

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 Anderson Valley Adult School's programming has contributed to meeting regional needs 1 and 3 in the past year.

We have met regional need #1 by offering Hiset prep classes as Mendocino College non-credit Basic Skills classes. We have one instructor hired by Mendocino College and ML ACE has also funded a tutor, who provides essential on-on-one help to students. Students enrolled in these classes have a wide range of academic experience and skill level and the instructor and tutor strive to provide personalized support and instruction to keep students moving toward meeting their educational goals.

Through one-time funding proposals, ML ACE has provided funding to purchase books and cover testing fees. Offsetting these expenses for students helps to eliminate barriers.

AVAS has contributed to meeting regional need # 3 by providing extensive and ongoing support to students taking online classes. We have done this by loaning out equipment, providing training on how to use equipment, training on how to use online platforms used for remote instruction, and technical support when problems with the equipment come up. Our Outreach and Support Specialist created step-by-step videos that show students how to use Chromebooks, hotspots, navigate Canvas, use zoom, and more.

We have used AVAS and ML ACE funds to purchase online curriculum for our beginner level ESL class, a class that was having student persistence problems in the year before the pandemic. This online curriculum provides multi-modal lessons for synchronous classes and students' synchronous work. ESL students have expressed that they find this curriculum to be useful and engaging. It has also been an invaluable resource for teachers, enabling them to spend less time creating activities from scratch and more time finding innovative ways to apply the curriculum and support student learning.

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?

AVAS has been effective in meeting these regional needs and contributing toward

MLACE's mission. We have continued to offer High School Equivalency, ESL, Parent Education, and Citizenship classes remotely. Teachers report increased confidence and student engagement as the school year progressed and everyone got used to online learning. Some strategies we implemented to keep our programming running successfully were:

1. Supporting staff to participate in training on effective online teaching, student persistence and retention, and specific training on their topic of instruction.
2. Regular check-ins between coordinators and staff via phone or zoom to monitor their class progress and provide support and feedback. Regular staff meetings to maintain connection between programs and a global view of the school's mission and work.
3. Through class announcements, texts, and phone calls we have shared public health information and updates and local and federal emergency aid available. We have provided individual support to students needing help with applying for financial assistance.
4. Providing equipment and Wifi connectivity at no cost and ongoing training and support to students on using this equipment.
5. Purchasing new online curriculum to make teaching and learning online more accessible.

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

We could consider revising regional need #3 as we make the transition back to in-person instruction. Now that we have gotten more experience with online learning, we recognize we may want to keep some aspects of remote learning as we go back to in-person classes and explore the possibilities of hybrid class offerings. Adult learners are busy, work long days, have family responsibilities, and sometimes transportation issues. For some students, especially in remote areas, it could be more effective to offer shorter in-person classes and assign more asynchronous online work for practice and reinforcement.

To be able to do this, we see a need to secure ongoing funding for equipment and online learning curriculum. Much of the funding that we were able to access in the past year was made possible via emergency federal aid. Our current annual budgets do not contemplate equipment maintenance, purchasing new equipment, or renewing online learning annual licenses. We may also need to acquire more equipment when we transition back to hybrid learning because students who did not want to do full time online learning may come back.

It may be helpful to consider identifying a strategy in the Seamless Transitions area that includes offering hybrid classes, but it would probably be best to discuss as a consortium if others sites are also considering hybrid offerings.



June 2021 for Annual Summary and

Plan for 21/22

Agency: Fort Bragg Coastal Adult School

Program(s): ESL Citizenship and High School Diploma

Adult School Principal Coni Belli

Here are the prompts to answer for your agency's narratives. The attached document is a previous draft I had for 20/21. I will be editing this executive summary to reflect activities and accomplishments in 20/21 while outlining the annual plan for 21/22 based on our 3-year plan from 19-22.

The regional needs and strategies outlined in our annual plan begins on page 6. Beginning on page 17, narratives for 20/21 from Anderson Valley, LCOE and Ukiah Adult School are also attached

- 1. How have you met or not met the regional needs in your program? Look back on the last year (20/21), and gauge your outcomes according the regional needs and the strategies outlined in the annual plan (see beginning on page 6 on the Annual Plan Summary attached).**

Regional Need #1: Offering ESL/Citizenship classes and HSD classes at Coastal Adult School.

Regional Need #3: Due to the pandemic, our basic ESL program was suspended for this year by the instructor. She is going to be offering in person classes for the 2021-22 school year. The ESL/Citizenship classes and the HSD classes were fully remote. Both of the instructors reached out to students using text messages, phone calls and emails. The ESL/Citizenship instructor conducted classes via Google Meets and the HSD instructor used Google Meets for One-on-one meetings. She began to meet students in person at the beginning of May.

- 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? (see the list of strategies beginning on page 7)**

- The ESL/Citizenship and HSD instructors reached out to students using text messages, phone calls and emails.
- The ESL/Citizenship instructor conducted classes via Google Meets and Zoom and the HSD instructor used Google Meets for one-on-one meetings. She began to meet students in person at the beginning of May.
- The ESL/Citizenship instructor provided gmail addresses for the student to help them access the classes via computer.

- Both instructors were available outside of school hours to assist students.
- Both instructors provided a packet option for those that had internet connectivity issues.
- Both instructors provided drop off places for those using the packet option.

3. What revisions would you make in regional needs or strategies to implement your program goals next fiscal year 21/22?

- Remote learning is problematic for many students. Students didn't have internet or had connectivity issues. Strategies to address these connectivity issues are needed. Classes will be in person for the most part in 2021-22, but there will still be some students that will be remote.
- Strategies to coordinate the college ESL classes and the CAS ESL classes. There have been coordination problems between the two entities for several years.
- Strategies to broaden access to inland programs, such as the CNA classes and the Construction classes.
- Strategies to help Coastal Adult School students avail themselves of the inland classes. Many of these students don't have the means to travel inland to attend classes.



Agency: Lake County Office of Education

Program(s): HiSET (Correctional Facility, Certified Nursing Assistant and Medical Assistant)

Administrator: Beth Hampson, Education Specialist

Submitted by: Beth Hampson, (05/27/2021)

Here are the prompts to answer for your agency's narratives. The attached document is a previous draft I had for 20/21. I will be editing this executive summary to reflect activities and accomplishments in 20/21 while outlining the annual plan for 21/22 based on our 3-year plan from 19-22.

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- 1. How have you met or not met the regional needs in your program? Look back on the last year (20/21), and gauge your outcomes according the regional needs and the strategies outlined in the annual plan (see the attached document beginning on page 6 on the Annual Plan Summary).**

Regional Need 1: We have not been able to help meet this regional need of improving access and alignment of HSE/HSD in our region this program year as COVID restrictions made us unable to provide HiSET (High School Equivalency Test) testing in the Lake County Jail. We are proud to offer inmates at the jail an opportunity to earn high school equivalency and hope that health and safety guidelines will soon allow LCOE to return to the facility to provide this educational service.

Regional Need 2: We at LCOE have continued to meet this regional need by offering a Certified Nursing Assistant (CNA) program in Lake County. In the 20/21 program year we completed our Spring 2020 program, ran a Fall 2020 program, and started a Spring 2021 program, managing the learning of three cohorts of students. Our partnership with clinical site partner Rocky Point Care Center continues to deepen, as evidenced by the hiring of new CNA instructor Rhonda Daugherty, LVN, an LCOE CNA graduate and a longtime staff member and current Director of Staff Development at Rocky Point. As of spring/summer 2021, Rocky Point has added a scholarship opportunity for students accepted into our Fall 2021 cohort and beyond. This scholarship will pay the entire program fee for accepted applicants who meet Rocky Point's criteria and commit to working at the skilled nursing facility upon successful program completion.

- 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? (see the list of strategies beginning on page 7)**

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 included a continued long-term pause in HiSET testing at the Lake County Jail (May, 2020 to present), and a couple of brief pauses in our Certified Nursing Assistant Program. However, we have hired a new HiSET Proctor, have an updated MOU with the Lake County Jail, and are ready to return to the facility for HiSET testing as soon as we are cleared to do so per their health and safety guidelines. We were able to continue with in-person, simultaneous instruction in both our CNA and Medical Assistant (MA) Programs this year, with some program pauses due to COVID in our CNA Program and no significant pauses in the MA Program. Our Spring 2020 CNA Program finished successfully in the summer of 2020 (with some COVID-related delays), our Fall program ran through early February 2021 (also with some COVID-related delays), and our Spring 2021 program started in mid-April, with a delayed start date not due to COVID but due to an unexpected retirement of our longtime instructor. Our new instructor has been phenomenal so far, and we anticipate that this program will remain strong. We have kept social distancing protocols, PPE (personal protective equipment) protocols, and more in place for all programs, including student testing for COVID-19 once each week for the CNA Program, as required by the program's clinical site partner.

3. What revisions would you make in regional needs or strategies to implement your program goals next fiscal year 21/22?

As mentioned in last year's narrative, 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.

I would like to focus on seamless transitions strategy #2, providing pathway presentations in appropriate adult education courses to build awareness and help students stay connected. I have previously noted an interest in doing this but have not connected with colleagues in our consortium to move this strategy forward. In light of our students' expressed interest in pursuing careers in nursing, connecting them directly with representatives from Ukiah Adult School's nursing program seems like a natural fit here, and could be inspiring and empowering for our CNAs and MAs.



Agency: Mendocino County Office of Education

Program(s): Medical Assistant, Dental Assistant, Phlebotomy

Program Specialist/Coordinator: Tami Mee

Here are the prompts to answer for your agency's narratives. The attached document is a previous draft I had for 20/21. I will be editing this executive summary to reflect activities and accomplishments in 20/21 while outlining the annual plan for 21/22 based on our 3-year plan from 19-22.

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1. How have you met or not met the regional needs in your program? Look back on the last year (20/21), and gauge your outcomes according the regional needs and the strategies outlined in the annual plan (see beginning on page 6 on the Annual Plan Summary attached).

MCOE has worked to meet the regional needs by continuing to offer training in all three programs throughout the 20/21 school year despite limitations due to COVID. We were able, with the assistance of CAEP, to updated our curriculum to include online training components to accompany the in person curriculum. This offered flexibility and additional resources to our students. This meets Regional Needs #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.**

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? (see the list of strategies beginning on page 7)

Though challenged due to classroom capacity due to CalOSHA restrictions, we were able to make some adjustments, such as moving a classroom to a larger conference room, in order to accommodate more students, as well as split one course into two separate cohorts, so that we served the same number of students, but in smaller class sizes.

In regards to strategies in Gaps in Service, we did not go forward with a medical scribe course, as we did not generate enough interest to run a class. However, we were able to continue to offer the three core courses we have, which meets the “gaps in services” needs as we are the only agency in the county offering these types of certification programs.

3. What revisions would you make in regional needs or strategies to implement your program goals next fiscal year 21/22?

- Remove Strategy 4- providing a medical scribe course

Aside from this, we will continue to work, this year, on the previously identified strategies.

Narratives from Kelseyville Adult Education
5/27/21

Program: High School Diploma

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

Kelseyville Adult Education continues to provide students in and out of the consortium access to earn a high school diploma. We offer varying avenues in which students can earn a diploma including textbooks, computer program or a combination of both.

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

This year the program ran as it has in the past. Students were given the opportunity to participate in the program as they saw fit. Students were able to come to the classroom at various days and times, participate in the program through advocates and have all contact done remotely. This flexibility is one of the greater strengths of

the program which were available before the issues of the last year and a half.

3. What revisions would you make in regional needs and strategies to implement your program goals next fiscal year 21/22?

Kelseyville Adult Education will continue to explore and review all curriculum and the way that curriculum is made available to its students. The next step is to provide students with information during and after participation in the program about services available not only to help with their educational needs but their quality of life in general.

Agency: Willits Unified School District

Program: Willits Adult School (WAS) High School Diploma Program

Administrator: Jeffrey Ritchley

Submitted by: Jeffrey Ritchley

Date: May 31, 2021

1. How have you met or not met the regional needs in your program? Look back on the last year (20/21), and gauge your outcomes according to the regional needs and the strategies outlined in the annual plan (see beginning on page 6 on the Annual Plan Summary attached).

The Willits Adult School (WAS) High school diploma program has been supported by MLACE since Spring 2017. When WAS opened we had all students on Odysseyware. Over the course of two years, we learned that our students did not have access to appropriate technology to be successful so we built a comprehensive correspondence curriculum. In our first year we had 13 graduates from WAS. In the following years WAS had an average 10 students per year graduate. In 2021, we transitioned to Bright Thinkers comprehensive high school curriculum that was paid for by MLACE. By using this new student friendly curriculum we are actually improving the access to more adult aged students in the community. Students can move along in the Bright Thinkers curriculum with minimum support and they enjoy the curriculum because of the simplicity and ease. Our teacher has been with WAS since 2017 and the students enjoy the consistency of having the same teacher every day.

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? (see the list of strategies beginning on page 7

In our three years as an adult school we have done an above average job meeting the needs of the community. We are in weekly phone contact with all students enrolled. During the pandemic, we remained open and students were able to check out and return completed work to the school. To better meet the needs of the students, we have also kept Odysseyware accounts as an option for some students that do not want to participate in the Bright Thinkers curriculum. One particular area of improvement to improve our access is using more means of communication besides calling such as our school website, texting, and Facebook.

3. What revisions would you make in regional needs or strategies to implement your program goals next fiscal year 21/22?

In the 2021-2022 school year we plan to continue with Bright Thinkers and Odysseyware curriculum to meet the needs of the students. Next year we plan to use the following strategies to improve our student access such as updating our website, facebook page, community catalog, phone numbers, and texting options. Our goal is

to graduate 12–15 students in the upcoming year. We will close the gaps in service by improving our seamless transitions such as providing student access to academic guidance services. We plan on doing this by using outreach and student support specialists provided by MLACE. As a school we plan to improve student Acceleration by connecting our students with wrap-around services needed for academic success by using the MLACE support specialists and other personnel such as the counselors at the college. We plan to participate in more professional development opportunities such as CAPE and Cal Pro. As a school we will continue to leverage resources from our school district to better serve the students in our area.



Agency: Ukiah Adult School

Program(s): HSD, ESL, VN, Pearson Vue Testing Center, Adult with Disabilities

Adult School Principal: Christy Smith

1. How have you met or not met the regional needs in your program? Look back on the last year (20/21), and gauge your outcomes according the regional needs and the strategies outlined in the annual plan (see beginning on page 6 on the Annual Plan Summary attached).

Graduated 42 students in the HSD program-mostly through Independent Study, one on one tutoring and open office hours, small percentage (~10%) of students accessed online learning opportunities.

Graduated 27 students in the Vocational Nursing program

Maintained an open Pearson Vue testing center weekly, without any gaps in services during the shelter in place. Delivered 509 exams, 50% Teacher credentialing, 10% GED, 10% Licensed MFT, 10% EMT, 20% blend of many other exams

AWD/UVAH had positive results of employment outcomes achieved (as of 3rd quarter data, 31 got a job and 21 had increased wages)

ESL classes experienced a significant drop in enrollment and attendance. We only offer beginning level classes and it seems apparent that the in person learning is the best for beginning ESL students.

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? (see the list of strategies beginning on page 7)

Our fourth quarter was highly effective, we doubled our graduation rate from the first 3 quarters. We had been sending emails and texts to students every quarter and some of those students came in the last quarter.

3. What revisions would you make in regional needs or strategies to implement your program goals next fiscal year 21/22?

Increase outreach and marketing efforts to let community know that we are open for in person assistance and instruction.

Improve seamless transitions and academic success by using CPS and making referrals to community partners.