future work	yes
Strategy #5	Continue annual marketing plan with the regional marketing firm, Pacific Sky	continuing	In progress	yes
Strategy #6	Hire Outreach & Support Specialists to serve Anderson Valley, Ft. Bragg and Covelo areas	continuing	In progress	yes

**Anderson Valley Adult School (AVAS) Narrative for the Annual Plan
Review Summary**

Written by

Maggie Von Vogt, AVAS Co-coordinator

6/12/2020

1. How have you met or not met the regional needs in your program? Look back on the last year, and gauge your outcomes according the regional needs and the strategies outlined in the annual plan.

Regional need #1: Offering BSK/HSE classes in English and Spanish at the AV Adult School

Regional need #3: All of our class offerings in Anderson Valley help to provide students in our remote community with access to in-person and online classes, with tech support when needed to access online classes.

2. In light of our current situation (changes in delivery of program, classes, etc), how effective were you in meeting the regional needs? What strategies did you use to meet the needs?

Strategies used:

- **Phone call and text check-ins with active students during the first 3 weeks of sheltering in place to maintain contact with teachers**
- **One staff member learning and training other teachers on how to use zoom and contacting and supporting students in getting familiarized with the platform.**
- **Shift in focus from “school as usual” to compiling and sharing information in a streamlined and systematic way re: economic, material, and other aid available given the pandemic. This information has been shared with current students and students enrolled in the past two years.**

- One staff member is providing ongoing support to students with understanding the resources available, help filling out forms, and other necessary supports.
- Staff and coordinators have been attending webinars re: effective teaching strategies for online learning and other topics related to our current situation

3. What revisions would you make in regional needs or strategies to implement your program goals next fiscal year?

- Strategies to address internet connectivity and technology access issues for students (and staff) in rural areas.
- Strategies to support adult learners in securing basic needs (basic income, housing, food) given the economic crisis.
- Strategies to support adult learners who are parents in navigating different K-12 configurations.
- We may need to re-think outcomes. Enrollment and outcomes will likely be impacted by this.
- Strategies to support adult education staff

-Supporting teacher in the ongoing transition to online learning- it's great we have been able to pivot, but it has been stressful and time consuming, and is potentially unsustainable*. We also need to think about how to help teachers with effective techniques and technological trouble shooting/tech support.

-Strategies to support adult ed staff that is furloughed, laid off, or with reduced hours. We need to take care of our teachers and classified staff so we don't lose them.

*I found this article, “The Difference Between Emergency Remote Teaching and Online Learning” helpful <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>

“Faculty might feel like instructional MacGyvers, having to improvise quick solutions in less-than-ideal circumstances. No matter how clever a solution might be—and some very clever solutions are emerging—many instructors will understandably find this process stressful.”

Narrative from: Lake County Office of Education MLACE Annual Review

**By
Beth Hampson**

Programs:

1. Medical Assistant Program
2. Certified Nursing Assistant Program
3. HiSET testing (at the Correctional Facility)

1. How have you met or not met the regional needs in your program? Look back on the last year, and gauge your outcomes according the regional needs and the strategies outlined in the annual plan.

The Lake County Office of Education (LCOE) has met the regional needs in our program.

We contributed to meeting Regional Need #1 by improving access to high school equivalency in our region. We contributed to meeting this need by restarting the HiSET program in the Lake County Jail. Testing in the jail enables inmate students to work toward and earn High School Equivalency (HSE). We restarted the program in July, 2019 and ran it through February, 2020, at which time it was paused due to COVID-19. In total, we had 5 students take a total of 14 HiSET individual subject tests. One student passed all of the HiSET subject tests and earned high school equivalency during this time period. We look forward to regaining entrance to the facility for paper-based testing and hiring a new HiSET Proctor to continue this important program.

We contributed to Regional Need #2, offering a CNA course in Lake and Mendocino County, by restarting our LCOE CNA/Certified Nursing Assistant Program in 2020-21. We underwent a successful waiver process with our clinical site partner, Rocky Point Care Center, in Summer/Fall 2019 and were able to get our program re-approved by the California Department of Public Health (CDPH). We then recruited for a Spring 2020 class and enrolled it solidly, with 13 students in the program and 15 slots available. We began the program in mid-February and were put on pause due to COVID-19 but were able to restart in late May. We are all set to have students complete the program on August 1, 2020 and take their American Red Cross certification exam on August 8. We have already fully enrolled a Fall 2021 class with 15 students and multiple students on our waitlist. Approximately half of the students enrolled in our Spring 2020 program and half of our students who've been accepted into our Fall 2021 program are interested in becoming CNAs after program completion, and approximately half are on a nursing career track and are completing the program as a nursing program prerequisite. Rocky

Point Care Center is eager to hire graduating students after they receive certification this August.

2. In light of our current situation (changes in delivery of program, classes, etc), how effective were you in meeting the regional needs? What strategies did you use to meet the needs?

We were very successful in meeting regional needs in light of our current situation, r.e. a public health crisis due to COVID-19. Major impacts to our programs include a long-term pause in HiSET testing at the Lake County Jail (May, 2020 to present), and an approximately two-month pause in our Certified Nursing Assistant Program. However, we are on track to hire a new HiSET Proctor (our prior proctor resigned in March, 2020 due to another job opportunity) in time to return to testing at the Lake County Jail when the facility again makes this opportunity available. Additionally, in collaboration with LCOE senior leadership, Rocky Point Care Center leadership, and our Lake County Public Health Officer, we were able to restart our CNA Program in late March, 2020 at both our LCOE Hance Community School site and at Rocky Point Care Center. We have social distancing protocols, PPE (personal protective equipment) protocols, and more in place at both location, including student testing for COVID-19 once each month (in partnership with the Lake County Public Health Department). We have been able to move forward successfully with in-person, simultaneous instruction in the CAN Program. Additionally, beyond the listed Regional Needs 1-3, we were able to continue our Medical Assistant Program even after the onset of the COVID-19 crisis, as our students had already completed their on-site clinical externships at medical facilities throughout the county before students were removed from these facilities, and our program was able to transition into remote and online learning. Our MA students graduated on time in late May, and all successfully took their national certification exam.

3. What revisions would you make in regional needs or strategies to implement your program goals next fiscal year?

Proposed revisions to regional needs:

I think that Regional Need #2 could be revised or removed from our list of needs, depending on the nature of CNA programs in Mendocino County, and whether creating a program of this type in this county through our consortium is a shared priority. As LCOE is working on adding a Home Health Aide program in 2020-21, adding this to our list of Regional Needs could be appropriate. Workforce development partners and health care partners in our region have made it clear to LCOE that adding such a program would be of great value to students and employers. If LCOE successfully adds this program to our existing set of CTE programs in health care this program will be the only CDPH-approved Home Health Aide Program in all of Lake County.

I also think our Regional Need #3 could be revised to focus on not only adding programs to reduce gaps in services but also to focus on what it should look like in the coming year to provide “access to programs both physically and electronically in Lake and Mendocino Counties.” With the continued impact of our public health crisis due to COVID-19 and existing

wildfires and power outages in our region it is more important than ever that we think creatively and flexibly and find ways to adapt our educational programs to ensure access in both physical and electronic form. I know, for example, that our Medical Assistant instructors are being trained in Canvas over the summer and will have a full set-up in Canvas for their program in the coming year, making them prepared to transition in little to no time to remote instruction when necessary in the advent of a shutdown of in-person instruction due to COVID-19, wildfires, and/or power outages. I'm sure that this kind of strategic planning is being done by members throughout our consortium, and reframing Regional Need #3 to emphasize the need to ensure equal access to existing programs in light of these multiple emergencies should also be an individual and shared area of emphasis.

Revisions to Strategies:

I don't have proposed revisions to existing strategies at this time. However, I do know that we would like to improve upon our efforts in three existing strategic areas.

Seamless Transitions Strategy #2: We would like to provide pathway presentations in appropriate adult education courses to build awareness and help students stay connected. Even having MLACE consortium members present to our students, in person or virtually, could be of great benefit to them. I know that some of our CTE students are interested in Phlebotomy programs (like those offered by MCOE), nursing school (Ukiah Adult School), and nursing tracks available through and connected to Mendocino College's offerings (which I should understand better myself). I would like to share career mapping resources and do career mapping activities with our existing students and make sure to connect them with people at other institutions who can educate them about their options.

Student Acceleration Strategy #1: We would like to better connect our students to wrap around services needed for academic success. I'm sure that we could do this through better support services offered to students who take the HiSET test with us (in concert with those teaching classes in the jail through Mendocino College), as well as more intentionally connecting our workforce development partners with our existing students in our CTE programs. I am now including a representative from Career Point Lake in all of our CTE program student orientations to help students better understand what support services are available to them through workforce development, for example. The more connected I and we become in Lake County the more opportunities will present themselves around this kind of collaboration.

Student Acceleration Strategy #3: As I work with all of our local high schools in developing and improving CTE pathways I have an opportunity to support our schools in creating work-based learning opportunities in priority pathways. For example, one school already has a health sciences pathway, but several other schools have expressed interest in developing one. Providing support in this process will help students accelerate in this pathway, and some of those students will end up choosing fitting Adult Education programs as part of their path.

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Narratives from Ukiah Adult School

Written by

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07/08/2020

Programs:

1. Basic Computer Skills
2. ESL/Citizenship
3. VN (Vocational Nursing)
4. High School Diploma & Equivalency Prep
5. Pearson Vue Testing Center
6. UVAH—Ukiah Valley Association Habilitation
7. Round Valley-Basic Skills
8. Correctional Facility-High School Diploma/Equivalency Prep and Basic Literacy

1. How have you met or not met the regional needs in your program? Look back on the last year, and gauge your outcomes according the regional needs and the strategies outlined in the annual plan.

Regional Need #1: UAS continues to meet the needs of our adult learners in the HSD and HSE programs by offering morning, afternoon and evening classes. We will expand this program to include independent study for those students who choose to work remotely and encourage students to utilize online course offerings as well.

Regional need #2: UAS continues to collaborate with local skilled nursing facilities to offer a CNA course. The current employer based offering has little to no barriers for our student population. Our collaboration focuses on shared facility use and promotion to the public.

Regional need #3: UAS offers HSD/HSE courses at a variety of times to meet the needs of our diverse population. We also have initiated a weekly visit to one local Native American reservation educational center to connect with students who can't get to our school. Our ESL classes are scheduled to complement the other ESL offerings at the MC Ukiah campus. The jail program increased instructional offerings to include the inmates who were

unable to attend class, bringing the educational offering to them and online classes through Mendocino College were added this year. Chromebooks and open computer lab time were available for students who didn't have access to technology.

2. In light of our current situation (changes in delivery and modalities of programs, classes, etc), how effective were you in meeting the regional needs? What strategies did you use to meet the needs?

Looking at the data in TE, our effectiveness in all programs can be calculated from the table summary. After 3rd quarter, our data showed a 53% persistence rate and a 79% performance rate for the main campus programs (including UVAH) and a 58% persistence rate and 95% performance rate for the correctional facility program. This is an improvement from last school year, which can be attributed to the additional efforts of our Student Success Coordinator to build effective educational plans with each student upon intake, helping them set goals and connecting periodically with them to check on progress.

3. What revisions would you make in regional needs or strategies to implement your program goals next fiscal year?

We don't plan to revise any of our strategies and will build on what is working well. We plan to continue to offer any classes in person that we can in collaboration with MC for ESL and Beginning Computers. We won't be able to offer a night class in Citizenship but will have office hours for individuals to get assistance and study materials.