

# 30 Mendocino-Lake CCD: Certified

## Details

### Consortium Information

**Consortium Name:**

30 Mendocino-Lake CCD

**Consortium Short Name:**

30 Mendocino-Lake

**Address:**

1000 Hensley Creek Rd. | Ukiah, CA | 95482

**Website:**

<https://mendolakeACE.org>

**Funding Channel 2022-23:**

Fiscal Agent

**CAEP Funds 2022-23:**

\$1,720,819

**CAEP Funds 2021-22:**

\$1,633,741

**CAEP Funds 2020-21:**

\$1,570,149



## Consortium Contacts

Responsibility	Name	Email	Title	Phone
Fiscal Contact	Eileen Cichocki	<a href="mailto:ecichocki@mendocino.edu">ecichocki@mendocino.edu</a>	Assistant Superintendent/President/VP of Administrative Services	(707) 468-3068
Primary Contact	Joe Atherton	<a href="mailto:jatherton@mendocino.edu">jatherton@mendocino.edu</a>	Director of Fiscal Services	(707) 468-3067
Primary Contact	Euline Olinger	<a href="mailto:eolinger@mendocino.edu">eolinger@mendocino.edu</a>	Director	(707) 467-1015

## Member Agencies

Member Agency	Member Type	Contact	Phone
<a href="#">Anderson Valley Unified</a>	Unified School District	Noor Dawood	(707) 895-5295
<a href="#">Fort Bragg Unified</a>	Unified School District	Coni Belli	(707) 961-3610
<a href="#">Kelseyville Unified</a>	Unified School District	Joe Del Prete	(707) 279-8414
<a href="#">Lake Co. Office of Education</a>	County Office of Education (COE)	Beth Hampson	(707) 263-8918 ext: 261
<a href="#">Mendocino Co. Office of Education</a>	County Office of Education (COE)	Tami Mee	
<a href="#">Mendocino-Lake CCD</a>	District	Joe Atherton	(707) 468-3067
<a href="#">Ukiah Unified</a>	Unified School District	Christy Smith	(707) 621-8031
<a href="#">Willits Unified</a>	Unified School District	Nikki Agenbroad	(707) 453-5314 ext: 1108
<a href="#">Round Valley Unified</a>	Unified School District	Ms. Euline Olinger Ed. D	(707) 467-1015
<a href="#">Upper Lake Unified</a>	Unified School District	Michael Kauble Upper Lake Unified School District	(707) 275-0338
<a href="#">Leggett Valley Unified</a>	Unified School District	Dr. Jeffrey Ritchley	(707) 925-6285

## Executive Summary

### Executive Summary \*

Mendocino-Lake Adult and Career Education or ML ACE, started receiving funds and providing program for adult learners through the state grant, which was then called the Adult Education Block Grant (AEBG) in 2015. At that time, there was six (6) agency members plus Mendocino College, which was the fiscal agent and the administrator of the grant. The Adult Education Block Grant, which was under legislation AB 86, and AB 104, which is now known as the California Adult Education Program. Currently (February 2022), our consortium has grown to eleven agency members which serve two rural counties in Northern California stretching 3,200 square miles of Mendocino and the northern half of Lake County. Among the consortium members are eight (8) adult schools, two (2) Counties of Education offering CTE programs and Mendocino Community College District, which continues to be the fiscal agent and the administrator of the consortium. The majority of our adult schools offer high school diploma or high school equivalency certificates, ESL and Citizenship classes, Career Technical Education programs in the health care industry, classes for parents to support in K-12 success and programs for Adults with Disabilities (AWD). We are a collaborative, creative and resourceful group of educators and service providers committed to serve the needs of our diverse, rural and geographically spread-out communities within our two counties. Summary of consortium members and participants in three-year planning: We initiated our three-year planning process by first taking a self-assessment tool that measures the effectiveness of our consortium to provide educational training and services to the adult population in our region. Next, we reviewed our mission statement, the consortium's previous goals and objectives written three years ago and evaluated these goals whether we had met these goals and objectives. Finally, we worked collaboratively and strategically to create new and/or revised specific, measurable, attainable and time-focused goals

for 2022 to 2025. We utilized our consortium's monthly meetings to review and assess these goals and objectives. We created our 2022-2025 goals and objectives with these three factors in mind: 1 assessment of our program gaps and needs, 2. regional data resources/tools (i.e. from the CAEP 2021 Fact Sheets) and 3, input from consortium members and community partners. During our strategic planning meeting, we invited community partners in different sectors of our community: county probation officers, members of tribal councils from different Native American communities in the region, workforce board members, Career Point partners, adult education teachers, superintendent of school districts, business development directors, etc. The strategic planning discussions were planned a 5-member strategic planning team comprised of an adult school principal, a student success coordinator, a co-coordinator of a remote adult school in our region, a classified administrative assistant and the consortium director. In the early years of AEBG, the consortium analyzed the Community survey data and determined that these programs are the greatest needs in our region: High school diploma or equivalency, expanding ESL classes offerings to adult school locations and short-term CTE courses in health care, construction/trade and business office skills. We will continue to effectively meet the goals and strategies identified from the previous 3-year planning, which are 1.to identify, develop and expand offerings of non-credit Mendocino College curriculum in our priority career education pathways, 2. To improve enrollment in existing programs based on community needs data 3. To create and implement strategies that improve the sustainability of our health care programs, 4 to improve access and availability of outside support agency services for our students 5. To finish the pathway maps in our priority career education areas, 6. to continue to collect, analyze and improve the accuracy of our student data, 7. To improve student retention rates from enrollment to completion of personal education goals, and 8. Equitably fill program gaps throughout consortium. These are the metrics that we have selected and included in our three year plan: Student Barriers: English language learner, low income and low literacy. For Progress: Functional level gains in ESL; for Transition: Participants with Transition to Postsecondary (CTE) and with Transition to Postsecondary (credit college);For Success: Participants Who Earn a High School Diploma or Equivalency and for Employment and Earnings :change in median earning. Our SMART goals include: By June 2025, to develop and expand those offerings based on the identified needs, create curriculum in the priority areas of business, construction trades and health care. In addition, by 2025, to increase the number of participants, persistence, completion, and transition rates by 5% .

## Assessment

### Overview and Preparation \*

**1. Training for high-touched consortium members:** In early October of 2022, several high-touched consortium members committed to attending CAEP webinars on strategic planning. These consortium members consistently participated in our consortium meetings, workgroup meetings and engaged fully in the mission of the consortium. These high-touched members became our strategic planning team.

**2. Self-Assessment Tool:** We initiated our consortium-wide three-year planning process by first taking a consortium wide self-assessment tool. This self-assessment tool was sent out to our consortium members and community partners, like Career Point. Career Point collaborates with us in providing wraparound services to help our adult students to get funding and stipends while they are in the health care programs.

This self-assessment tool was created to help consortia evaluate their effectiveness in the following key indicators: Capacity, Connection, Entry, Progress, and Completion/Transition. The result of our self-assessment tool indicated that the consortium averaged below a 3 out of 5 points on these three areas: entry, progress and completion/transition. We analyzed the areas where we fall below average:

**In the entry indicator, we scored below average on these measures of effectiveness:**

- o Culturally responsive orientation for adult learners
- o access to high-quality counseling services
- o consistency among providers regarding assessment, placement, and use of individual learning plans

*In the progress indicator, we scored below average on these measures of effectiveness:*

- o Integrated education and training program offerings
- o Some contextualized ESL or basic skills Integrated Education Training (IET) courses

*In the completion/transition, we scored below average on these measures of effectiveness:*

- o Effectiveness in transitioning students into postsecondary and/or the workforce
- o Case managed transition support process

After synthesizing the result of the self-assessment tool, our strategic planning team presented the result to the whole consortium and we began the process of analyzing not only the self-assessment tool but also revisiting our mission statement.

### **3. Review of our mission statement.**

The mission statement of our consortium states that “the ML ACE consortium members are committed to collaborating and sharing resources throughout our region to provide adults with equitable, seamless and integrated educational and/or career pathways/services with multiple opportunities for successful entry and exit”.

We realized that vocabulary in the self-assessment tool is mirrored in our mission statement and therefore we wanted to evaluate how effective we were in fulfilling the mission of our consortium.

### **4. Evaluation of the consortium’s previous goals and objectives written three years ago:**

The next phase in our strategic planning process was to evaluate the goals and objectives of the consortium written for the previous three years. We evaluated whether we have met these goals and objectives in the last three years. We utilized our consortium’s monthly meetings to review and assess these goals and objectives. Furthermore, we discussed how we can collaboratively and strategically create new goals and strategies to be specific, measurable, attainable and time-focused goals for 2022 to 2025. In other words, to create SMART goals (specific, measurable, attainable, relevant, and time-bound)

**5. We then created our 2023-2025 goals and objectives with these three factors in mind:** One, assessment of our program gaps and needs through the analysis of our self-assessment tool, two, our mission statement and evaluation of previous goals, in combination with the regional data resources/tools (i.e. from the CAEP 2021 Fact Sheets) three, and input from consortium members and community partners.

Data Sources:

<https://caladulthood.org/2021factsheets>

## **Regional Alignment and Priorities \***

### **Regional Alignment of workforce services and adult education:**

Our two counties of Mendocino and Lake are incorporated in our Workforce Alliance of the North Bay (WANB) which partners with us in providing support services and leveraging funds for our CTE students enrolled in the CTE programs. WANB is an integral community partner with our consortium in leveraging needed economic support and employment services to our region. We actively participate in inter-agency partnerships as some consortium members of the ML ACE consortium are also members of the sub-committees for the Workforce Alliance of the North Bay. Secondly, Ukiah Adult School, a consortium member that offers multiple CAEP programs is a WIOA grant recipient that enrolls students who are benefitting from the integration of our support services and leveraging of WANB WIOA Title I funds. In our strategic planning and process, we have included our WANB partners in our discussions on strategic planning and sought to incorporate their sector strategies in our goal setting and strategic educational activities. WANB’s sector strategies for their region outlines that they:

- Identify the career pathways most critical to regional economic success;
- Ensure that career pathway programs meet regional industry needs;
- Define which postsecondary credentials are industry-valued and recognized, and the process for
- Identify training and education deficiencies and the approaches to solving them;
- Ensure that the voices of businesses are integral in determining policy priorities and strategies.

Sources: WANB Sector Strategies

Similarly, Mendocino College is an integral member in our consortium work. Not only is Mendocino College our fiscal agent and administrator, but many of our non-credit courses in ESL, Basic Skills and CTE are offered by the college. In addition, the college provides student support services to our adult learners who need assistance in enrollment, educational planning access to financial aid, tutoring and other campus resources. Additionally, Mendocino College offers many non-credit AEP classes at our adult school locations. These classes are supported by the college's unrestricted district funds and are leveraged with CAEP funding. In CTE program areas, the business, construction & trades and healthcare departments are key partners in both non-credit curriculum development and providing for-credit classes that are part of our priority pathways.

Mendocino College is the only community college in the two regions that strategically serves the counties of Mendocino and Lake counties with students coming from the inland towns all the way from coastal areas. The next community college to the south is Santa Rose Junior College, which is 60 miles away, and College of the Redwoods, which is 150 miles away. The main campus is in the city of Ukiah with three other satellite locations in Lakeport (Lake County), Fort Bragg (Coast Center) and in Willits (North Coast Center). Transportation and getting to the main campus and other adult school locations, which are geographically spread out, present challenges for our adult students living in remote towns who may not have access to transportation or personal cars.

Source: <https://www.workforcealliancencorthbay.org/sector-strategies/>

### Evaluate the Educational Needs of Adults in the Region \*

According to the CAEP Fact Sheet taken from the American Community Survey Demographic Data of 2020, from Mendocino County and Lake County census, Mendocino and Lake counties have a population of about 95,000 who are over 16 years old and about 84% of that population are 30 years and older. Of the 95,000 of the over 16 years old population, we have about 15,181 adults who do not have a diploma and about 3,323 English language learners, 24,383 who are at poverty line or below, 7337 who are unemployed and about 23,165 adults with disabilities. From these data, the barriers that are challenges for our consortium as an educational institution center around, low literacy, low income, high number of English learners and unemployment. The Mendocino-Lake consortium encompasses two counties in geographically diverse areas in the northern and western sides of Northern California. Mendocino County includes the cities of Ukiah (the seat of the local government), Willits, Laytonville, Covelo inland and the coastal cities of Albion, Mendocino, etc. In all, there are about 28 small towns and even smaller communities like Covelo, Albion, Mendocino, etc. Also, only half of Lake County are included our consortium and half is part of the Central Coast Consortium. These areas include the towns of Upper Lake, Nice and Lucerne on the north side of the lake and the towns of Lakeport (county seat), Finley, Kelseyville and the housing communities of the Clearlake Riviera, Riviera West, Riviera Heights and Buckingham area. There are six school districts in Mendocino County and 2 school districts in Lake County that are members of our consortium. These are the school districts that are members of Mendocino-Lake Adult and Career Education Consortium: Willits Unified, Ukiah Unified, Anderson Valley Unified, Fort Bragg Unified, Leggett Valley Unified, Upper Lake Unified, Kelseyville Unified and Round Valley Unified. Due to the number and percentage of the adult population with no high school diploma, the number of language learners, and other statistics relevant to our adult population in the region as shown in the [CAEP Fact Sheets of 2021](#), the consortium determined that these programs are the greatest needs in our region: **High school diploma or equivalency, ESL classes and short term CTE courses in health care, construction/trade and business office skills.** These school districts mentioned above have high diploma programs for adult students. Some of these adult schools like Anderson Valley, Fort Bragg, Leggett Valley and Round Valley are geographically isolated areas separated by winding roads and mountain passes with few industries and have higher numbers of adults with low literacy, low income and English learners which have been barriers for many adults completing their success

and completion in their program areas. However, we have a bigger-size adult school, Ukiah Adult School which offer not only high diploma in the correctional facility, but also GED prep and testing, Citizenship class, employment and coaching of adults with disabilities through the Ukiah Valley Association of Habilitation (UVAH) as well a robust vocational nursing program. Ukiah Adult School's varied offerings of programs have filled in the gaps for those programs that are needed in other hard to reach areas of the two counties. In addition to the high school diploma programs from our consortium, in Mendocino and Lake counties, there is a federally funded program called HEP (High School Equivalency Program) through the Office of Migrant Education that offers high school equivalency certificates via exams. The HEP program's eligibility requirements include adults you have never had a high school diploma in the US, have worked at any point in their adult lives as seasonal agricultural workers and are living in the US. Those adults wanting a high school equivalency certificate but do not qualify as seasonal agricultural workers, are then enrolled in our consortium's high school equivalency programs. ESL classes are offered by Mendocino College and courses are held in Fort Bragg, Anderson Valley, Round Valley, Lakeport, Willits and Ukiah campuses. The Fort Bragg Coastal Adult School also offers a multi-level ESL class and a citizenship class at the adult school are funded by CAEP funds. We will continue to expand ESL offerings in different adult school locations so that many more adults in our communities can access basic skills classes and obtain their high school diploma or equivalency certificates. The two counties of education, which are part of our consortium, offer programs in the health care field. Mendocino County of Education's CTE program offers a dental assistant, phlebotomy and a medical assistant program. Lake County of Education offers a certified nursing assistant and a medical assistant program that are critically needed at this time. These CTE programs have great successes and many of the graduates obtained sustainable jobs in our region.

#### **Contributions by Entities \***

Name of agency	Agency members	Contribution	Role in the consortium
<ul style="list-style-type: none"> <li>Anderson Valley</li> </ul>	<ul style="list-style-type: none"> <li>Maggie Von Vogt</li> <li>Noor Dawood</li> </ul>	Strategic planning team—me	<ul style="list-style-type: none"> <li>Co-coordinator</li> <li>Co-coordinator</li> </ul>
<ul style="list-style-type: none"> <li>Fort Bragg</li> </ul>	Anali Caraballo	Member, voting rep and self-	Voting rep for FBUSD and se
<ul style="list-style-type: none"> <li>Kelseyville</li> </ul>	Joe Del Prete	Member, voting rep and self-	Coordinator for adult educa
<ul style="list-style-type: none"> <li>Leggett Valley</li> </ul>	Jeff Ritchley	Member, voting rep and self-	Superintendent of school dis
<ul style="list-style-type: none"> <li>Lake County of Education</li> </ul>	Beth Hampson	Member, voting rep and self-	Coordinator and learning su
<ul style="list-style-type: none"> <li>Mendocino College</li> </ul>	Amanda Xu	Voting member and represer	Dean of Centers
<ul style="list-style-type: none"> <li>Mendocino College</li> </ul>	Jackie Orozco	Partner; consistent participa	Director of HEP Program
<ul style="list-style-type: none"> <li>Mendocino College</li> </ul>	Sarah Walsh	Partner; sub voting member	ESL coordinator—full time fa
<ul style="list-style-type: none"> <li>Mendocino County of Ed</li> </ul>	Tami Mee	Member; consistent participa	Adult Programs Manager, Ed
<ul style="list-style-type: none"> <li>Ukiah Adult School</li> </ul>	<ul style="list-style-type: none"> <li>Christy Smith-</li> <li>Kathy Kiely</li> <li>Dave Gengoux--</li> </ul>	Strategic planning team—me --Strategic team member --regular attender --regular attender	<ul style="list-style-type: none"> <li>Principal</li> <li>Student Success Coordin</li> <li>High school diploma/Cit</li> </ul>
<ul style="list-style-type: none"> <li>Upper Lake</li> </ul>	<ul style="list-style-type: none"> <li>Jeff Sturr—</li> <li>Dr. Giovanni Annous--</li> </ul>	Voting member; regular atten guest	<ul style="list-style-type: none"> <li>Coordinator Adult Ed</li> <li>Superintendent</li> </ul>
<ul style="list-style-type: none"> <li>Willits</li> </ul>	Marian Lohne—Principal/	Voting rep member	Vice principal high school
<ul style="list-style-type: none"> <li>WANB</li> </ul>	Christy Gard	Community partner	Supervisor, Career Point
<ul style="list-style-type: none"> <li>AJCC</li> </ul>	Brian Hooker	Community partner	One-top operator
<ul style="list-style-type: none"> <li>WANB</li> </ul>	Jacob Blue	Community partner	Supervisor, Career Point
<ul style="list-style-type: none"> <li>WANB</li> </ul>	Sita Williams	Community partner	Analyst, WANB
<ul style="list-style-type: none"> <li>UVAH</li> </ul>	<ul style="list-style-type: none"> <li>Dorian Tanaka</li> </ul>	regular attender	<ul style="list-style-type: none"> <li>Director, UVAH/AWD</li> </ul>
<ul style="list-style-type: none"> <li>Tribal Council</li> </ul>	<ul style="list-style-type: none"> <li>TeMashio Anderson</li> </ul>	Community Partner	<ul style="list-style-type: none"> <li>Tribal Member Scott Valle</li> <li>Representative MC Board</li> </ul>



## Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
*Anderson Valley Unified	Member Representative	13	0	57	0	0	0	0	0	0
*Fort Bragg Unified	Member Representative	0	13	46	0	0	0	0	0	0
*Kelseyville Unified	Member Representative	0	29	0	0	0	0	0	0	0
*Lake Co. Office of Education	Member Representative	0	0	0	0	0	0	80	0	0
*Leggett Valley Unified	Member Representative	0	1	0	0	0	0	0	0	0
*Mendocino Co. Office of Education	Member Representative	0	0	0	0	0	0	58	0	0
*Mendocino-Lake CCD	Member Representative	443	103	389	0	103	0	159	90	0
*Round Valley Unified	Member Representative	5	0	0	0	0	0	0	0	0
*Ukiah Unified	Member Representative	56	90	62	0	103	0	35	0	0
*Upper Lake Unified	Member Representative	0	12	0	0	0	0	0	0	0
*Willits Unified	Member Representative	0	20	0	0	0	0	0	0	0
<b>Total Participants</b>		<b>517</b>	<b>268</b>	<b>554</b>	<b>0</b>	<b>206</b>	<b>0</b>	<b>332</b>	<b>90</b>	<b>0</b>

\* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

No Service Providers for this consortium.

**Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region \***

These are the agencies in our consortium and the programs offered at each consortium:

UKIAH ADULT SCHOOL (Next to Frank Zeek Elem. School) Beginning Computer Skills ESL Prep & Beginning Citizenship High School Diploma (HSD) High School Equivalency (HSE) HSD for Inmates HSE Prep & Testing for Inmates Vocational Nursing Program UVAH/Mayacama (AWD) Pearson Vue Testing Center Home Health Aide	ANDERSON VALLEY ADULT SCHOOL (Boonville)  ESL - Beginning ESL – Intermediate ESL-Reading & Writing High School Equivalency Pre High School Equivalency Basic Computer Skills Citizenship Programs for Parents Home Health Aide	COASTAL (F  ESL ESL BI Ci High Sc Assist
ROUND VALLEY (Covelo) High School Diploma Beginning Computer Skills Pre High School Equivalency ESL Beginning Creative Writing for Older Adults	Kelseyville Unified School District ED DONALDSON ADULT SCHOOL  High School Diploma	MENDOC Coa (Fc  Basic En ESL Beginning, I HiSET T
WILLITS ADULT SCHOOL (Sanhedrin High School) High School Diploma	LAKE COUNTY OFFICE OF EDUCATION (Hance Community School-Lakeport) Certified Nursing Assistant CNA Continuing Education U Medical Assistant HiSET proctoring Correctional Facility	MENDOCINO CO (Ukia Medi Dent Ph
UPPER LAKE ADULT SCHOOL High School Diploma	Leggett Valley Unified School District High School Diploma	

These programs address the needs in the region for:

low number of high school diploma holders, low literacy, high number of second language learners in the regional population, low income and need for low to middle-level skills and training needs.

**Metrics: CAEP Barriers & Metrics**

✓ **Student Barriers**

**Adult Ed Metrics**

- English Language Learner (AE 305 - Overall)
- Low Income (AE 310 - Overall)
- Low Literacy (AE 311 - Overall)

✓ **Progress:** Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

**Adult Ed Metrics**

- Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

✓ **Transition:** Learn about student transition into postsecondary education and college credit pathways.

**Adult Ed Metrics**

- Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

✓ **Success:** Information on completion of diplomas, certificates, and college credit awards.

**Adult Ed Metrics**

- Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

✓ **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

**Adult Ed Metrics**

- Median Change in Earnings (AE 801 - Overall)

## Consortium Level Metric Targets

\* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	2,115	1,851		1,851	1,870	1,890
Student Barriers	English Language Learner (AE 305 - Overall)	650	391		400	410	415
Student Barriers	Low Literacy (AE 311 - Overall)	1,781	1,664		1,674	1,684	1,684
Student Barriers	Low Income (AE 310 - Overall)	1,050	924		934	938	940

## Member Level Metric Targets

\* Mandatory for all members

### Anderson Valley Unified (Reported by Anderson Valley Adult School)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	62	66		85	90	95
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				93.0%	97.0%	0.0%
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				2	7	10
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				5	8	10
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				2	3	4
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				3	5	7

**Fort Bragg Unified (Reported by Fort Bragg Unified School District)**

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	59	52		93	97	102
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				0.0%	0.0%	0.0%
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				4	6	8
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				5	7	10
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				2	3	4
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				2	4	5

**Kelseyville Unified (Reported by Kelseyville Unified School District)**

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	29	27		31	33	35
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				0.0%	0.0%	0.0%
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	13	17		15	17	20
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				2	3	4
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				2	3	4

**Lake Co. Office of Education (Reported by Lake County Office of Education)**

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	80			30	34	38
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				5.0%	10.0%	15.0%
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				3	4	7
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				2	3	5

**Leggett Valley Unified (No reporting institution)**



Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				5	10	12
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				0.0%	0.0%	0.0%
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				5	7	8
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				1	2	3

**Mendocino Co. Office of Education (Reported by Mendocino County Office of Education)**

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	58	42		56	59	62
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				5.0%	10.0%	15.0%
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				2	3	5
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				2	3	5

**Mendocino-Lake CCD (Reported by Mendocino-Lake District)**

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,126	1,213		1,220	1,230	1,240
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				0.0%	0.0%	0.0%
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	125	60		65	67	70
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	17	15		18	24	30
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	133			138	142	147
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	165			170	175	180

**Round Valley Unified (No reporting institution)**

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				0.0%	0.0%	0.0%
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0

**Ukiah Unified (Reported by Ukiah Unified School District (UUSD))**

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	286	218		323	340	356
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				5.0%	10.0%	15.0%
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	30	42		45	50	55
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				2	4	6
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	14			16	18	20

**Upper Lake Unified (Reported by Upper Lake USD)**

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	12	11		12	15	16
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				0.0%	0.0%	0.0%
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				5	7	10
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0

**Willits Unified (Reported by Willits Unified School District)**

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	20	19		22	24	26
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				0.0%	0.0%	0.0%
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	10			12	14	16
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0

## Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Anderson Valley Unified	100%	94%	0%	85%	85%	85%
Fort Bragg Unified	100%	100%	53%	100%	100%	100%
Kelseyville Unified	100%	100%	85%	95%	95%	95%
Lake Co. Office of Education	100%	100%	43%	100%	100%	100%
Mendocino Co. Office of Education	100%	100%	64%	100%	100%	100%
Mendocino-Lake CCD	100%	48%	0%	70%	80%	85%
Ukiah Unified	100%	100%	44%	85%	85%	85%
Upper Lake Unified	100%	100%	75%	100%	100%	100%
Willits Unified	100%	74%	0%	85%	85%	85%

## Objectives

### Address Educational Needs

#### Description of Objective \*

From data in the CAEP Fact Sheets provided to the consortium which shows low number of adults with high school diplomas, high number of English learners and increase job demands in these industry sectors, the consortium determined that these programs are the greatest educational needs in our region:

- High school diploma or equivalency
- ESL classes
- Short term CTE courses in health care, construction/trade and business office skills

These are the SMART goals that the consortium members are committed to achieving to address these educational needs:

OBJECTIVE: By June of 2023, identify non-credit curriculum in the priority pathways of business, construction, and healthcare. By June of 2025, develop and expand those offerings based on the identified needs.

OBJECTIVE: By June of 2023, assess expanding credit and non-credit MC curriculum through the use of technology at various locations to offer hybrid synchronous instruction with onsite local tutor support. If deemed relevant, pilot up to three courses between 2024 and 2025.

OBJECTIVE: By June 2025, 40% of ML ACE agencies will assist at least 10% of their participants to transition to post-secondary, which includes CTE and credit college courses.



## Improve Integration of Services & Transitions

### Description of Objective \*

We will continue to support the goals and strategies identified from the previous 3-year planning which include strategies:

- To create and implement strategies that improve the sustainability of our health care programs,
- To improve access and availability of outside support agency services for our students
- To finish the pathway maps in our priority career education areas,
- To continue to collect, analyze and improve the accuracy of our student data
- To improve student retention rates from enrollment to completion of personal education goals,
- Equitably fill program gaps throughout the consortium.

OBJECTIVE: By June 2023, create a document (community catalog) to identify and define support services available for students and communicate those services and connections to all consortium members, with continuous updates going through 2025 and beyond. (academic, financial, housing, emotional, etc.)

OBJECTIVE: By June 2023, 75% of our consortium members will use Community Pro Suite to make referrals to another member or partner agency.

OBJECTIVE: By June 2025, Career Point and the MLACE member agencies will be using Community Pro Suite monthly to make referrals and track activity.

## Improve Effectiveness of Services

### Description of Objective \*

Here are the SMART goals that we would like to achieve in order to improve the effectiveness of our programs and services. Our strategies will focus on increasing the number of adults served to become participants, increase the number of students completing HSD or HSE and increase the number students transitioning to CTE:

OBJECTIVE: By June 2025, the number of adults served who become participants (also known as persistence rate) will increase by 5%.

OBJECTIVE: By June 2025, the number of students completing a HSD or HSE will increase by 5%.

OBJECTIVE: By June 2025, the number of students transitioning from non credit to credit classes will increase by 5%.

OBJECTIVE: By June 2025, the number of students transitioning to CTE will increase by 5%.

## Activities & Outcomes

### Activity Name \*

no-credit curriculum in the priority pathways

### Objective that Applies to this Activity

Address Educational Needs

### Brief Description of Activity \*

Non-credit curriculum in the priority pathways business, construction, and healthcare.

**Short-Term Outcomes (12 Months) \***

By June of 2023, identify non-credit curriculum in the priority pathways of business, construction, and healthcare.

**Intermediate Outcomes (1-3 Years) \***

By June of 2023-2024, assess expanding credit and non-credit MC curriculum through the use of technology at various locations to offer hybrid synchronous instruction with onsite local tutor support. If deemed relevant, pilot up to three courses between 2024 and 2025.

**Long-Term Outcomes (3-5 Years) \***

By June of 2025, develop and expand those offerings based on the identified needs.

By June 2025, 40% of ML ACE agencies will assist at least 10% of their participants to transition to post-secondary, which includes CTE and credit college courses.

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

**Responsible person(s)**

Name
Amanda Xu
Beth Hampson
Christy Smith
Euline Olinger
Maggie Von Vogt
Noor Dawood
Tami Mee

**Activity Name \***

Improving support services within the region

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Improve the delivery of support services to students in order to complete programs, transition to CTE or college courses or to persist in the program.

**Short-Term Outcomes (12 Months) \***

By June 2023, create a document (community catalog) to identify and define support services available for students and communicate those services and connections to all consortium members, with continuous updates going through 2025 and beyond. (academic, financial, housing, emotional, etc.)

**Intermediate Outcomes (1-3 Years) \***

June 2023-2024, 75% of our consortium members will use Community Pro Suite to make referrals to another member or partner agency.

**Long-Term Outcomes (3-5 Years) \***

By June 2025, 40% of ML ACE agencies will assist at least 10% of their participants to transition to post-secondary, which includes CTE and credit college courses.

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Number of Adults Served (AE 200 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

**Responsible person(s)**

Name
Beth Hampson
Christy Smith
Coni Belli
Jeff Sturr
Jeffrey Ritchley
Joe Del Prete
Maggie Von Vogt
Marian Lohne
Noor Dawood
Tami Mee

**Activity Name \***

Improve the effectiveness of all programs

### **Objective that Applies to this Activity**

Improve Effectiveness of Services

### **Brief Description of Activity \***

Improve the effectiveness of all programs as evidenced by increase persistence, completion and transition rates.

### **Short-Term Outcomes (12 Months) \***

By June 2023, the number of adults served who become participants (also known as persistence rate) will increase by 5%

### **Intermediate Outcomes (1-3 Years) \***

By June 2025, the number of students completing a HSD or HSE will increase by 5%.

### **Long-Term Outcomes (3-5 Years) \***

By June 2025, the number of students transitioning from non credit to credit classes will increase by 5%..

By June 2025, the number of students transitioning to CTE will increase by 5%.

### **Proposed Completion Date**

06/30/2025

### **Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

### **Responsible person(s)**

Name
Amanda Xu
Beth Hampson
Christy Smith
Coni Belli
Jeff Sturr
Jeffrey Ritchley
Joe Del Prete
Maggie Von Vogt
Marian Lohne
Noor Dawood
Tami Mee

## Funds Evaluation

### Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
<a href="#">Anderson Valley Unified</a>	\$102,023	Certified
<a href="#">Fort Bragg Unified</a>	\$44,082	Certified
<a href="#">Kelseyville Unified</a>	\$53,417	Certified
<a href="#">Lake Co. Office of Education</a>	\$258,315	Certified
<a href="#">Mendocino Co. Office of Education</a>	\$161,695	Certified
<a href="#">Mendocino-Lake CCD</a>	\$696,839	Certified
<a href="#">Round Valley Unified (Optional)</a>	\$0	Certified
<a href="#">Ukiah Unified</a>	\$1,190,563	Certified
<a href="#">Upper Lake Unified</a>	\$22,002	Certified
<a href="#">Willits Unified</a>	\$33,695	Certified
<b>Totals</b>	<b>\$2,562,631</b>	<b>10/10 Certified</b>

#### Funds Evaluation \*

The CAEP allocation for this fiscal year slightly increased with the addition of COLA but no additional monies were given for enrollment in our CAEP-funded programs. Therefore, we will have to reconfigure and leverage existing funds to sustain most of our programs. However, during the pandemic, through the CARES Act from the college and districts, we were able provide students with hotspots to access Wi-Fi and internet for their virtual classes. We continued 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. Another use of our CAEP funds was our subscription to online referral system called Community Pro Suite as 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 2020-2021, we drastically reduced our expenditures for fee-based professional development activities but we continued to attend webinars, conferences and workshops via online. In the next three years there will be uncertainty about the return to in person classroom instruction as the only method of instruction. Undoubtedly, the combination of virtual and/hybrid classes are more advantageous to adult students, thus there will be increase expenditures in paying for instructors, for stronger Wi-Fi connectivity and more student-friendly technology. In terms of carryover funds, we will continue to incorporate remaining carry-over funds from prior year(s) into strategies planned for the next fiscal year. Each member agency provides their internal plan for spending down their carry-over funds, which include strategies that are aligned with our current 3-year plan. 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. ML ACE created an internal mini-grant allocation process for non-MOE funds.. Over the past three years, ML ACE agencies have submitted proposals for on-going programs/projects. These projects are reviewed and revised, denied or approved. In November, of each program year, member agencies provide a detailed presentation to the consortium that shows how the funds are spent

## Certification

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06/14/2022 12:10 PM PDT

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06/14/2022 03:22 PM PDT

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06/14/2022 07:40 AM PDT



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