

Mendocino/Lake Adult and Career Education (ML ACE) Meeting—Zoom Meeting

Mendocino College

1000 Hensley Creek Rd.

Ukiah CA 95482

Zoom meeting <https://cccconfer.zoom.us/j/7372469362>

December 11, 2020

AGENDA

1. **Call to Order** **Start time:** **(Action)**
2. **Roll Call of Voting Members** **(Action)**
3. **Changes/ Modifications to the Agenda** **(Discussion/Action)**
4. **Consent** **(Action)**
All consent items are acted upon by a single vote with no discussion, unless pulled from Consent and placed on the agenda as a regular item.
 - Approval of November 13th Minutes
5. **Overview of next 6 months** **(Discussion)**
ML ACE will review deadlines and upcoming events for the next 6 months.
6. **Mendocino College ESL program Update** **(Discussion)**
 - a. Sarah Walsh (ESL faculty and coordinator) will give an update on our current ESL program and activities.
 - b. Rebecca Montes (Dean of Instruction at Mendocino College) will give a short presentation of AB 705 as it relates to ESL and transitioning adults to credit classes.
7. **Director's Update** **(Discussion)**
 - a. Euline will share updates on Community Pro Suite
 - b. Euline will share data about adults in our counties from Workforce Alliance of the North Bay and from the California Postsecondary to Prosperity Dashboard
 - c. Euline will share information from the CDE Racial Equity Initiative for Adult Education Administrators and Personnel Letter
8. **Whole Group Discussion on the ML ACE Operational Principles** **(Discussion/Action)**
Consortium members and partners will discuss the ML ACE operational principles and will add, revise and/or create actions and behaviors that align with these principles.
9. **Annual Program Review Part 3** **(Discussion/Action)**
Consortium members will share out data and information about their programs for the consortium's annual review.
 - a. Fort Bragg Program Review Presentation
10. **Member Updates—summary, updates and concerns** **(Discussion)**
Consortium members could share any current updates they may have as needed.
 - a. Anderson Valley
 - b. Kelseyville Unified
 - c. Lake County of Education
 - d. Mendocino County of Education
 - e. Mendocino College
 - f. Round Valley



- g. Ukiah Unified
- h. Upper Lake Unified
- i. Willits



11. Public Comments/ Correspondents --via Zoom

(Discussion)

The MLACE welcomes public input. This agenda item is limited to matters that are under the jurisdiction of the ML ACE and are not listed elsewhere on this agenda. Comments are limited to three minutes per person, and 10 minutes per topic. Action on these matters is not allowed.

12. Adjournment First motion/Seconded/Approve:

Time: (Action)

- a. DIR Review Workgroup for all Consortium members (after the regular meeting)
- b. Reminders:
 - i. Meeting Date and Time January 14, 2021—Thursday from 10-1pm NOT Friday
 - ii. ML ACE Operational Principle Revision Work—Continue Group Discussion in January 2021



Mendocino College ESL Student Enrollment Guide

Please use this guide to help you choose the best ESL class for you.



ESL PROGRAM CLASS OPTIONS

	<u>Noncredit:</u>	<u>Credit:</u>
Level 1: Students who have not studied ESL in the past.	ESL 500	N/A
Level 2: Students with at least 6 months-1 year of consistent ESL experience.	ESL 507	ESL 7A and 7B
Level 3: Students with at least 1-2 years of consistent ESL experience.	ESL 509	ESL 9A and 9B
Level 4: Students with at least 2-3 years of consistent ESL experience.	ESL 511	ESL 11A and 11B
Level 5: Students with at least 3-4 years of consistent ESL experience.	ESL 513	ESL 13
Levels 1, 2 or 3: Students in the first three levels who want to focus on oral skills.	ESL 503A/B/C	ESL 3
All Levels: Students in any level who want one-on-one homework support and extra practice.	ESL 501	ESL 5

QUESTION # 1: *What is the difference between credit and noncredit ESL?*

The ESL Program at Mendocino College is open to all students and offers two program pathways: Noncredit ESL classes and Credit ESL classes.

Noncredit ESL:

Noncredit ESL classes have no unit value and no grades. Student progress is based on hours of attendance. When students complete 110 hours in ESL 511 and have a total 272 hours of attendance or more, they can receive the ESL Noncredit Certificate of Completion. Noncredit classes cost \$12.00 a semester.

Credit ESL:

Credit ESL classes have unit values and students receive grades. Students must attend classes regularly and complete assignments to receive a passing grade. In-state students pay \$46 a unit and out-of-state students pay \$265 a unit. Students who can demonstrate California residency for tuition purposes may be eligible for financial support for credit ESL classes. For help with this, please contact Juvenal Vazquez in the Financial Aid office at 468-3115.

QUESTION # 2: *What is the best level for me?*

The ESL Program at Mendocino College offers five levels, from beginning to advanced, and two elective classes.

QUESTION # 3: *Okay, I think I know which ESL classes I want to take, what do I do next?*

To Register for Credit or Noncredit ESL Classes:

Please register online at www.mendocino.edu/register or call one of our ESL Program Specialists at 707-367-0338 or 707-367-0152.

If you have any questions, please contact ESL Faculty Sarah Walsh at 468-3122 or swalsh@mendocino.edu



Del programa de ESL Opciones de clases

	<u>Sin crédito:</u>	<u>Con crédito:</u>
Nivel 1: Este nivel es para estudiantes que nunca han estudiado una clase de ESL en el pasado.	ESL 500	N/A
Nivel 2: Este nivel es para estudiantes que hayan cursado continuamente un mínimo de 6 meses a 1 año en una clase de ESL.	ESL 507	ESL 7A and 7B
Nivel 3: Este nivel es para estudiantes que hayan cursado continuamente un mínimo de 1 a 2 años en una clase de ESL.	ESL 509	ESL 9A and 9B
Nivel 4: Este nivel es para estudiantes que hayan cursado continuamente un mínimo de 2 a 3 años en una clase de ESL.	ESL 511	ESL 11A and 11B
Nivel 5: Este nivel es para estudiantes que hayan cursado continuamente un mínimo de 3 a 4 años en una clase de ESL.	ESL 513	ESL 13
Niveles 1, 2 or 3: Para los estudiantes de los primeros tres niveles que quieran enfocarse en habilidades de conversación.	ESL 503A/B/C	ESL 3
Todos los niveles: Esta clase es para los estudiantes en cualquier nivel que necesiten ayuda con sus tareas y/o quieran practicar más su inglés.	ESL 501	ESL 5

PREGUNTA 1: *¿Cuál es la diferencia entre una clase de ESL con crédito y sin crédito?*

El programa de ESL en Mendocino College está disponible para todos los estudiantes y hay dos maneras de cursarlo: clases de ESL sin crédito y clases de ESL con crédito.

Clase de ESL sin créditos:

Las clases de ESL sin créditos no obtienen unidades ni calificaciones. El progreso del estudiante se basa en las horas de asistencia. Cuando los estudiantes completan 110 horas en la clase de ESL 511 y tienen un total de 272 horas de asistencia o más, pueden recibir el Certificado de ESL sin crédito. Las clases sin crédito cuestan \$12.00 por semestre.

Clase de ESL con créditos:

Con las clases de ESL con crédito, los estudiantes pueden obtener unidades y recibir calificación. Los estudiantes deben asistir a clases regularmente y completar las tareas para recibir una calificación aprobatoria. Los estudiantes que residan en el estado pagarán \$46 por unidad y los estudiantes que no estén catalogados como residentes del estado pagarán \$265 por unidad. Los estudiantes que muestren pruebas de ser residentes del estado de California para propósitos de matrícula pueden ser elegibles para recibir apoyo financiero para clases de ESL de crédito. Para obtener ayuda con esto, comuníquese con Juvenal Vázquez en la oficina de Ayuda Financiera al 468-3115.

PREGUNTA 2: *¿Cuál es el mejor nivel de clases de ESL para mí?*

El programa de ESL en Mendocino College ofrece cinco niveles, desde principiante hasta avanzado, y dos clases electivas.

PREGUNTA 3: *Bien, creo que ahora sé qué clases de ESL quiero tomar, ¿Cuál es el siguiente paso?*

Para inscribirse en clases de ESL sin crédito o con crédito:

Por favor de registrarse en línea en www.mendocino.edu/register o contacté a nuestras Especialistas en el Programa ESL al 707-367-0338 o 707-367-0152.

Si tiene alguna pregunta, comuníquese con la encargada del departamento de ESL Sarah Walsh al 468-3122 o envíe un correo electrónico a swalsh@mendocino.edu



Spring 2021

Most classes start on
February 1
Some courses start
on *January 19*

ENGLISH
AS A SECOND LANGUAGE CLASSES ONLINE

LEVEL 1: PREPARATORY

◊ Non-Credit Courses:

- ♦ ESL 500 — Marla Bentien
- ♦ ESL 500 — Diana Feliciano

LEVEL 2: BEGINNING

◊ Non-Credit Courses:

- ♦ ESL 507 — Kathleen Cox
- ♦ ESL 507 — Sarah Walsh (*Starting on January 19*)
- ♦ ESL 507 — Sarah Walsh

◊ For Credit: 5 units

- ♦ ESL 7 A — Sarah Walsh (*Starting on January 19*)
- ♦ ESL 7 A — Sarah Walsh
- ♦ ESL 7 B — Sarah Walsh (*Starting on January 19*)
- ♦ ESL 7 B — Sarah Walsh

For bilingual assistance with
registration
and support for online classes:
Lilia Albuquerque (707) 367-0338 &
Maricela Gallardo (707) 367-0152

For more information about the ESL
Program, swalsh@mendocino.edu

LEVEL 3: INTERMEDIATE

◊ Non-Credit Courses:

- ♦ ESL 509 — Lilia Albuquerque
- ♦ ESL 509 — Melissa Kuhn Fornari

◊ For Credit: 5 units

- ♦ ESL 9 A — Lilia Albuquerque
- ♦ ESL 9 A — Melissa Kuhn Fornari
- ♦ ESL 9 B — Lilia Albuquerque
- ♦ ESL 9 B — Melissa Kuhn Fornari

LEVEL 4: ADVANCED

◊ Non-Credit Courses:

- ♦ ESL 511 — Sarah Walsh

◊ For Credit: 5 units

- ♦ ESL 11 A — Sarah Walsh
- ♦ ESL 11 B — Sarah Walsh

**LEVEL 5:
READING & WRITING**

◊ Non-Credit Courses:

- ♦ ESL 513 — Sarah Walsh (*Starting on January 19*)

◊ For Credit: 5 units

- ♦ ESL 13 — Sarah Walsh (*Starting on January 19*)

More classes on pages 2 & 3



Primavera 2021

La mayoría de las clases
comienzan el
1 de febrero
Algunos cursos comienzan
el **19 de enero**

CLASES DE INGLÉS COMO SEGUNDO IDIOMA EN LÍNEA

NIVEL 1: BÁSICO

◊ Cursos Sin Crédito:

- ESL 500 — Marla Bentien
- ESL 500 — Diana Feliciano

NIVEL 2: PRINCIPIANTE

◊ Cursos Sin Crédito:

- ESL 507 — Kathleen Cox
- ESL 507 — Sarah Walsh (*Empieza el 19 de enero*)
- ESL 507 — Sarah Walsh

◊ Para 5 créditos:

- ESL 7 A — Sarah Walsh (*Empieza el 19 de enero*)
- ESL 7 A — Sarah Walsh
- ESL 7 B — Sarah Walsh (*Empieza el 19 de enero*)
- ESL 7 B — Sarah Walsh

Para asistencia bilingüe para registrarse
y apoyo directo para clases en línea:

Lilia Albuquerque (707) 367-0338 &
Maricela Gallardo (707) 367-0152

Para obtener más información sobre el
programa de ESL,
swalsh@mendocino.edu

NIVEL 3: INTERMEDIO

◊ Cursos Sin Crédito:

- ESL 509 — Lilia Albuquerque
- ESL 509 — Melissa Kuhn Fornari

◊ Para 5 créditos:

- ESL 9 A — Lilia Albuquerque
- ESL 9 A — Melissa Kuhn Fornari
- ESL 9 B — Lilia Albuquerque
- ESL 9 B — Melissa Kuhn Fornari

NIVEL 4: AVANZADO

◊ Cursos Sin Crédito:

- ESL 511 — Sarah Walsh

◊ Para 5 créditos:

- ESL 11 A — Sarah Walsh
- ESL 11 B — Sarah Walsh

NIVEL 5: LECTURA Y ESCRITURA

◊ Cursos Sin Crédito:

- ESL 513 — Sarah Walsh (*Empieza el 19 de enero*)

◊ Para 5 créditos:

- ESL 13 — Sarah Walsh (*Empieza el 19 de enero*)

Más clases en las
páginas 2 y 3

**ORAL
COMMUNICATION
SKILLS**

◊ Non-Credit Courses:

- ♦ ESL 503 B — Lilia Albuquerque
- ♦ ESL 503 B — Diana Feliciano
- ♦ ESL 503 B — Melissa Kuhn Fornari
- ♦ ESL 503 B — Catherine Swanson
- ♦ ESL 503 B — Margaret Von Vogt

◊ For Credit: 2 units

- ♦ ESL 3 — Lilia Albuquerque
- ♦ ESL 3 — Diana Feliciano
- ♦ ESL 3 — Melissa Kuhn Fornari
- ♦ ESL 3 — Catherine Swanson

ESL LABORATORY

◊ Non-Credit Courses:

- ♦ ESL 501 — Cameron Johnson
- ♦ ESL 501 — Elfriede Penner

◊ For Credit: 1 unit

- ♦ ESL 5 — Cameron Johnson
- ♦ ESL 5 — Elfriede Penner

Optional on-ground
classes on page 3

SECTION NUMBERS

♦ Lilia Albuquerque

ESL 509 — section 0009
ESL 9 A — section 0004
ESL 9 B — section 0006
ESL 503 B — section 5527
ESL 3 — section 5526

♦ Diana Feliciano:

ESL 503 B — section 5547
ESL 3 — section 5519

♦ Cameron Johnson

ESL 501 — section 5556
ESL 5 — section 5513

♦ Sarah Walsh

ESL 507 — section 5469 *(Starting on January 19)*
ESL 507 — section 5472
ESL 7 A — section 5463 *(Starting on January 19)*
ESL 7 A — section 5470
ESL 7 B — section 5466 *(Starting on January 19)*
ESL 7 B — section 5471
ESL 511 — section 5492
ESL 11 A — section 5493
ESL 11 B — section 5495
ESL 513 — section 5479 *(Starting on January 19)*
ESL 13 — section 5477 *(Starting on January 19)*

**INGLÉS
CONVERSACIONAL**

◊ Cursos Sin Crédito:

- ♦ ESL 503 B — Lilia Albuquerque
- ♦ ESL 503 B — Diana Feliciano
- ♦ ESL 503 B — Melissa Kuhn Fornari
- ♦ ESL 503 B — Catherine Swanson
- ♦ ESL 503 B — Margaret Von Vogt

◊ Para 3 Créditos:

- ♦ ESL 3 — Lilia Albuquerque
- ♦ ESL 3 — Diana Feliciano
- ♦ ESL 3 — Melissa Kuhn Fornari
- ♦ ESL 3 — Catherine Swanson

**LABORATORIO
DE INGLÉS**

◊ Cursos Sin Crédito:

- ♦ ESL 501 — Cameron Johnson
- ♦ ESL 501 — Elfriede Penner

◊ Para 1 crédito:

- ♦ ESL 5 — Cameron Johnson
- ♦ ESL 5 — Elfriede Penner

Clases presenciales
opcionales en la página 3

NÚMEROS DE SECCIÓN

- ♦ Lilia Albuquerque

ESL 509 — sección 0009

ESL 9 A — sección 0004

ESL 9 B — sección 0006

ESL 503 B — sección 5527

ESL 3 — sección 5526

- ♦ Diana Feliciano

ESL 503 B — sección 5547

ESL 3 — sección 5519

- ♦ Cameron Johnson

ESL 501 — sección 5556

ESL 5 — sección 5513

- ♦ Sarah Walsh

ESL 507 — sección 5469 (*Empieza el 19 de enero*)

ESL 507 — sección 5472

ESL 7 A — sección 5463 (*Empieza el 19 de enero*)

ESL 7 A — sección 5470

ESL 7 B — sección 5466 (*Empieza el 19 de enero*)

ESL 7 B — sección 5471

ESL 511 — sección 5492

ESL 11 A — sección 5493

ESL 11 B — sección 5495

ESL 513 — sección 5479 (*Empieza el 19 de enero*)

ESL 13 — sección 5477 (*Empieza el 19 de enero*)



Job Posting Analytics

Mendocino County

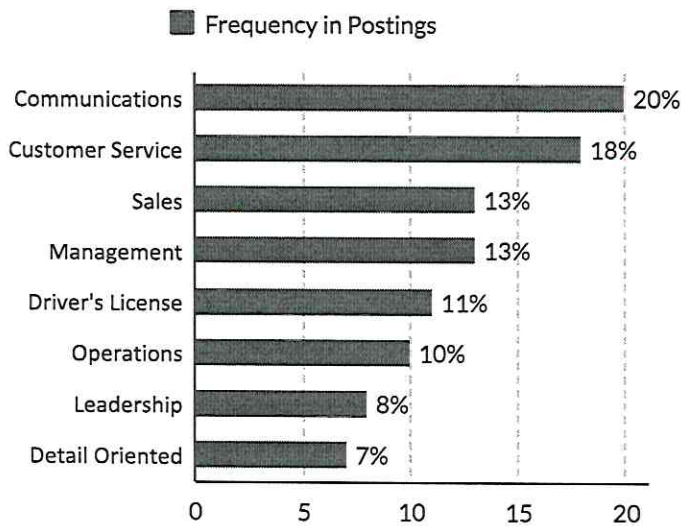
July 2020 - September 2020

4,567 Unique Job Postings
16,609 Total Job Postings

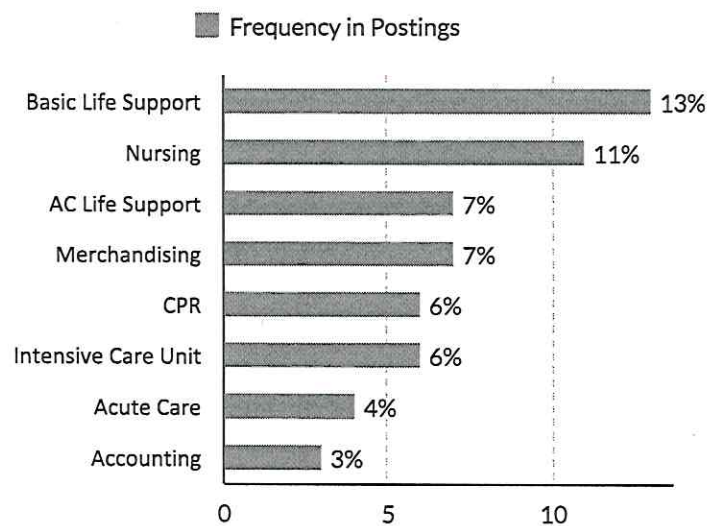


Top Posted In-Demand Skills

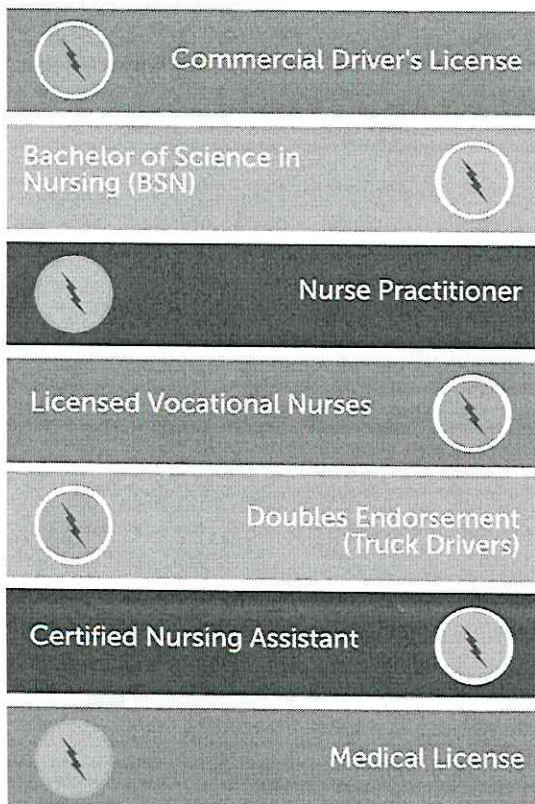
Top Posted Soft Skills



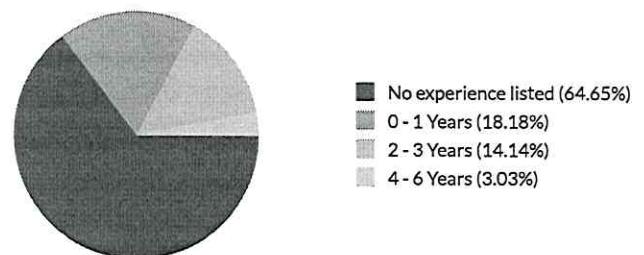
Top Posted Hard Skills



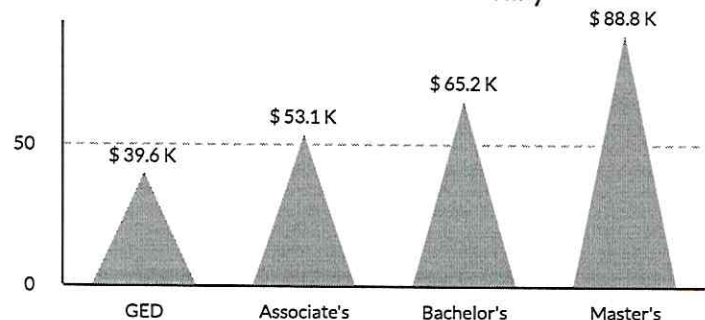
Top Posted Qualifications



Minimum Experience Required



Median Advertised Salary



Prepared by Sylwia Palczewska
Workforce Development Specialist
Workforce Alliance of the North Bay
spalczewska@workforceallianceofthenorthbay.org

Data provided by EMSI

This WIOA Title I financially assisted program or activity is an equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities.



Job Posting Analytics

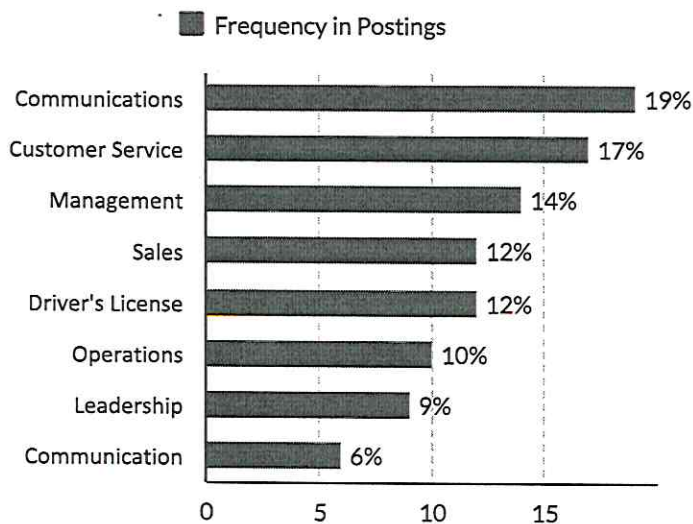
Lake County July 2020 - September 2020

3,076 Unique Job Postings
11,788 Total Job Postings

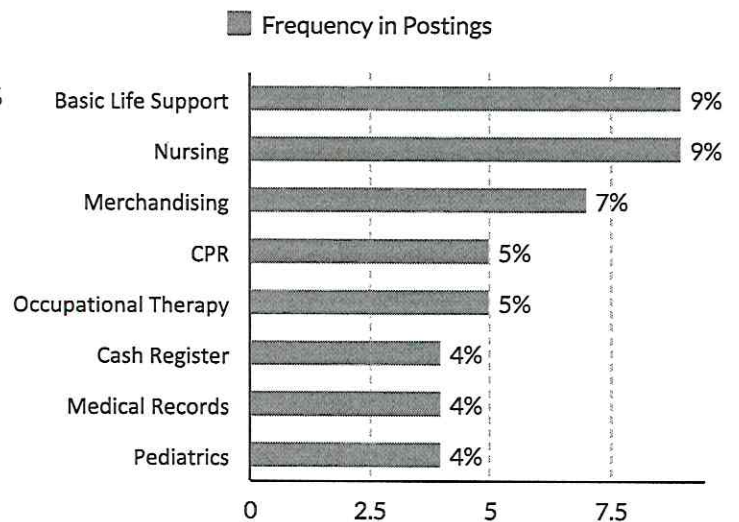


Top Posted In-Demand Skills

Top Posted Soft Skills



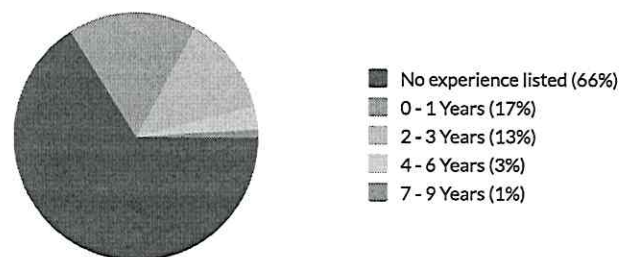
Top Posted Hard Skills



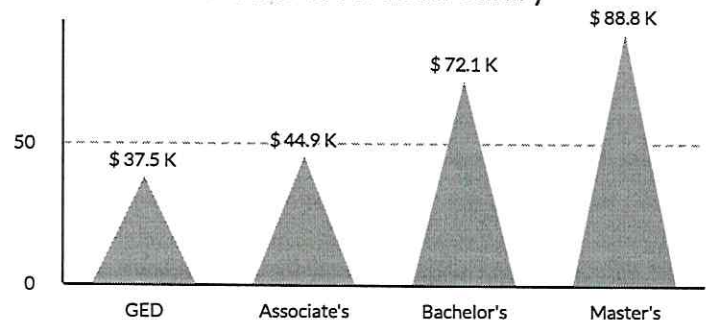
Top Posted Qualifications



Minimum Experience Required



Median Advertised Salary



Prepared by Sylwia Palczewska
Workforce Development Specialist
Workforce Alliance of the North Bay
spalczewska@workforcealliancenorthbay.org

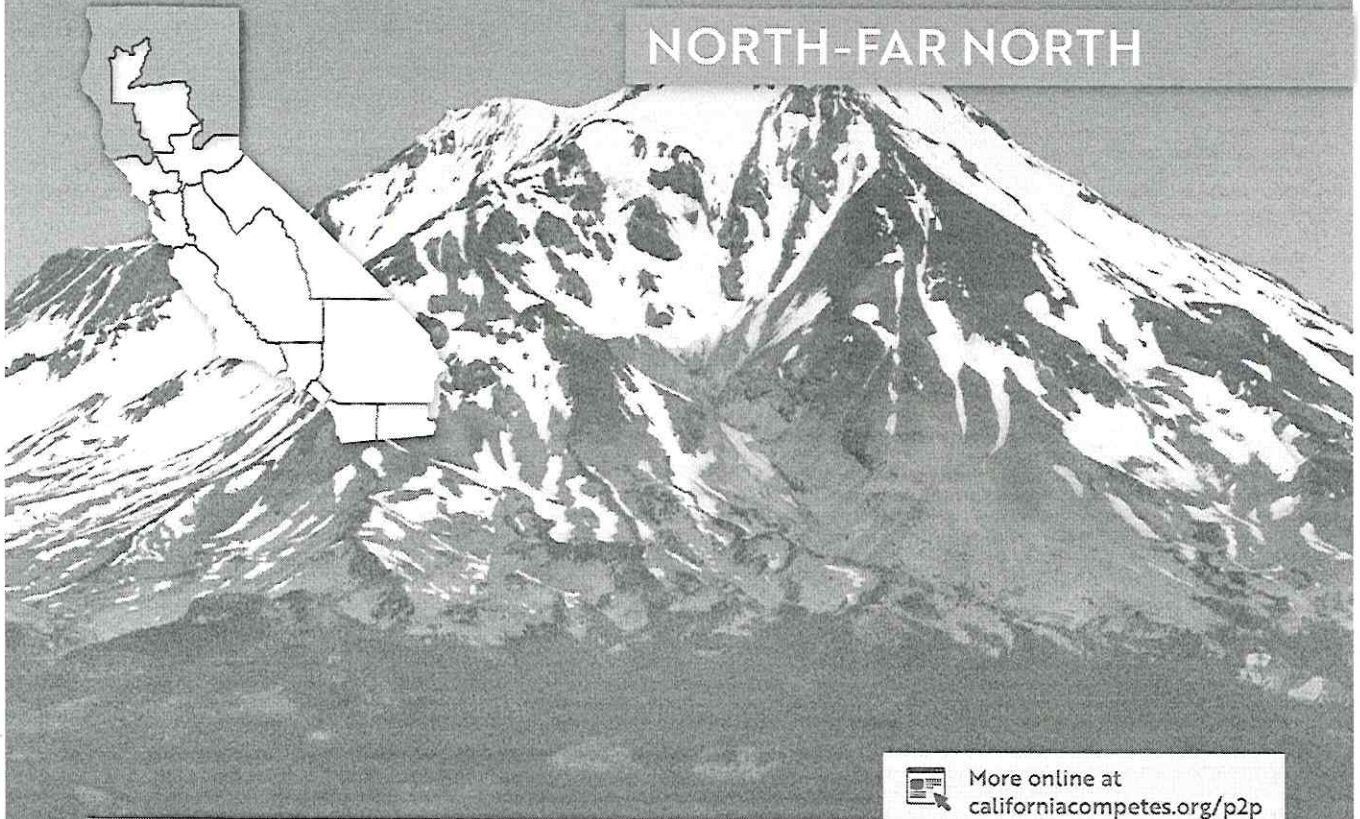
Data provided by EMSI

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POSTSECONDARY TO PROSPERITY

NORTH-FAR NORTH



More online at
californiacompetes.org/p2p

California's North-Far North region's population makes up roughly 2 percent of the state population. This region is home to six California Community Colleges and one California State University (CSU). Only half of high school graduates in this region go directly to college, with few students attending a CSU (3%) and even fewer attending a UC campuses (1%). Bachelor's degree attainment rates are 28 percent lower than the statewide average. Black and Latinx students in particular are less likely to go directly to college or earn a bachelor's degree compared to other students. Still, the employment rate surpasses the statewide average of 95 percent for most racial and ethnic groups. However, Native American and Alaska Native residents are much less likely to be employed. Nearly two-thirds of residents earn a living wage, similar to the state average, but this proportion differs dramatically across racial and ethnic groups. Similarly, homeownership rates are higher in the North-Far North but also differ by race and income, demonstrating disparate opportunity to build wealth through homeownership. Black residents, for example, have a high employment rate (98%) and the greatest likelihood of earning a living wage (68%), but only 45 percent own a home.

POPULATION
702,906

COUNTIES
Humboldt, Lake, Mendocino, Del Norte, Lassen,
Modoc, Nevada, Plumas, Siskiyou, Sierra, Shasta

ABOUT THE DATA¹
This factsheet uses 8 primary
datasets (2017–2020)

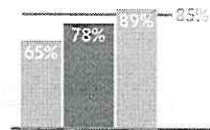
1. Some metrics are based on very small sample sizes, which may not provide reliable estimates of the population. These results should be interpreted with caution. For more detailed information on how metrics are calculated, please refer to the technical appendix on californiacompetes.org/p2p.

College readiness and access are the first steps to college success. Access to a rigorous college preparatory curriculum is not universal and differences exist in who goes to college and where they go based on demographic characteristics, such as racial/ethnic groups. Homeless, foster youth, English language learners, and students with disabilities also face tremendous barriers in accessing and succeeding in college.

Moreover, the postsecondary education system's focus on the traditional student's pathway (one who matriculates directly to college) leaves limited opportunities for older adults interested in higher education to successfully complete a postsecondary credential.

The inequitable access to postsecondary education leads to significant differences in the region's educational attainment by race/ethnicity.

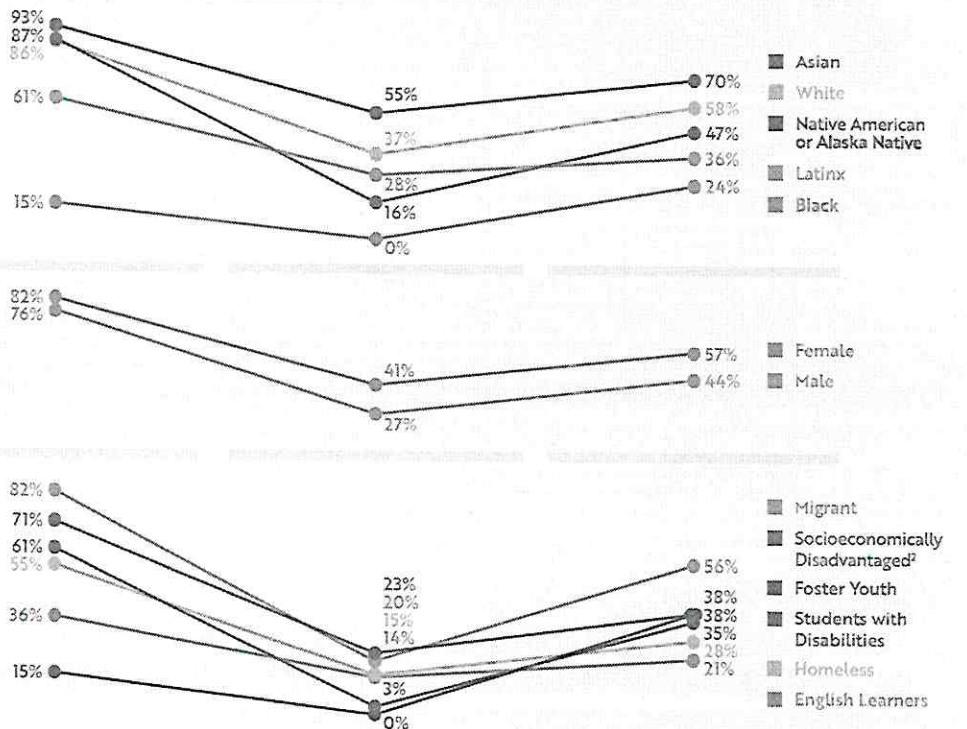
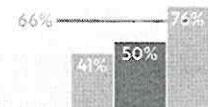
High School Graduation Rate



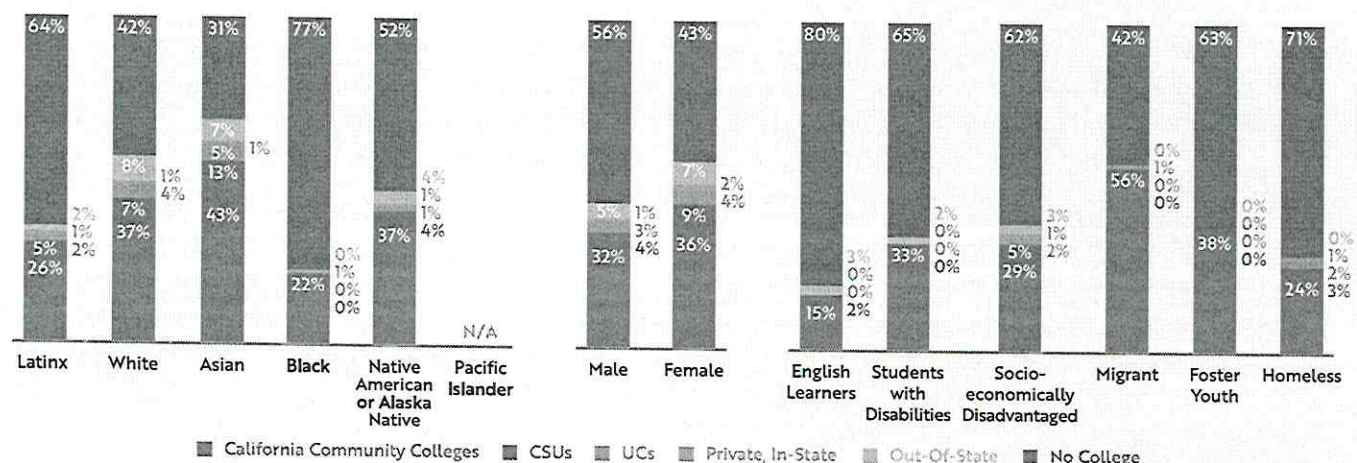
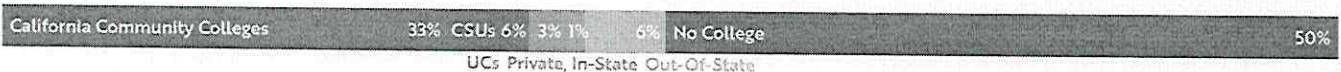
A-G Course Completion Rate¹



High School to College-Going Rate



Where Do High School Students Go to College?

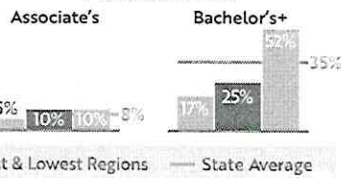


1. High school students must complete a set of courses known as "A-G" to be eligible for admission to the California State University and University of California.
 2. Students who do not have a parent who graduated from high school, are eligible for free or reduced-price meals, or are foster, homeless, or migrant youth.

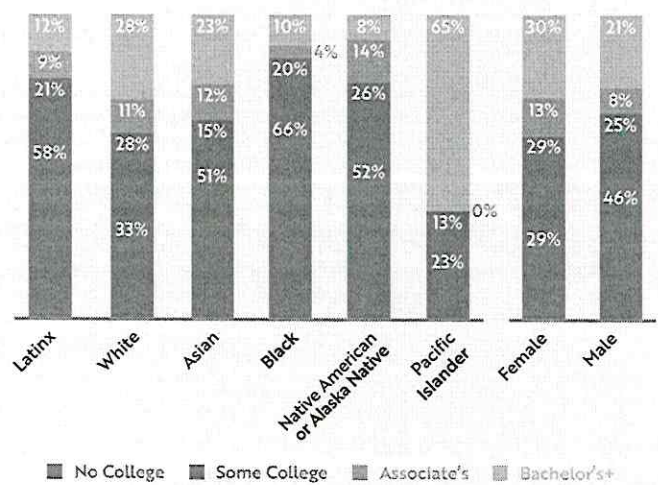
Adult (25+) Intent to Enroll



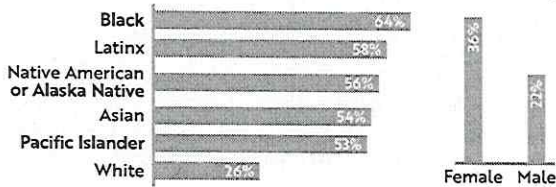
Highest Educational Attainment



What Is the Highest Level of Attainment?

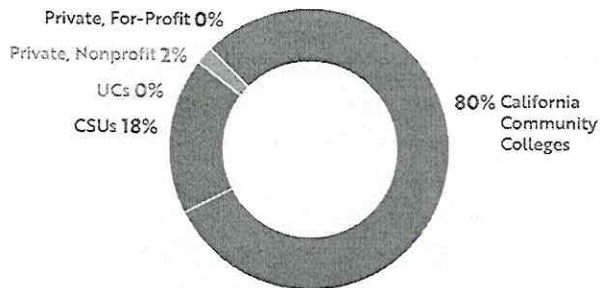


Which Adults (25+) Intend to Enroll in College?

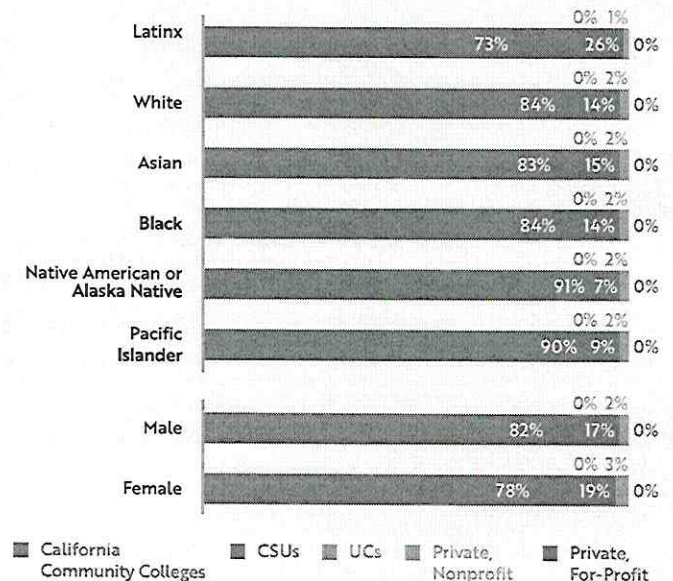


ABOUT COLLEGES IN THIS REGION

What Does Enrollment at Colleges in this Region Look Like?

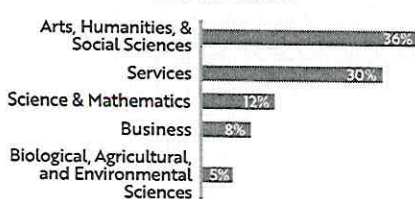


Online Enrollment Rate¹

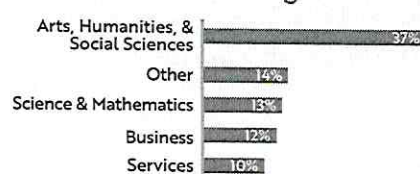


What Are the Most Commonly Completed Programs at Colleges in the Region?

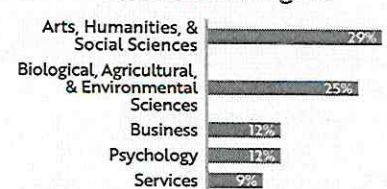
Certificates



Associate's Degree



Bachelor's Degree



1. The percentage of college students enrolled in the fall term at colleges in the region who are enrolled exclusively in online courses. Note that these students may live in other regions, states, or countries.



**CALIFORNIA DEPARTMENT
OF EDUCATION**

TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

December 1, 2020

Dear Adult Educators:

Adult Education Office Racial Equity Initiative

The Adult Education Office (AEO) at the California Department of Education (CDE) will launch a new statewide Racial Equity Initiative for the Adult Education System. One of the goals of the initiative is to promote equitable representation of educators of color in school administration, teaching, counseling, and support staff positions. This letter is the first step in implementing the initiative, and will assist CDE staff with planning future work, including the development of guidance documents to support the vision of the initiative.

Much has changed since this work began. The murder of George Floyd, an African-American man, by Minneapolis police officers spurred a national and international protest against police brutality and systemic racism. In the United States, protests were led by the Black Lives Matter movement, social justice activists, and a large, diverse group of Americans.

In June, the State Superintendent of Public Instruction (SSPI), Tony Thurmond, in addressing the Floyd murder, questioned why this incident occurred and encouraged all of us to address racism and implicit bias in education. The SSPI announced multi-pronged partnerships and initiatives that include a desire to provide implicit bias training to all CDE employees and develop guidance for school districts to aid in the dismantling of systemic racism in education.

We remain resolute in our support of the foundational tenets of the AEO Racial Equity Initiative and believe that, working together, we can:

1. Reimagine adult education by cultivating diversity, equity, access, and inclusion; and
2. Inspire and develop courageous leadership through consciousness building, wherein the universe of adult education is viewed through an equity lens.

The AEO acknowledges that there have been similar initiatives in the past; therefore, in addition to adhering to the above tenets, we believe we must challenge ourselves to reflect on two questions: (1) why has racial equity work had such limited success? and (2) how do we do this work differently?

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To that end, we are launching the Racial Equity Initiative with a brief statewide questionnaire. Your responses will provide valuable information on the current racial and ethnic composition of the adult education system in California and will guide the CDE in planning future work. No individually identifiable information is requested. If you are an administrator, please complete the questionnaire at the following link:

<https://caladulted.org/AdminRacialEquitySurvey>

Administrators; please forward this letter to all adult education personnel so they too may complete the questionnaire at the link provided below:

<https://caladulted.org/RacialEquitySurvey>

Please submit all responses to the questionnaire by December 15, 2020. If you have any questions or concerns, please email your inquiries to the AEO at ADULTEDUCATION@cde.ca.gov. If you have technical questions, please contact the Outreach and Technical Assistance Network on their web page at <https://otan.us/about-us/contact-us/>.

Thank you in advance for participating.

Sincerely,

Pradeep Kotamraju, Ph.D., Director
Career and College Transition Division

PK:cz

MLACE Operational Principles

Goal for initial Discussion in December:

- To make any changes to the set of operational principles based on new membership and the new consortium group dynamics.
1. **We commit to maintaining open lines of communication and transparency among consortium members and across institutions/agencies.**
 2. **We will work collaboratively to support our regional mission while representing our home institutions.**
 3. **We will value innovation and creativity, creating a supportive environment that allows for diverse and critical viewpoints.**
 4. **We will approach our work with a growth mindset.**
 5. **We will come to our meetings prepared and ready to work**
 6. **We will include non-voting members' input as a resource to decision-making and/or problem solving**
 7. **We will seek to understand others' perspectives, and assume they have the best intentions in working towards/ honoring our mission.**
 8. **We will work together with our MLACE hat on and represent the MLACE in our individual agencies, organizations and the community.**

Task for the Consortium:

- Review, Add, Edit
- "Operationalize" these principles: How can we translate these principles into actions and behavior.



Mendocino Lake Adult & Career Education (ACE)

Mission Statement:

Mendocino Lake ACE consortium members are committed to collaborating and sharing resources across historical and institutional boundaries to provide adults in our region *equitable, seamless and integrated educational and career pathways and services with multiple opportunities for successful entry and exit.*