



MLACE One-Time Project Funding Request

Title: _____ Fall mailer through Every Door Direct Mail (AV Adult School)

Date of Request: _____ 7/2/2020 (Amended 7/13/2020) _____

Total Cost: \$ _____ \$1,056.14 _____

Lead Member Organization: _____ Anderson Valley Adult School _____

Other Partners: _____

Contact Information:

Name: Maggie Von Vogt

Organization: AV Adult School

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Summary Description (1-2 Sentences):

In an ongoing effort to reach as many members of the community as possible, the AV Adult School has been trying out different outreach strategies to see if we can reach new potential students in our community. This time we would like to request funding to design and mail a flyer listing our class offerings and Fall schedule to

every residence in the four towns of Anderson Valley through the US Postal Service's Every Door Direct Mail program.

History/Need:

As you may recall, we were granted one-times for this in January, but were not able to print the flyer before registration. The Anderson Valley is a small community but we are finding significant demand for adult education classes. Many residents live remotely and are hard to reach to share information about our class offerings. In recent conversations with the Anderson Valley Health Center, we learned about an option through the US Post Office to send mail to every address and PO Box. We would like to try this strategy as a way of reaching potential new students.

Timeline of Request (funds must be spent within the current fiscal year)

July 15-30 Flyer design, printing and shipping with Pacific Sky

August 1-8 Drop of flyers to each post office for distribution

Details of Request:

Flyer printing and postage: **\$680**

Every Door Direct Mail fees:

Boonville: **\$143.06**

Philo: **\$128.93**

Navarro: **\$21.01**

Yorkville: **\$32.85**

TOTAL: \$1,005.85

Programs (See Definitions in Appendix I of this Document):

Circle One to Two Only:

Program Areas
1. Adult education (ABE, ASE, Basic Skills)
2. English as a second language
3. Pre-apprenticeship training
4. Career and technical training
5. Adults training to support child school success
6. Older adults in the workforce
7. Services to adults with disabilities

Explanation of how Project Fits Program Area as Defined in Appendix I:

This project will serve as an important investigation into a possible new publicity strategy, responding to MLACE's 2019- 2022 strategic planning Objective #2 "Improve enrollment in existing programs based on community needs data."

Objectives (See Definitions in Appendix II of this Document):

Circle One Only:

Objectives
Obj. 3: Seamless Transition
Obj. 4: Gaps in Services
Obj. 5: Accelerated Learning
Obj. 6: Professional Development
Obj. 7: Leveraging Structures

Explanation of how Project Fits Objective as Defined in AB86 Plan:

My understanding is that outreach is included in this objective, as noted by the action of continuing our marketing efforts with Pacific Sky.

Performance Measures:

Circle the AEBG Outcome(s) this project works towards

- **(A) Improved literacy skills**
- **(B) Completion of high school diplomas or their recognized equivalents**
- *(C) Completion of postsecondary certificates, degrees, or training programs*
- **(D) Placement into jobs**
- **(E) Improved wages**

Explain how you will measure performance towards these outcomes:

For A, we do BEST and CASAS testing.

For B, we monitor completion through our High School Equivalency classes.

For D and E, we ask students to fill out an outcomes form with these objectives throughout the semester as a way to measure any changes in their lives.

We also have added a section on our new student registration form to ask how they heard about the school, which will help to give us a sense of how much impact this strategy has.

Funding Request Budget:

Object Code	Amount Requested	Explanation
1000 Instructional Salaries		
2000 Non Instructional Salaries		
3000 Employee Benefits		
4000 Supplies and Materials		Flyer printing and postage: \$680
5000 Other Operating Expenses		Mailing to all residences and PO BOXES in Boonville, Yorkville, Philo, and Navarro: \$325.85
6000 Capital Outlay		

7000 Other Outgo		
Indirect / Administration		5%: \$ 50.29

One-time ___ \$1,056.14 ___

Agreement to spend funds in accordance with AB 104 allowable uses and abide by ML ACE rules, regulations, and reporting requirements.

APPENDIX I: Program Definitions

1. PROGRAMS IN ELEMENTARY AND SECONDARY SKILLS, INCLUDING THOSE LEADING TO A HIGH SCHOOL DIPLOMA OR HIGH SCHOOL EQUIVALENCY CERTIFICATE.

Programs in basic skills provide instruction in foundation academic skills, such as reading, writing, and basic mathematics, as well as learning skills and study skills.

- **Elementary Basic Skills:** Courses below the high school level primarily designed for the teaching of basic literacy skills (Grade levels 1 – 8).
- **Secondary Basic Skills:** The primary goal of adult secondary education is to provide a curriculum that enables adults to attain a high school equivalency or a high school diploma (Grade levels 9 – 12).

COURSES IN THIS PROGRAM AREA INCLUDE:

- **K-12:** All State approved courses in Adult Basic Education (ABE) or Adult Secondary Education (ASE) as defined in A-22 list of approved Adult Education Courses, and / or align in general scope and intent with such programs.
- **CCD:** Credit or noncredit, non-degree applicable, non-transferable courses in Elementary and Secondary Skills as defined by the Chancellor’s office MIS Data Dictionary [CB22 = C or Y; CB21 = A, B, C, D, E, F, G, H, or Y; CB08 = B or N; CB05 = C; CB04 = C or N]

2. PROGRAMS FOR IMMIGRANTS IN CITIZENSHIP, ESL, AND WORKFORCE PREPARATION.

Programs that provide instruction in the English language to adult, non-native English speakers of English with varied academic, vocational and personal goals.

- **English as a Second Language (including Vocational ESL):** Programs designed to help English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and that lead to attainment of the secondary school diploma or its recognized equivalent; and transition to postsecondary education and training; or employment.
- **EL Civics:** Education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition,

instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

COURSES IN THIS PROGRAM AREA INCLUDE:

- **K-12:** All State-approved courses in English as a Second Language (including Vocational ESL), as defined in A-22 list of approved Adult Education Courses, as well as courses designed to prepare immigrants for naturalization and citizenship under ABE or ASE.
- **CCD:** Credit or noncredit, non-degree applicable, non-transferable courses in English as a Second Language and / or Citizenship for Immigrants [CB22 = Y or A or B; CB21 = A, B, C, D, E, F, G, H, or Y; CB08 = B or N; CB05 = C; CB04 = C or N]

3. PROGRAMS OFFERING PREAPPRENTICESHIP TRAINING CONDUCTED IN COORDINATION WITH ONE OR MORE APPRENTICESHIP PROGRAMS APPROVED BY THE DIVISION OF APPRENTICESHIP STANDARDS.

As defined by the Employment and Training Administration (ETA), pre-apprenticeship programs are “program[s] or set[s] of strategies designed to prepare individuals to enter and succeed in a Registered Apprenticeship program,” featuring “a documented partnership with at least one, if not more, Registered Apprenticeship program(s).” Includes programs/courses that are conducted in coordination with State approved Apprenticeship program (s), as evidenced by an agreement or Memorandum of Understanding (MOU).

COURSES IN THIS PROGRAM AREA INCLUDE:

- **K-12:** State-approved courses in workforce readiness and Career and Technical Education (CTE) that align to the description above.
- **CCD: Non-credit, non-degree applicable, non-transferable courses designated as Short-Term Vocational (I) (CB22 = I or J; CB09 = B, C, or D; CB04 = N) or Workforce Preparation (J) under CB22 (CB22 = J; CB04 = N)**

4. PROGRAMS IN CAREER TECHNICAL EDUCATION THAT ARE SHORT TERM IN NATURE AND HAVE HIGH EMPLOYMENT POTENTIAL.

Programs within a structured sequence of courses in a defined career pathway leading to an industry recognized postsecondary-level credential and/or employment. Central to the intent of AEBG funding is helping students progress along a career pathway leading to employment with family-sustaining wages. Consequently, many Consortia are already in the process of aligning their Career and Technical Education programs across segments, from noncredit through credit offerings. While some consortia may, for their own purposes, choose to track data on college credit programs leading to AA degrees, the focus of the AEBG Office is on short-term, noncredit CTE training leading to employment.

COURSES IN THIS PROGRAM AREA INCLUDE:

- **K-12:** State-approved courses in workforce readiness and Career and Technical Education (CTE) that align to the description above.

- **CCD:** Noncredit, non-degree applicable, non-transferable courses designated as Short-Term Vocational (I) (CB22 = I; CB09 = A, B, C, or D; CB04 = N) or Workforce Preparation (J) with justification (CB22 = J; CB04 = N)

5. PROGRAMS FOR ADULTS, INCLUDING, BUT NOT LIMITED TO, OLDER ADULTS, THAT ARE PRIMARILY DESIGNED TO DEVELOP KNOWLEDGE AND SKILLS TO ASSIST ELEMENTARY AND SECONDARY SCHOOL CHILDREN TO SUCCEED ACADEMICALLY IN SCHOOL.

Courses in this area provide education and training to adults, typically parents and community members, to help school-aged children succeed in school. Most often, these courses are found in K-12, and may take the form of short-term courses or workshops devoted to understanding school policy, child school assessment preparation (test-taking strategies and standards), parent-teacher relationships, or other related topics.

COURSES IN THIS PROGRAM AREA INCLUDE:

- **K-12:** All State-approved courses in ABE, ASE, ESL, or CTE whose primary content is in alignment with the description above.
- **CCD:** Non-credit, non-degree applicable, non-transferable courses designated as Parenting (F) or Older Adults (H) under CB22 with justification (CB22 = F or H; CB08 = N; CB04 = N)

6. PROGRAMS FOR ADULTS, INCLUDING, BUT NOT LIMITED TO, OLDER ADULTS, THAT ARE PRIMARILY RELATED TO ENTRY OR REENTRY INTO THE WORKFORCE.

Programs designed to prepare adult students to enter into the workforce, including individuals entering into the workforce for the first time, or individuals seeking to reenter the workforce following a hiatus due to employment, incarceration, or other personal / professional circumstance. Courses in this area may be devoted to development of a career profile, resume writing, networking and social media, or other topics related to workforce preparation. These may be standalone or part of a sequence of courses within an established CTE Career Pathway. Courses may provide specialized training for specific populations, such as Older Adults (55+), Single Parents, English Language Learners, or other groups faced with systemic barriers to economic success.

7. PROGRAMS FOR ADULTS WITH DISABILITIES

Programs specifically designed to meet the needs of adults with disabilities. Courses may focus on the development of skills required for independent living and sustainable employment.

COURSES IN THIS PROGRAM AREA INCLUDE:

- **K-12:** State-approved courses in Career and Technical Education (CTE), English as a Second Language, ABE, or ASE designed for training adults with disabilities.
- **CCD:** Noncredit, non-degree applicable, non-transferable courses designated as Courses for Persons with Substantial Disabilities (E) under CB22 (CB22 = E; CB08 = N; CB04 = N) or Workforce Preparation (J) designed to serve Adults with Disabilities (CB22 = J; CB04 = N)

COURSES IN THIS PROGRAM AREA INCLUDE:

- **K-12:** All State-approved courses in ABE, ASE, ESL, or CTE, whose primary content is education and training in workforce readiness.

- **CCD:** Noncredit, non-degree applicable, non-transferable courses in Workforce Preparation or Older Adults with justification (CB22 = J or H; CB04 = N) or Short-Term Vocational if the course does not lead to a certificate and is primarily intended for Older Adults (CB22 = I or H; CB04 = N)

APPENDIX II: Objective Definitions

Objective 3: Integrate Existing Programs and Create Seamless Transitions into postsecondary education or the workforce

Activities from 15-16 Annual Plan

- Discipline specific planning groups for consortium members
- Develop integrated resource team to support students with disabilities.
- Maintenance of webpage for adult learning in the region
- Define and "map" pathways with multiple entry and exit points for each student (in-progress)
- "Embedded" access in adult education to student services, including counseling, guidance and follow-up
- Each consortium member and partner site location will have access to online placement tools at Mendocino College

Activities from 16-17 Annual Plan

- Take the consortium to the public with a marketing and outreach strategy that targets potential students, employers and counties
- Coordinate with Mendocino Community College to provide Financial Services Assistance to Ukiah Unified LVN program students
- Develop strategies or protocols between partners in addressing gaps in services/programs
- Align the curriculum and cost of all adult programs (CTE, HS Diploma, HiSET testing, ESL) in Mendocino and Lake Counties

Activities from the 17-18 Annual Plan

- Complete Rapid Asset Mapping at our C2C summit to identify additional gaps in our pathways from from adult school level courses through CTE at the college and into the workforce. This will include partner agency programs (e.g. WIOA funded programs).
- Use the newly developed Mendocino College ESL and HiSET prep curriculum to expand community college courses that can be offered at adult school locations.
- Develop non-credit basic computer skills curriculum at the college that can be offered at adult school locations and is an on-ramp to the Business Information Worker CTE certificate at Mendocino College

Activities from the 18-19 Annual Plan

- Continue to offer new literacy prep ESL class at UUSD and other adult school locations that is aligned with beginning level ESL at the college.
- Offer new non-credit basic computer skills courses that are an on-ramp into the college Business Information Worker certificate at the college
- Based on the guidance from state AEBG policy white paper on data and accountability, align assessments and placement tests across delivery systems.
- Use the 2nd annual C2C Summit to identify all assets that exist in our current pathways from Adult School level courses through CTE at the college and into the workforce. Use these maps to identify priorities to create seamless transitions from MLACE programs through post-secondary and into the workforce.

Activities from the 19-20 Annual Plan

- Provide students access to academic guidance services.
- Provide pathway presentations in appropriate adult ed. courses to build awareness and help students stay connected.
- Finish Business pathway map with inclusion of career centers as part of the studentservices.
- Finish Construction/Trades pathway map with inclusion of career centers as part of the student services.

Activities from AB 86 Regional Plan

- Create “maps” for students to follow which will include multiple entry and exit points depending on student goals.
- Maintain a webpage for adult learning in the region
- Create a pre-college plan for students that includes basic skills, ESL, and CTE skills that can lead a student directly into a college certificate, degree program or the workforce
- Align levels of math English and ESL (across members) so that students can move seamlessly from locations
- Give member locations access to Mendocino College online placement tools
- Collaborate to develop curriculum which promotes successful transition from various locations and educational programs
- Develop common tools for gauging students’ readiness for the next levels of a pathway
- Create clear expectations for learning outcomes within programs and courses and identify major milestones along pathways to indicate progress points
- Create discipline specific communication pathways including regular meetings and electronic communication
 - The goal of these groups will be to define and articulate pathways to postsecondary education or the workforce
- Embed access to student services including counseling, guidance, and follow-up.

Objective 4: Response to Gaps Identified in the region

Activities from 15-16 Annual Plan

9[Type here]Revised 8.14.2019

- Developing non-credit basic skills HiSet and diploma program in Round Valley
- Develop Testing Center at Mendocino College
- Develop distance learning for Adult Education basic skills, citizenship, ESL, academically assisting K-12 school children.

Activities from 16-17 Annual Plan

- Improve access and alignment of HSE and HiSET throughout the region based on best practices
- Develop adult education programs for parents to help their K-12 students
- Hire a consortium Tech Assistant to guide and support 21st century learning in all 7 areas
- Explore Mendocino College offering courses at consortium sites beginning with C.N.A.
- Identify gaps and redundancies in services and ensure that students have equal access to programs (i.e. medical, ESL, ABE) both physically and electronically in Lake and Mendocino Counties
- Create opportunities for students to learn through work place experiences including partnering with employers to develop apprenticeships and coordinating and aligning student internships

Activities from the 17-18 Annual Plan

- Implement the new prep/ literacy level ESL class at UUSD with curriculum that is aligned with beginning level ESL at the college. If successful look to offer this at other adult school locations.
- Create the curriculum for new dual enrollment non-credit basic skills courses that are an on-ramp into the college Business Information Worker certificate at the college.
- Based on new guidance from state AEBG policy white paper on data and accountability, align assessments and placement tests across delivery systems.
- Use the C2C Summit to identify all assets that exist in our current pathways from Adult School level courses through CTE at the college and into the workforce. Use these maps to identify priorities to create seamless transitions from MLACE programs through post-secondary and into the workforce.

Activities from the 18-19 Annual Plan

- Finish rapid asset mapping at our C2C Summit to identify additional gaps in our pathways from the adult school level courses through CTE at the college and in to the workforce. This will include partner agency programs (e.g. WIOA funded programs).
- Continue to use the newly developed Mendocino College ESL and HiSet prep curriculum to expand community college courses that can be offered at adult school locations.
- Use the newly developed non-credit basic computer skills curriculum at the college to offer courses at the adult school locations, which will serve as an on-ramp to the Business Information Worker CTE certificate at Mendocino College.

Activities from the 19-20 Annual Plan

- Create and offer a construction corps program for adults in Lake and Mendocino Counties.
- Expand Mendocino College non-credit classes at adult ed. locations for ESL (incl. Home Health Aide), HiSET prep and beginning computers.
- Create and offer short term intermediate non-credit computer classes (Microsoft Office Suite)
- Pilot medical scribe program for potential ongoing offering.
- Offer Basic Math for Trades as a non-credit MC course.

Activities from AB 86 Regional Plan

- Create more computer lab settings in member and partner locations including high speed internet to facilitate synchronistic online learning
- Begin High School Equivalency prep in Round Valley

- Work with established collaboration in the Career Pathways Trust Grant to identify willing partners for apprenticeships
- Facilitate existing disability roundtable group to focus on creating clear pathways for adults with disabilities.

Objective 5: Approaches to Accelerate Students Progress toward academic or career goals

Activities from 15-16 Annual Plan

- Develop acceleration in math and English in the basic skill levels at Mendocino College
- Vocational ESL paired with non-credit CTE and adult classes.
- ESL incorporated with workforce preparation integrated training model for transition from consortium member site to college
- Explore IBEST model for pairing ESL with CTE courses for all member locations who provide ESL and CTE (e.g. Mendo College Auto class)
- Increase Adult Education classes with concurrent and dual enrollment opportunities.

Activities from 16-17 Annual Plan

- Create clear expectations for learning outcomes within programs and courses and identify major milestones along pathways to indicate progress points

Activities from the 17-18 Annual Plan

- Expand the I-Best model/ contextualized ESL beyond Auto at the college (E.G. ESL for restaurant workers)
- Explore the college allowing pre-requisite credit for the R.N. program for completion of short term medical certificate programs at MLACE partner locations.

Activities from the 18-19 Annual Plan

- Expand the I-Best model/ contextualized ESL beyond Auto at the college (E.G. ESL for restaurant workers)
- Explore the college allowing pre-requisite credit for the R.N. program for completion of short term medical certificate programs at MLACE partner locations.

Activities from the 19-20 Annual Plan

- Connecting our students to wrap around services for academic success.
- Embed service providers at adult school locations including CareerPoint.
- Create work based learning opportunities in our priority pathways.

Activities from AB 86 Regional Plan

- “Just in Time” remediation
- Study current placement tools & reconfigure course pathways including adult school through community college

Objective 6: Collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes

Activities from 15-16 Annual Plan

- Send consortium team to IBEST professional Learning Conference
- Involve Consortium in planning for Teachers on Teaching conference.
- Support consortium member and regional partners in pursuing professional development opportunities with emphasis in across institution team attendance.
- Support local summits around AEBG program areas.

Activities from the 17-18 Annual Plan

- Attend professional development that focuses on how educators can assist in reinforcing soft skills as part of classroom management.
- Notify AEBG partners of any professional development training that are open to any partner staff to attend (e.g. TE / data training this fall)

Activities from the 18-19 Annual Plan

- Notify partners of professional development training that are open to any partner staff to attend and promote TAP webinars and other AEP resources on the website, caadulted.org.
- Utilize set aside funding to send member agency representatives to the AEP Summit.

Activities from the 19-20 Annual Plan

- Data workgroup meetings reviewing agency DIR, table summary and other applicable reports from TE or Launchboard.
- Attend annual CAEP Summit, CASAS Summer Institute and other regional workshops and webinars that align to our strategic plan.

Activities from AB 86 Regional Plan

- Provide professional development opportunities in the following topics/ areas:
 - Technology resources for online and distance learning
 - Basic and secondary skills that build “college readiness”
 - “Just-in-time” remediation
 - Strategies for contextualized and accelerated teaching and learnings
 - Curriculum and educational pathways in the MLCAE region
 - ESL strategies across the consortium
- Form Professional Learning Communities within disciplines and across locations.

Objective 7: Leverage existing regional structures, including but not limited to, local workforce investment areas.

Activities from 15-16 Annual Plan

- AEBG Program outreach to WDB, Social Services, CAL Works, EDD WIOA, Title II by consortium members to share AEBG implementation and scope of work.

Activities from the 17-18 Annual Plan

- Leverage the Career Pathways Trust Grant to facilitate a summit that will help us complete rapid asset mapping across MLACE, College CTE and agency partners
- Use the C2C summit to identify how partner agencies can best work together to utilize each other’s existing programs rather than creating redundant services.
- Braid college apportionment with AEBG funding to expand course offerings at Adult School locations.

Activities from the 18-19 Annual Plan

- Use the 2nd annual C2C summit to identify how partner agencies can best work together to utilize each others existing programs rather than creating redundant services.
- Braid college apportionment with AEBG funding to expand course offerings at Adult School locations.

Activities from the 19-20 Annual Plan

- Implement Community Pro Suite (CPS) with participation from CareerPoint agencies.

- Continue outreach to agency partners to provide integrated services and leverage resources.
- Create and utilize an instructional services agreement template with Adventist Health.
- Combine healthcare advisory committees into one meeting for all programs.
- Continue annual marketing plan with the regional marketing firm, Pacific Sky
- Hire Outreach & Support Specialist to serve Anderson Valley, Ft. Bragg and Covelo areas.

Activities from AB 86 Regional Plan

- Work with WIB to develop and strengthen career pathways and in developing opportunities for apprenticeships and internships
- Work with Local Chamber of Commerce on providing apprenticeships and internships as well as educational training through providing workshops and up-to-date information for teachers and students about employment skills