



30_Mendocino-Lake CCD_ 20/21 Summary and Annual Plan for 21/22

Executive Summary

- The consortium's vision
- List accomplishments made during the prior Program Year 20/21,
- Primary goals for the upcoming Program Year 21/22

2020-2021 program year consists of the following goals from our 2019-2022 Strategic Plan:

ML ACE approved the 20-21 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.

Despite the continuing impacts of the COVID-19 pandemic crisis regionally, nationally and worldwide, we continued to offer educational services in all our locations, albeit remotely and with appropriate health safety precautions. We continued to provide remote instruction and other distanced educational services. 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. 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 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. Our MA (Medical Assistant) programs in two counties continued to run their programs and graduated almost all of their students with one or two students dropping out of the programs. In fact, all of our medical assistant students were promised jobs at their externship facilities even before they completed their program. The Vocational Nursing Program graduated 27 students this year, in addition to students in three cohorts who completed their CNA programs. The Phlebotomy program continued to run despite stopping classes at some time because of the impact of the pandemic. These students finished their program and passed their licensure exams as well.

Our AWD students were not left alone with no support from their program teachers. Most AWD students were equipped with technology and internet access to get services remotely. A few received services at their homes or outdoors weather permitting. All AWD students had regular contact with teachers via phone, video or in person. Teachers continued to provide life skills via interactive classes on Zoom and in person. Supplies were delivered to students' homes for use in cooking and other classes. Classes were designed around students' interests to maintain their engagement and included reading, starting micro-enterprises, traveling around the world remotely and learning about different cultures and customs.

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 including providing for digital devices, hotspots and Wi-Fi access 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 existing CTE programs in our region. Our implementation of Community Pro Suite as an online referral system will be a valuable tool to have seamless support and communication among agencies involved in wrap around services for students. In addition, all our monthly consortium meetings were now done remotely, which has reduced travel expenditures for this fiscal year. In addition, during 2021, we drastically reduced our expenditures for fee-based professional development activities but we continued to attend webinars, conferences and workshops via online.

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, 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 in online classroom meetings or to complete their classes remotely. 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 2021-2022 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 2020-2021](#), include all those 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 2021-2022 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. In 20/21, we developed the non-credit sustainable construction trade curriculum and is now going to be offered as a group of non-credit construction courses to complete a short-term non-credit certificate in Sustainable Construction Trade in the fall of 2021. We are in the process of submitting the non-credit computer applications certificate (business office Word application) to the curriculum committee of the college district. This non-credit curriculum when approve, will be offered in the fall semester of 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 each year. However, primarily due to the COVID-19 health crisis, we have a dip in the numbers in 2020 to about 1700 (TE Summary Data) and even lower to 1600 for 20/21. This is not unusual since many of our students have low literacy and low digital literacy and therefore did not enroll in online or mostly online classes. We hope to continue to review our data in Launch Board, TE and CommunityPro Suite and strategize how we can continue to increase our enrollment, retention and persistent rates by utilizing varied ways of engaging students through small-sized classroom instruction, remote/online instructions and/or hybrid learning.

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

Our Health care programs in our three locations have consistently been filled and students who are graduating with short-term CTE certificates in 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, support these CTE programs, and draw interest and student enrollment from our geographically remote areas where students do not have many career education opportunities. This is a challenge since there is no public transportation to these geographically remote areas,

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 pass 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 to pass on job-related information, basic needs 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:

In 19/20, we completed the medical pathway map and brochures that were published and were circulated to our members and our consortium partners in the community. In 20/21, new pathway mapping were initiated and will be completed in 21/22.

In the coming year of 21/22, we hope to have three pathway maps completed and distributed as informational booklets: the medical pathway, the sustainable construction pathway and the business applications pathway. Publishing these career pathway maps as informational booklets will provide the students with information to focus on completing required classes that follow educational pathways that would help them get their career technical education certificates that will eventually land them in jobs in their career choices that are economically sustaining their families.

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

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 with combine data from TopsPro Enterprise (TE, our state-required student data collection system) and MIS data from the college. In addition, as we gain traction and more member usage of Community Pro Suite in 21/22, we will be able to collect, analyze and improve our student data from several data systems: TE data, MIS data and Cal Jobs data. We hope that analyzing student information from adult school programs, from the college-run programs and from the students' employment history, we can better strategize how to serve students in their multiple entry and exit points in their career trajectories.

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 1400 plus students in 20/21. This is a decrease from 19/20, 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 that are geographically and more importantly, culturally distant from the epicenters of educational services which are mainly in the largest towns or county seat 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 a tutor who lived locally also supports students in their classes in ESL, Citizenship, Basic literacy skills and Parent education which were offered in their adult school location. However, during the pandemic year, Anderson Valley Adult School swiftly transitioned to offering classes remotely. Teachers and tutors reached out to students via phone calls, texts, live online (synchronous) and encouraged student engagement through asynchronous virtual lessons and support. This mostly remote rural region did not have high speed or broadband Wi-Fi accessibility. The school district, adult school and the community college loaned out chrome books and hotspots to students to keep them engaged in class.

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. During the 20/21 pandemic, this community suffered superimposed crises including wildfires, earthquakes and high and rapid cases of COVID-19 infection among its population and loss of lives due to COVID-19. Moreover, the area is very remote and surrounded by mountainous terrain, which has limited Wi-Fi connectivity and strength of broadband. Residents also did not have access to Wi-Fi in their homes. The school district loaned chrome books and hotspots to students as well. Our ML ACE outreach and support specialist continued to assist and support adult students to stay engaged in their courses but it was an uphill battle considering the impact of the crises that the community faced that happened one after another in a short period of time as was mentioned above.

According to the Adult Ed Pipeline data report, 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.

<https://www.calpassplus.org/Launchboard/Adult-Education-Pipeline.aspx>

20-21 Accomplishments:

The Consortium continued to fund outreach and support specialists for our three remote locations to assist with recruitment, student data entry, support and liaison work with their respective communities. ML ACE utilized CAEP funds to fund tutors, workshop instructors and vouchers to help high school diploma-seeking adult students and basic skills students so that they have increased functional gains and obtained their high school diplomas/equivalencies. ML ACE also funded laptops and a laptop cart for students in CTE short-term programs in order to have updated technology access. We also funded online and hybrid curriculum for our ESL, High School Diploma and CTE programs.

We increased the level of our partnership with our regional Workforce Development Board (WANB), the Workforce Alliance of the North Bay, by inviting the career specialists 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, educational and employment student objectives, so that we can offer wrap around services to our adult students. However, the on ground training happened on the day that the state issued the Shelter-in place order; consequently, utilizing CommunityPro Suite was put on pause. In the areas of seamless transitions and student acceleration, we continued 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 CAEP Summit, the CCAE Conference trainings in collaboration with TAP and OTAN all virtually and via Zoom.

Regional Planning Overview

Our consortium held regular monthly meetings via Zoom throughout the fiscal year 20/21. Attendance and participation from all members at these meetings, facilitated discussions and eventual approval of several policy and procedure documents including return of capital equipment and our consortium's

operational principles. At these monthly meetings via Zoom, agency members contributed greatly to the continuance of programs to continued member evaluation of accountability and effectiveness.

The one activity that we have started to implement in 20/21 and we expect better usage from is the implementation of Community Pro Suites (CPS) referral tool. The implementation of this tool is a coordinated effort of ML ACE member agencies with our local Workforce Development Board and the Ukiah Valley Association for Habilitation. Upon successful implementation, these agencies will be more effective at referring our adult students to each other for support services that will positively affect 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.

Non-credit Sustainable Construction Trade (SCT) courses are being offered in the 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 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.

In 20/21, we offered High School Diploma classes in six of our 10 Mendocino-Lake ACE locations (Ukiah, Upper Lake, Kelseyville and Willits, Fort Bragg and Round Valley). HiSET prep and tests were offered in Anderson Valley and in Ukiah. We also have HiSET testing centers in Ukiah.

According to our data in LaunchBoard Adult Education Pipeline, since 18/19, there is a significant increase of students who are in our ABE/ASE programs. Data shows that there 32% of the students we serve in our consortium are in ABE which is a higher percent that students in ESL programs which is at 30%, ASE at 19% and CTE at 21% and AWD at 12%.

<https://www.calpassplus.org/Launchboard/Adult-Education-Pipeline.aspx>

Regional Need #2

Gaps in Service / Regional Needs

Offering of a CNA course in Lake & Mendocino County

The Lake County Office of Education twice a year is now offering a CNA program. 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 into 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. Non-credit construction coursed will now 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.

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 now submitted to the Curriculum Committee for the Fall. We are hoping to offer these classes in the Fall of 2022.

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. This strategy is deleted for the upcoming year.

Strategy #5

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

Course offerings of the non-credit construction program in the fall 2021 include Construction Math.

New Strategies

Strategy #1

Provide student access to academic guidance services

Outreach and student support specialists in our three geographically remote areas are supporting and 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, 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 21/22, we hope get approval to offer the Computer Application Non-credit Certificate in 22/23. Then, we can begin to develop the Business pathway map.

Strategy #4

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

This upcoming year, the non-credit construction courses are being offered in the Fall of 2021. We will make efforts 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

While we are still working remotely, we hope to utilize CommunityPro Suite to efficiently and remotely refer students to services in our internal network as well as our external network.

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 remotely.

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 for 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

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

In 2021, the consortium continued to fund 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 that 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—	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 21/22	Future work	yes
Strategy #4	Finish Construction/Trades pathway map with inclusion of career centers as part of the student services	Action Plan for 21/22	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 21/22	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

