



ANNUAL PLAN COMBINED SUMMARY FROM MLACE MEMBERS 2025 SUPPORTING DOCUMENTS

Mendocino College (agency) Annual Plan and Summary 25/26 **Submitted by** **Euline Olinger, Ed. D.** **MLACE Consortium Lead for MLCCD College Agency**

I. Progress and Achievement: Address Educational Needs

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 healthcare and construction industry sectors in our region, the consortium determined that these programs are the greatest educational needs we would like to address in our region:

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

Here are the SMART goals from 24/25 that the college tried to address to meet the educational needs of adult learners in our community and our progress in these program areas:

High School Equivalency Program at Mendocino College:

In partnership with the federally funded High School Equivalency Program (HEP), over 60 students successfully earned their high school equivalency certificates. Those recorded in the TE system were specifically supported by California Adult Education Program (CAEP) funds and received instructional assistance from tutors and basic skills instructors, whose efforts were jointly funded by both programs at varying percentages. Basic Skills classes were offered in all locations of the college with an option of online offerings. The enrollment in basic Skills classes increased by about 10% from Spring 2024 to Spring 2025 (from 80 enrollees to 91 enrollees).

English as a Second Language Classes at Mendocino College

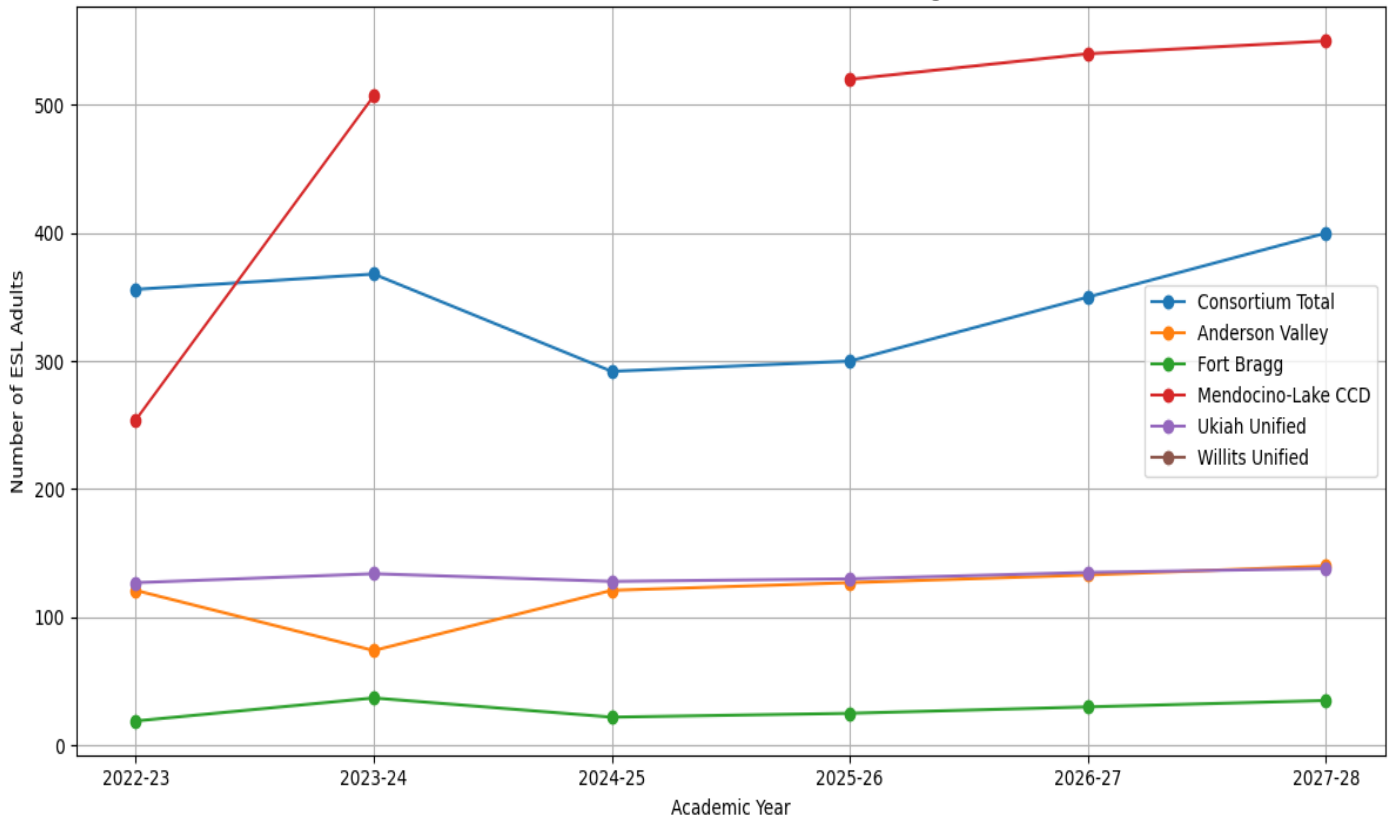
We continue to have great enrollments in non-credit ESL classes. The number of enrollments in ESL classes has grown significantly since the low numbers of students in person after 2020-2021. There are more than 800 students enrolled in non-credit ESL classes in 24-25 school year (fall and spring not counting summer based on Institutional Research College data: [Term Success Rates](#))



ANNUAL PLAN COMBINED SUMMARY FROM MLACE MEMBERS 2025 SUPPORTING DOCUMENTS

Based on TopsPro and the Institutional Research College Data, the number of ESL (English as a Second Language) adults served across the consortium has shown fluctuations over the years, with a notable dip in 2024–25 (Q3) to 292 from 368 in 2023–2024. At the member level, Mendocino-Lake CCD consistently serves the highest number of ESL students, with 507 in 2023–24. Ukiah Adult School also maintains a strong ESL presence, with numbers holding steady around 127–134 annually. Anderson Valley shows a resurgence in 2024–25 with 121 ESL participants, matching its 2022–23 level after a dip in 2023–24. Fort Bragg and Willits Unified serve smaller ESL populations, with modest but steady growth projected. Overall, while some members show variability, the consortium is on track to report increase enrollment in ESL offerings, aligning with broader goals to support English learners through consistent programming and outreach.

Number of ESL Adults Served (Actuals and Targets)



Introduction to Sustainable Construction Technology:

The Mendocino College **Sustainable Construction & Energy Technology (SCT) program** has experienced **significant growth and revitalization since receiving a \$1 million state funded grant in 2020**. Despite initial setbacks due to the COVID-19 pandemic, the program steadily expanded through curriculum development, facility upgrades, and strategic partnerships with local employers. A pivotal moment came in Fall 2021 with the launch of a non-credit certificate in construction trade, which became the backbone of the program's resurgence. By Spring 2025, the program consistently offered around 150 non-credit enrollments



ANNUAL PLAN COMBINED SUMMARY FROM MLACE MEMBERS 2025 SUPPORTING DOCUMENTS

per semester across the Ukiah and Lake campuses, supported by bilingual instruction for English Language Learners. The non-credit offerings not only sustained the program during its rebuilding phase but also helped increase participation among Native and Latinx students and fed into a growing for-credit track. With 10 non-credit sections now offered each semester, the program is positioned for further expansion, especially if extended to new locations.

II. Vision and Goals/Strategies in 25/26:

The Mendocino-Lake Community College District as one of the consortium agencies, will strive to improve access, enrollment, and outcomes in career technical education like the healthcare and sustainable construction technology training, high school equivalency completion, and ESL by expanding course offerings, aligning programs with industry needs, and increasing flexibility for adult learners. Strategies include developing short-term CTE certificate programs, enhancing dual enrollment, and using targeted marketing and flexible learning formats (online, hybrid, hyflex, and VR) to boost enrollment by at least 10%. To support working adults and non-traditional learners. Classes will be offered at varied times and in multiple formats. The consortium also prioritizes geographic and educational equity by expanding HSE/HSD and ESL programs in underserved rural areas and satellite campuses of the college district. These efforts aim to remove barriers to education, improve workforce readiness, and promote economic mobility across the region.

Here is a list of strategies to accomplish the goal of Improving integration of services in our region:

1. Utilize Data for Continuous Improvement

Conduct quarterly data reviews using dashboards to monitor student progress and adjust programs based on needs and labor market trends.

2. Provide Professional Development

Offer regular training on student tracking systems and integrated services to enhance staff capacity and support student transitions.

3. Identify and Share Best Practices

Facilitate collaboration and consortium-wide meetings to align procedures and refine service models for consistent student support.

4. Offer Flexible Courses and Services

Expand hybrid, hyflex, and virtual options, along with tutoring and support centers, to accommodate diverse learner schedules and needs.

5. Reduce Cultural and Language Barriers

Increase bilingual support, culturally responsive instruction, and ESL workforce prep programs to support non-English speakers and families.



ANNUAL PLAN COMBINED SUMMARY FROM MLACE MEMBERS 2025 SUPPORTING DOCUMENTS

6. **Implement Student-Centered Transition Support**

Develop personalized transition plans, mentorships, and dual enrollment pathways to connect education with career outcomes.

Programmatic Strategies

1. **Professional Development**

Expand training for staff on technology use if needed, cultural responsiveness, and diverse learner support.

Expected Outcome: Improved instructional quality and increased student engagement.

2. **Student Pathways/Maps**

Refine and share clear educational and career pathways tailored to high-demand industries.

Expected Outcome: Students navigate programs more effectively and transition smoothly into careers or further education.

3. **Community Partnerships**

Strengthen ties with workforce agencies, reentry programs, and community organizations to support transitions to employment. One activity could be implementing summits strengthen partnerships with Workforce Alliance of the North Bay, Career Hub at the college, the North Far North Workforce Development and Pathways through the Employer Partnership program, etc.

Expected Outcome: Increased job placements and support for underserved populations.

4. **Transition & Counseling Services**

Provide individualized counseling from enrollment to completion, linking students to jobs or further education.

Expected Outcome: Higher student retention and completion rates.

5. **Distance Learning**

Enhance online, hybrid, and hyflex learning options to increase flexibility and access.

Expected Outcome: Greater participation from students with scheduling or transportation barriers.

6. **ESL Instruction**

Improve ESL programs with workforce-aligned content and bilingual support to aid workforce entry.

Expected Outcome: Enhanced English proficiency and job readiness for ESL learners.

7. **Wraparound Services**

Close service gaps with standardized assessments and ensure access to mental health, childcare, and transportation.

Expected Outcome: Reduced barriers to learning and improved student persistence.



ANNUAL PLAN COMBINED SUMMARY FROM MLACE MEMBERS 2025 SUPPORTING DOCUMENTS

8. **Work-Based Learning**

Develop apprenticeships, internships, and pre-apprenticeships in partnership with local employers.

Expected Outcome: Increased hands-on experience and direct employment opportunities.

9. **Dual Enrollment & College Onramps**

Strengthen pathways to community college through dual enrollment and structured transition programs.

Expected Outcome: More students transition successfully to post-secondary education.

10. **Justice-Involved Student Support**

Expand education and employment pathways for incarcerated and justice-involved individuals.

Expected Outcome: Reduced recidivism and improved economic mobility for justice-involved learners.

Here is a list of the programmatic and operational strategies to address the goal to improve effectiveness of services to students served by MLACE:

Operational Strategies

1. **Industry-Aligned Courses**

Collaborate with employers to align courses with regional labor market needs.

Expected Outcome: Programs better match job market demands, increasing employability.

2. **Data-Driven Evaluation**

Use data and analytics to assess and improve program effectiveness and student outcomes.

Expected Outcome: More responsive and impactful program adjustments.

3. **Staff Training**

Provide ongoing training in data use, student engagement, and instructional best practices.

Expected Outcome: More effective and adaptive instructional staff.

4. **Marketing & Outreach**

Boost visibility through targeted brochures, digital campaigns, and outreach materials for all pathways.

Expected Outcome: Increased enrollment and awareness of available programs.

5. **Student Recruitment & Retention**

Improve recruitment and retention with personalized support and clear academic/career pathways.

Expected Outcome: Higher enrollment and program completion rates.

6. **Data-Informed Prioritization**

Use analytics to prioritize services and allocate resources where they'll have the greatest impact.

Expected Outcome: More efficient use of resources and improved service delivery.



ANNUAL PLAN COMBINED SUMMARY FROM MLACE MEMBERS 2025 SUPPORTING DOCUMENTS

III. Summary of CAEP allocation and Carryover Funds:

1. **Funding Sources & Allocation:** Annual agency allocations are based on historical MOE percentages and a state formula, with slight increases from COLA but no adjustments for enrollment.
2. **Blended Funding Model:** the college allocation from CAEP funds is utilized to run the MLACE office that support the consortium. The college budget supports ESL outreach, High School Equivalency tutors, support services, supplies, marketing through Pacific Sky, CASAS testing, professional development and
3. **Mini-Grant Process:** The college budget sets aside funds for MLACE agency members to apply for the internal mini-grants for short-term projects which is reviewed and voted on by voting members.
4. **Carryover Fund Use:** Carryover funds must align with the college allocation's Three-Year Plan and are detailed in internal agency plans.
5. **Compliance with AB 1491:** The college allocation adopted a policy to keep carryover under 20%, but exceeded this in 2024–25 and is now working with CAEP to return to compliance.
6. **Accountability Measures:** The college allocation is enhancing oversight through quarterly NOVA reporting, improved tracking, and member accountability.

ANNUAL PLAN AND SUMMARY 2025-2026 FROM MENDOCINO COUNTY OFFICE OF EDUCATION**Submitted by Tami Mee, outgoing Healthcare Pathways Manager****June 30 2025**

During the 24/25 year, MCOE served approximately 80 students in our Medical Assisting, Dental Assisting, and Phlebotomy courses. Our Medical Assistant course is ten months long and crosses over program years. We held a graduation ceremony last November, and plan to do so again, December 2025. MCOE is fortunate to have three extremely skilled instructors teaching these programs, and we are finally seeing increased enrollment since the Covid-19 pandemic.

In the 25/26 year, MCOE plans on continuing to offer their current medical programs which include Medical Assisting, Dental Assisting, and Phlebotomy. Having recently been awarded several grants, MCOE will be starting a new Certified Nursing Assistant Program as well as two new dental extended function certification courses, and a phlebotomy refresher course for current medical professionals. These new offerings are very complimentary to our current offerings, and with the addition of grant funding we are able to refurbish a space to create a state-of-the-art medical skills lab, which can be utilized by all of our students. For the start of our 25/26 year, we look to enroll 8 new dental students, 14 new phlebotomy students (Fall 2025 cohort), then the same numbers in Spring of 2026 along with a new cohort for Medical Assisting with a class of 20-24 students.

Plans & Goals

How (if at all) do the consortium's previous program year goals differ from the current year's goals?

Goals remain the same

Goals have changed or new goals have emerged for the upcoming year

How much progress did the consortium make towards its previous program year goals?

- ☐ No progress at all - no goals were met
- ☐ Very little progress - few goals were met
- ☐ Some progress - around half of the goals were met
- ☒ A good deal of progress - most goals were met
- ☐ Excellent progress - all goals were met

Please provide further context on the progress made towards previous program year goals including goals that were accomplished and any success stories you would like to highlight. (Optional) This section is limited to 5,000 characters.

We have made progress towards last years goals, which include filling our courses to full enrollment. This was a challenge after the pandemic. The medical field was a difficult field in which to be employed during this time. Clinical sites quit taking trainees for a time, and then once students were allowed back on site, stringent requirements regarding vaccinations, and protective measures had to be in place. Many dental offices went to a skeleton staff during this time, and we are finally seeing an increased need for medical professionals. Having our 24/25 year will full classes was a major win. We hope with an updated website, new application processes and a more vigorous recruitment campaign we can continue to see these programs flourish and grow.

What barriers did the consortium face in making progress towards its previous program year goals?

Select all that apply.

- ☒ Lack of financial resources
- ☐ Lack of human resources
- ☐ Lack of time
- ☐ Other

Please provide further context on the barriers faced towards achieving the consortium's previous program year goals. (Optional) This section is limited to 5,000 characters.

The primary source of revenue for MCOE's adult CTE medical offerings comes from student fees. We try to maintain a cost that is comparable to other programs in neighboring counties. However, being that there is not a direct funding stream outside of CAEP, maintaining and growing programs is challenging as employee costs are a large portion of a program's expense.

The recent grants received are an immense help, and we hope that increased enrollment will help offset the burden of the costs to operate programs.

What are the goals for the consortium for the current program year?

Select all that apply

<input checked="" type="checkbox"/> Add new program offerings	<input checked="" type="checkbox"/> Increase awareness of services through marketing and outreach
<input type="checkbox"/> Add student and staff support	<input checked="" type="checkbox"/> Increase course offerings (new and existing)
<input type="checkbox"/> Address gaps in services	<input checked="" type="checkbox"/> Increase employer collaboration
<input type="checkbox"/> Align offering with regional needs	<input checked="" type="checkbox"/> Increase enrollment
<input type="checkbox"/> Collect and review data	<input type="checkbox"/> Increase professional development for staff
<input type="checkbox"/> Develop career pathways	<input type="checkbox"/> Increase transitions to postsecondary
<input type="checkbox"/> Develop industry-based programs	<input checked="" type="checkbox"/> Increase transitions to workforce
<input type="checkbox"/> Diversify program modalities	<input type="checkbox"/> Increase workforce-specific offerings
<input checked="" type="checkbox"/> Expand program offerings	<input type="checkbox"/> Provide credentialing opportunities for staff
<input type="checkbox"/> Hire teachers/teaching assistants/tutors for ESL courses	<input type="checkbox"/> Restore education plans
<input checked="" type="checkbox"/> Identify community needs	<input type="checkbox"/> Track transition program for efficiency
<input type="checkbox"/> Implementing best practices	<input checked="" type="checkbox"/> Update facilities
<input type="checkbox"/> Improve instruction	<input type="checkbox"/> Improve support services
<input type="checkbox"/> Improve the integration of services and transitions	<input type="checkbox"/> Other

Please provide further context on the consortium's goals for the current program year. (Optional)
This section is limited to 5,000 characters.

As mentioned above, with the fortunate awarding of several grants, MCOE will be expanding its adult offerings by adding four new course offerings; Certified Nursing Assisting (CNA), Dental Coronal Polishing Certification; Dental Radiation Certification; and a Phlebotomy Refresher Course for current medical professionals. For the dental courses, these courses are only offered in the Bay Area and Sacramento valley, so having local courses will enable our dental students to apply for their Registered Dental Assistant license. We have many current medical professionals that were never formally trained, or it has been many years, in current phlebotomy practices, so the Refresher course will be offered, as asked for by industry, to update current practitioner's skills. The CNA course is needed in our county as there is currently no other private CNA training available outside of two skilled nursing facilities in our county.

How will the consortium measure progress towards the goals set for the current program year?

Select all that apply

<input type="checkbox"/> Conducting progress review meetings	<input type="checkbox"/> Student assessment scores
<input checked="" type="checkbox"/> Course completion/graduation	<input checked="" type="checkbox"/> Student enrollment numbers
<input checked="" type="checkbox"/> Gathering feedback from partners/participants	<input type="checkbox"/> Student retention
<input type="checkbox"/> Number of courses offered	<input type="checkbox"/> Students using support services
<input checked="" type="checkbox"/> Participant surveys or interviews	<input type="checkbox"/> Self-studies
<input type="checkbox"/> Program assessments	<input type="checkbox"/> Other

Please provide further context on how the consortium will measure progress towards goals in the current program year. (Optional) This section is limited to 5,000 characters.

We will measure progress by tracking the number of students who complete their courses, who earn industry certifications, as well as secure employment in the industry in which they trained.

Section 2: Assessment

Regional Needs Assessment

Please identify the categories of needs in your region.

<input type="checkbox"/> Access to technology	<input checked="" type="checkbox"/> Increased awareness of services available to students (incl. educational services, social services, career services, etc.)
<input type="checkbox"/> Alignment of education and workforce needs (incl. addressing labor shortages)	<input type="checkbox"/> Literacy programming

<input type="checkbox"/> Basic/life skills attainment	<input type="checkbox"/> Living wage job attainment/career attainment
<input type="checkbox"/> Citizenship support	<input type="checkbox"/> Rural geographic needs
<input type="checkbox"/> Digital literacy	<input type="checkbox"/> Services for adults with disabilities
<input type="checkbox"/> Educational advancement (degree programs)	<input checked="" type="checkbox"/> Short-term Career Technical Education (CTE) training
<input type="checkbox"/> English language learner supports (e.g., incl. programming availability)	<input type="checkbox"/> Strengthening partnerships
<input type="checkbox"/> High school/equivalency education needs	<input type="checkbox"/> Student access supports transportation, childcare, etc.
<input type="checkbox"/> Immigrant/refugee needs	<input type="checkbox"/> Increased access to, and development of, accelerated learning model programs (e.g., bridge, co-enrollment, dual enrollment, pre-apprenticeship, IET, etc.
<input type="checkbox"/> Increased awareness of services available to employers	<input type="checkbox"/> Other

Please identify resources used to identify these gaps.

Select all that apply

<input type="checkbox"/> CAEP consortium Fact Sheet	<input checked="" type="checkbox"/> Partner meetings
<input type="checkbox"/> Community stakeholder input	<input type="checkbox"/> Population demographic data (U.S. Census, etc.)
<input type="checkbox"/> Data gathering/student needs assessment	<input type="checkbox"/> Regional plans
<input type="checkbox"/> DataVista	<input checked="" type="checkbox"/> Student data (TOPSPro, MIS)
<input checked="" type="checkbox"/> Employer input	<input type="checkbox"/> Survey, interview, and/or focus group data
<input type="checkbox"/> External consultant/research firm	<input checked="" type="checkbox"/> Labor market data (U.S. Bureau of Labor Statistics, Labor Market Index (LMI), California Employment Development Department (EDD))
<input type="checkbox"/> Other	

How will you measure effectiveness/progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress. This section is limited to 5,000 characters.

Student progress is measured through their individual courses, through testing and demonstration. Students are further assessed through hands-on training via unpaid externships where students complete training hours at a medical facility. We track their progress and attendance through Aeries and TOPSPro.

Employer input is gathered between meetings and regular interaction and conversation around expectations when students complete externships.

We use labor market data in determining training needs and employment potential for students.

Provide any further context on the need gap(s), your process for collecting data, how needs are being met, how they plan to be met, or how the needs of adults served by your region may be unique. This section is limited to 5,000 characters.

Many of the adults that we serve feel that, for various reasons, traditional two-year or four-year colleges do not meet their needs. MCOE's medical training programs are short-term, intense, workforce preparation programs that are designed to teach them a skills and qualify students for industry certification. MCOE's programs meet the need of adults who need to enter the workforce and support themselves while they are in training. Our programs train for entry-level medical careers. Some students also attend Mendocino College while attending MCOE programs, but for most, our courses are their only post-secondary experience.

MCOE works with multiple community service agencies such as Career Point, CA Department of Rehabilitation, California Human Development Corp, and local tribal entities, as well as coordinating with CAEP staff to do our best to ensure students are having all of their needs met, and assuring they are connected with available resources.

Section 3: Activities & Outcomes

Objective #1: Address Educational Needs

Brief description of activity and significance of activity to outcome. The description is integrated from the CAEP 2025-28 Three-Year Plan.

For each activity listed, provide a description that includes:

- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

This section is limited to 5,000 characters.

This was already covered. Our objectives are to continue offering: Medical Assistant, Phlebotomy, and a Dental Assistant course. We will be adding a CNA course, as well as two extended function certification courses for Dental Assisting, and a Phlebotomy Refresher course for current medical professionals. All courses, with the exception of the Phlebotomy Refresher Course will provide industry certifications to students, which will contribute to achieving long-term goals/outcomes such as secure, higher wage employment opportunities. MCOE coordinates with local community service agencies to help assist our students with barriers to completing school or securing employment.

Adult Education Metrics and Student Barriers

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include only the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

Example

All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date

Provide the name(s) of the position(s) holding primary responsibility for the strategy's implementation and oversight. Use the **+ Add Responsible Position** button to add as many positions as needed. The data is integrated from the CAEP 2025-28 Three-Year Plan.

Responsible Position	Responsible Member	Proposed Completion Date
Director of Career and College Readiness	Eric Crawford	ongoing - 6/30/26

+ Add Responsible Position

+ Add Activity (Address Educational Needs)

Objective #2: Improve Integration of Services & Transitions

Brief description of activity and significance of activity to outcome. The description is integrated from the CAEP 2025-28 Three-Year Plan.

For each activity listed, provide a description that includes:

- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

This section is limited to 5,000 characters.

MCOE will continue their relationships with community service agencies as well as the employer community, which is necessary as all students are required to complete a clinical component of their training at a medical facility. MCOE will also continue working with CAEP partners to coordinate student referrals.

Adult Education Metrics and Student Barriers

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include only the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

Example

All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date

Provide the name(s) of the position(s) holding primary responsibility for the strategy's implementation and oversight. Use the **+ Add Responsible Position** button to add as many positions as needed. The data is integrated from the CAEP 2025-28 Three-Year Plan.

Responsible Position	Responsible Member	Proposed Completion Date
Director of Career and College Readiness	Eric Crawford	ongoing - 6/30/26

+ Add Responsible Position

+ Add Activity (Improve Integration of Services & Transitions)

Objective #3: Improve Effectiveness of Services

Brief description of activity and significance of activity to outcome. The description is integrated from the CAEP 2025-28 Three-Year Plan.

For each activity listed, provide a description that includes:

- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

This section is limited to 5,000 characters.

Department Director will work closely with MCOE instructional staff and students as well as community partners to assess and gauge any changes/improvements needed to improve the courses offered.

Adult Education Metrics and Student Barriers

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include only the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

Example

All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date

Provide the name(s) of the position(s) holding primary responsibility for the strategy's implementation and oversight. Use the **+ Add Responsible Position** button to add as many positions as needed. The data is integrated from the CAEP 2025-28 Three-Year Plan.

Responsible Position	Responsible Member	Proposed Completion Date
Director of Career and College Readiness	Eric Crawford	ongoing 6/30/26

+ Add Responsible Position

+ Add Activity (Improve Effectiveness of Services)

Section 4: Fiscal Management

Alignment & Carryover

Alignment with Three-Year Plan

Please provide a narrative justifying how the planned usage of allocations for the current program year, as outlined in this annual plan, are aligned with the Consortium's Three-Year Plan. This section is limited to 5,000 characters.

MCOE's CAEP allocation will continue to support the programs, both in staffing and management as well as supplies needed to support the programs. Medical training programs use many consumables as far as supplies go. These are all necessary to ensure the effectiveness of the courses.

Describe the consortium's approach to incorporate carryover funds from prior year(s) into planned activities.

Education code §84914 emphasizes the importance of ensuring consortia do not have carryover greater than 20% from one year to another. This section provides the opportunity for the consortium to plan with members how carryover funds will be used with regard to planned activities that support the three legislative objectives of addressing educational needs, improving integration of services and transitions, and improving effectiveness of services. This section is limited to 5,000 characters.

Our agency typically does not have carryover funds

Usage

How does the consortium plan to use allocated funds in the upcoming year?

Select all that apply

<input type="checkbox"/> Acquire new facilities	<input type="checkbox"/> Provide staff professional development and resources
<input type="checkbox"/> Fund new adult education programs	<input type="checkbox"/> Purchase equipment
<input checked="" type="checkbox"/> Fund staff salaries	<input checked="" type="checkbox"/> Purchase program materials
<input checked="" type="checkbox"/> Fund teaching salaries	<input type="checkbox"/> Purchase software
<input type="checkbox"/> Improve student learning	<input type="checkbox"/> Strengthen existing activities
<input type="checkbox"/> Improve technology	<input checked="" type="checkbox"/> Support existing adult education programs
<input type="checkbox"/> Increase marketing and outreach	<input type="checkbox"/> Maintain/improve facilities
<input type="checkbox"/> Provide new/additional wraparound services	<input type="checkbox"/> Other

Please provide further context on how funds will be used in the upcoming year. (Optional) This section is limited to 5,000 characters.

Again, funds will be used in the same manner as last year. Our budget is fairly simple and straightforward, supporting management, instructors, as well as supplies and materials.

Ukiah Adult School — FY 2025-26 Annual Plan Narrative

1 | Achievements and Progress, Program Year 2024-25

In the first year of the MLACE 2025-28 Three-Year Plan, Ukiah Adult School concentrated on strengthening its established instructional framework. Day- and evening-session High School Diploma laboratories, the full four-level English as a Second Language sequence, Citizenship preparation, and the tiered Spanish Computer-Skills program all operated at capacity. Targeted interventions—monthly Professional Learning Community data reviews, automated attendance reminders, and a streamlined CASAS testing calendar—produced a three-percentage-point increase in persistence for both diploma and ESL students, a five-percent rise in diploma completions, and the strongest EFL-gain data set in recent years. These outcomes were achieved without expanding the physical or fiscal footprint, confirming that disciplined execution of core programs can advance CAEP Objective 1 both efficiently and effectively.

2 | Vision and Primary Goals, Program Year 2025-26

For the coming year, the school's strategic orientation is one of purposeful continuity coupled with calculated preparation for future workforce training. The existing instructional grid will remain unchanged to preserve learner access and program stability. Priority objectives include: (a) sustaining the previous year's gains in enrollment and persistence; (b) elevating paired CASAS test rates toward an 80 percent benchmark; and (c) refining pathways that transition advanced ESL learners into diploma coursework. Concurrently, Ukiah Adult School will continue to align with MLACE's strategic objectives by enhancing community partnerships and exploring innovative approaches to workforce preparation. Building on our commitment to transition readiness and career pathways, we will pilot supplemental initiatives that furnish foundational and technical skill development responsive to evolving local employment sectors. These flexible offerings may include contextualized job skills training, digital and soft skills instruction, and expanded opportunities for career exploration or job readiness, particularly for classified school employees and emerging workforce participants. Program planning will emphasize alignment with existing regional pathways while leveraging current instructional staff and facilities whenever feasible.

3 | Alignment of Planned Allocations with the Three-Year Plan

The FY 2025-26 CAEP allocation will continue to underwrite essential functions: instructional salaries, CASAS licensing and proctor stipends, and targeted outreach that sustains participant pipelines. A calibrated share of funds will support workforce development groundwork and the above-referenced supplemental pilots, covering labor market research subscriptions, faculty professional development in industry-recognized competencies, modest equipment for contextualized instruction, and facilitation of employer roundtables. Every expenditure aligns directly with the pillars of the MLACE Three-Year Plan—equitable access, demonstrable learning progress, and preparation for transition to employment—while deliberately avoiding new recurring costs. This balanced fiscal strategy sustains proven instructional effectiveness, positions the agency to roll out focused workforce-training modules, and preserves budgetary flexibility should consortium priorities or community conditions evolve.

From Sanhedrin High School Diploma Program— Willits Unified Submitted by Arora Chavez

Arora Chavez
Executive Director of Student Programs
Willits Unified School District
(707) 459 - 4801

In the 2024–25 program year, Willits Adult School saw increased participation in our HSE program, thanks to expanded outreach and community partnerships. We launched digital literacy instruction and a Chromebook lending program to support students with limited access to technology. In response to community need, we extended services to the remote areas, providing critical access to basic skills instruction. We also began the hiring process for our new U.S. Citizenship course, which is scheduled to begin in Fall 2025, and continued strengthening our collaboration with Mendocino College to support student transitions into postsecondary education and career pathways.

Looking ahead to 2025–26, our vision is to create a welcoming and inclusive learning environment where every adult learner feels seen, supported, and equipped to achieve their goals. A major focus this year is improving integration and transitions by aligning our onboarding and counseling processes with Mendocino College. Students will now receive direct support from college counselors, with our school administrator providing transcript reviews and graduation planning to ensure every learner has a clear and guided path forward. We also plan to grow our citizenship offerings, and provide more flexible scheduling—including evening and hybrid options. These strategies are paired with culturally responsive practices to help students overcome barriers and persist in their learning journey.

Our planned allocations are deeply aligned with the priorities in the Three-Year Plan. Funds will support the instructional staffing needed to sustain and grow HSE and citizenship programs; coordination with Mendocino College to build clear career and college pathways; and expanded student supports such as case management, transportation assistance, and technology access. We are also investing in professional development to ensure staff are equipped with the tools to support diverse learners, and in infrastructure to strengthen hybrid learning and data-driven instruction. Every investment is made with purpose—to reduce barriers, accelerate progress, and provide each learner with the opportunity to thrive academically, professionally, and personally.

**From Fort Bragg Coastal Adult
School Submitted by Gary
Lewis**

June 16 2025

The summary will include a narrative describing achievements and progress on initiatives from the previous program year (24/25), the (agency's) vision and primary goals for year 25/26, (refer to your activities in the 3-year plan) and a clear justification for how the planned allocations align with the current three-year adult education plan.

For the year 2024-25 Coastal Adult School had 41 students register for the high school diploma program. Of those 41, 12 graduated. Only 8 students completed the pre-test (note: some students have been registered with Coastal Adult School prior to the pre-test requirement). Our citizenship class had more modest returns this year. To date, none of the participants has moved on to the citizenship interview, though this is not due to the program, rather larger concerns that have slowed the process of acquiring citizenship.

The 2024-25 and 2025-26 years are somewhat of a transition period for the Coastal Adult School. 2024-25 marked the first year of the current principal, and the last year of the teacher. Going into 2025-26 the primary goal is to re-evaluate the program to ensure it is meeting the needs of the students. In particular, the focus will be on how the HS Diploma program is improving participant's job readiness/job skills. We will also be looking to improve outreach to ensure that those who can benefit from the program are aware of its availability.

The above goals align with Objective 1 of MLACE's three-year plan. By focusing on ensuring the HS Diploma program is updated to address the needs of today's adult learners, particularly in the area of job readiness, we will address the educational needs of our community. The efforts to increase enrollment through outreach also address this objective.

From Anderson Valley

Adult School

Submitted by

Maggie Von Vogt,

Coordinator AVAS

June 17, 2025

- ***The summary will include a narrative describing achievements and progress on initiatives from the previous program year (24/25),***

During the 2024-25 school year, we improved staff capacity for test administration and data collection. This revealed increased EFL gains for ESL students. We were able to help 20 students obtain their citizenship. Aside from one staff member moving on to a full-time position in the K-12 system, we should retain our excellent staff going into next year, which is a huge asset.

- ***The (agency's) vision and primary goals for year 25/26, (refer to your activities in the 3 year plan)***

Our plans are to continue to improve our data collection.

We hope to offer High School Equivalency, GED, or HS Diploma classes if we can find a teacher.

We hope to continue meeting ESL student needs and potentially expand offerings, pending conversations with our consortium partners about creative methods to offer more night, more levels, and more specialized support for ESL learners.

We will discontinue our program for parents aimed at supporting K-12 success. The staff person we had coordinating this program has moved on, we had been using carryover funds to support much of this program, and we feel it is more effective to focus on offering High School Equivalency instead.

- ***and a clear justification for how the planned allocations align with the current three-year adult education plan.***

Our agency's activities fall within the designated CAEP program areas.

From Lake County Office of Education

Submitted by

Matt Russell, Director of Adult Education, College and Career Readiness

The 2024-2025 program year was a period of significant growth and achievement for LCOE's Medical Training Programs, encompassing both the Medical Assistant (MA) and Certified Nursing Assistant (CNA) programs. Our MA program had 11/11 pass their NCCT exam upon conclusion of the program. Our CNA program had two cohorts, and all 22 students that took the certification exam passed. We had a record-breaking number of applicants for our CNA cohorts, and continue to look at ways to expand our offerings.

We also expanded our Lake County Adult School high school diploma program by adding service time at the Mendocino College Lake Center. Across all regions of the two consortia in Lake County, we had 104 graduates from our high school diploma program.

For the 2025-2026 program year, LCOE's vision for adult education centers on continuing to improve the integration of services and enhance access to external support agencies and in class supports. We will continue to strengthen our partnerships with workforce development and healthcare organizations to provide financial aid and career development opportunities. A key initiative is to proactively support students with documented disabilities and/or learning differences by providing necessary accommodation and connecting them with external resources as needed. A significant new goal is to require pre-testing with CASAS for our Medical Training Programs. This will allow us to better support students entering the programs by directing them to ABE services or other options if they need additional assistance or prior knowledge to be successful in our Medical Training Programs.

Lakeport Unified School District

Submitted by Jonna Weidaw

June 16, 2025

Lakeport Unified School District (LUSD) remains deeply committed to expanding access to equitable, high-quality adult education aligned to workforce, academic, and community needs. During the 2024–2025 program year, LUSD continued its progress in delivering integrated academic and career-readiness programs. The district expanded outreach and support services for learners, strengthened partnerships with regional employers and tribal communities, and increased dual enrollment opportunities through collaboration with Mendocino College. Additionally, the district enhanced digital literacy programs and successfully piloted job readiness workshops, which resulted in increased student participation and improved completion rates in ESL and high school diploma programs.

Looking ahead to 2025–2026, LUSD’s vision centers on closing opportunity gaps and fostering career-aligned pathways that reflect the district’s Portrait of a Graduate competencies. Priority goals include expanding English Language Learner (ELL) supports, developing career bridge programs in high-demand industries such as healthcare and construction, and implementing a comprehensive transitions support system for adult learners. LUSD will deepen community partnerships, especially with tribal and local government agencies, and will build on existing initiatives to enhance workforce alignment, culturally responsive instruction, and technology integration to meet learner needs.

Allocations - Non funded