






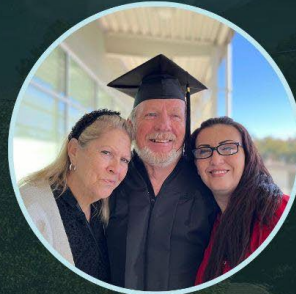
Mendocino - Lake County Adult & Career Education Consortium

Three-Year Plan 2025-2028

Providing adults seamless and integrated educational and career pathways and services.



 mendolakeace.org
 707-467-1032
 mendolakeACE@mendocino.edu



Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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SECTION 1: CONSORTIUM DETAILS

Consortium Contacts

Euline Olinger, Ed.D.

Director, Mendocino-Lake Adult and Career Education Consortium (MLACE)
Mendocino College
1000 Hensley Creek Rd.
Ukiah, CA 95482

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707-467-1015

Members

Anderson Valley Unified - Anderson Valley Adult School offers ESL, citizenship preparation, high school equivalency, basic computer skills, and ESL for home health aide programs to support lifelong learning and career readiness.

- Members: Noor Dawood & Maggie Von Vogt, Co-coordinators

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Fort Bragg Unified - Coastal Adult School, part of Fort Bragg Unified, provides ESL, citizenship, and high school diploma completion to meet the community's educational and workforce needs.

- Member: Gary Lewis, Principal
- Arlissa Tupper, Business Office Analyst

Lake Co. Office of Education - The Lake County Office of Education delivers adult education programs focused on healthcare careers, offering Certified Nursing Assistant (CNA) training, CNA continuing education, and Medical Assistant programs. In addition, the Lake County Office for Education recently added a high school diploma program and a citizenship program to their

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offerings in Lake County.

- Member: Matt Russell, Director of Adult Education & College and Career Readiness

Mendocino Co. Office of Education - Mendocino County Office of Education offers specialized training programs for adults in Medical Assistant, Dental Assistant, and Phlebotomy fields, supporting regional healthcare workforce development.

- Member: Tami Mee, Healthcare Pathways Program Manager
- Member: and Eric Crawford, Director of College and Career Readiness

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Mendocino-Lake CCD - Mendocino College serves adult learners with ESL courses, HiSET testing, basic skills education, non-credit courses in Sustainable Construction Trade, basic Computer Skills, and other non-credit CTE programs and programs supporting adults with disabilities across campuses in Ukiah, Fort Bragg, Willits, and Lakeport.

- Member: Amanda Xu, Dean of Centers
- Alternate Voting Member: Christy Smith, Dean of Career Education

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Ukiah Unified - Ukiah Adult School provides a wide range of programs including ESL, citizenship, high school diploma and high school equivalency preparation, vocational nursing, adults with disabilities (AWD) life and employment skills through the Ukiah Valley of Habilitation and basic computer skills.

- Member: Kris Swett, Principal
- Member: Nikki Agenbroad, Budget Analyst

Willits Unified - The Sanhedrin High School Diploma Program offers high school diplomas to adult learners in the region and will be offering ESL/Citizenship classes in the future.

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- Member: Aurora Chavez–Director of Special Programs
- Alternate Voting Member: Mark Beebe, Superintendent, Willits Unified

Leggett Valley Unified - Leggett Valley Unified partners with the Mendocino-Lake Adult and Career Education consortium to connect adult learners in their rural community to high school diploma completion.

- Member: Chemaine De La Rosa, Family Liaison

Lakeport Unified - Lakeport Unified offers an independent and alternative high school completion

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program for young adults.

- Member: Jonna Weidaw

Executive Summary

The Mendocino Lake Adult & Career Education (MLACE) Consortium brings together seven primary member agencies and key partners, including Anderson Valley Unified, Fort Bragg Unified, Lake County Office of Education, Mendocino County Office of Education, Mendocino-Lake Community College District, Ukiah Unified, and Willits Unified. Additional non-funded voting members, such as Lakeport Unified and Leggett Valley Unified, further strengthen the

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consortium's effort to serve our underserved and geographically distanced areas in the Mendocino and Lake Counties. These agencies serve a diverse region and oftentimes, geographically distanced communities on the coastal areas and inland areas of the two counties. Many of these communities served by the consortium are separated by coastal and mountain ranges and can only be accessed via one main highway linking these communities to the epicenter in Ukiah (Mendocino County) and in Lakeport (Lake County*). Great strides and effort have been made offering a broad spectrum of adult education programs including high school diploma and equivalency, English as a Second Language (ESL), Adults with Disabilities life skills employment training, Career Technical Education (CTE) training, as well as workforce preparation training in the past, but we aim to serve more students and more impactful programs and services.

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Note: Lake County is divided into two areas and are in two CAEP consortia. North Lake County (Lakeport, Kelseyville, Upper Lake, Nice,) are in the Mendocino-Lake Adult Education consortium, and South Lake County (Lower Lake, Clearlake, Middletown) are in the North Central Adult Education Consortium–Yuba.

Three-Year Planning Process

MLACE's three-year planning process was rooted in a comprehensive needs assessment that integrated regional data analysis, direct stakeholder input, and collaborative review by consortium members, students, faculty, employers, and community partners. The planning team drew on resources such as U.S. Census and labor market data, member site reports, and surveys of students, staff, and employers. Regular meetings, self-assessments, and collaborative workshops

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ensured active participation from all agencies and key community partners.

Needs Assessment Findings

The consortium's needs assessment identified persistent barriers for adults in rural and underserved communities, including limited broadband access, transportation and childcare challenges, under-reported student data outcomes, digital literacy gaps, and underrepresentation of special populations (Native Americans, older adults, justice-involved individuals). Regional economic analysis highlighted the need to align education offerings with workforce demand in healthcare, construction, agriculture, and emerging sectors like technology and public safety.

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Surveys and data confirmed gaps in transition counseling, dual enrollment, career-aligned programming, and support services essential for student persistence. Though the consortium strives to provide access to all the adult education programs and services for a variety of learners in the communities in the counties, the consortium acknowledges that programs and services are not always *available* or feasible in all the individual agencies in our consortium due to the limited capacity to offer these adult education programs and lack of funding to provide a whole set of educational, career and academic services in each agency site or location. Our shared and collaborative work aims at addressing many of these gaps in program offering and services so that the variety of learners in our Mendocino and Lake counties can be served.

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

Three-Year Plan Metrics

The plan sets small but incremental measurable targets at both the consortium and member levels, tracking metrics such as number of adults served, English language learners, low-income and low-literacy populations, educational functioning gains, transitions to postsecondary and workforce, and employment outcomes after program exit. The plan aims to increase enrollment, expand program reach, and improve completion and transition rates for all priority populations. Annual targets are established for each member agency, with regular progress monitoring and data-driven refinement of strategies.

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Three-Year Plan - 2025-2028

Objectives and Strategies:

The Three-Year Plan is organized around three primary objectives:

1. **Address Educational Needs:** MLACE will expand access to adult education by increasing course offerings, enhancing dual enrollment and bridge programs, and targeting outreach to underserved and rural communities. Special emphasis is placed on expanding ESL, high school diploma, and short-term CTE programs, embedding bilingual and culturally responsive support, and piloting remote and hybrid learning options.
2. **Improve Integration of Services & Transitions:** The consortium will build seamless

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Three-Year Plan - 2025-2028

transitions to postsecondary education and careers through data-driven student support, enhanced professional development for staff, the introduction of individualized career and education planning tools, and strengthened employer engagement. Initiatives include consortium-wide career mapping, universal service referral systems, structured transition counseling, mentorship programs, and collaborative workforce partnerships.

3. **Improve Effectiveness of Services:** MLACE will improve program effectiveness by investing in staff professional development, standardizing assessment and placement practices, enhancing marketing and outreach, expanding distance learning, and closing gaps in non-academic support services such as childcare, transportation, and mental

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Three-Year Plan - 2025-2028

health. The consortium will further develop pathways for special populations, including justice-involved learners and adults with disabilities, and expand pre-apprenticeship and work-based learning.

Anticipated Outcomes

Through these strategies, MLACE expects to:

- Increase equitable access and completion rates in all CAEP program areas
- Reduce geographic and cultural barriers for rural and underserved learners

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- Improve transitions into employment, postsecondary education, and CTE pathways
- Expand the regional pipeline of skilled workers aligned with local employer needs
- Achieve measurable gains in educational attainment, digital literacy, and workforce participation

Funds Evaluation

MLACE allocates CAEP resources based on regional needs and state formulas, supplemented by LCFF, student fees, and grants. About 65% of CAEP funds support agencies with multiple program sites; Mendocino College, as fiscal agent, manages about 28% for shared support

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services. The consortium maintains an internal mini-grant process for innovation and ensures all carryover funds align with plan goals. A new consortium-wide carryover policy ensures compliance with state thresholds, improves quarterly reporting, and holds agencies accountable for timely, strategic expenditures.

MLACE's 2025–2028 CAEP Three-Year Plan reflects a shared commitment to removing barriers, expanding opportunity, and equitably serving adult learners in Mendocino and Lake Counties through coordinated, data-driven, and student-centered strategies.

SECTION 2: ASSESSMENT

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Pre-Planning Assessment - Overview and Preparation

The Mendocino-Lake Adult and Career Education (MLACE) Consortium conducted a comprehensive Needs Assessment to inform the development of its 2025–2028 Three-Year Plan. This assessment identified regional educational gaps, aligned services with labor market priorities, and highlighted opportunities to better serve adult learners. The process was grounded in data analysis, stakeholder engagement, and cross-agency collaboration to ensure strategies are equitable, coordinated, and responsive to community needs.

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Assessment Approach and Process

MLACE implemented a structured, multi-phase process that combined quantitative data analysis with qualitative insights from students, staff, employers, and community organizations.

1. Data Collection and Regional Review

The consortium collected regional data from the U.S. Census, CAEP Fact Sheets, CASAS performance reports, the Strong Workforce Program, and the Centers of Excellence. Key workforce and demographic data were accessed through platforms such as DataVista. This

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helped establish a clear picture of who lives in the region, where the greatest needs lie, and what sectors are projected to grow.

2. Consortium Member Plan Analysis

MLACE members reviewed and submitted key documents, including Continuous Improvement Plans (CIPs), WASC accreditation reports, and transition and enrollment data. This step helped uncover site-specific challenges such as facility limitations, inconsistent student placement practices, and gaps in program offerings.

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3. Stakeholder Engagement

The consortium administered surveys and conducted self-assessments with students, teachers, administrators, and partner organizations. Survey results revealed critical issues, including affordability, transportation, a lack of childcare, and limited awareness of available student support services. Staff identified a need for professional development and better alignment with workforce expectations. Employers emphasized foundational job skills, digital literacy, and the importance of connecting underserved populations, such as justice-involved individuals and rural residents, with training opportunities.

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4. Consortium Self-Assessment

Consortium members evaluated internal practices and scored areas such as student placement, wraparound service assessment, transition support, and the development of individual education plans. Lower-scoring items pointed to inconsistencies in how students are assessed and supported, as well as a need to improve dual enrollment, articulation agreements, and data tracking systems.

5. Data Integration and Gap Analysis

The consortium synthesized data across all sources to identify systemic barriers and service

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gaps. This analysis confirmed challenges such as limited broadband access, transportation issues, underrepresentation of specific populations, and a lack of alignment between training programs and high-demand careers. Areas needing immediate attention included the expansion of dual enrollment, personalized learning plans, ESL instruction, digital access, and workforce training for sectors such as healthcare, public safety, advanced manufacturing, and sustainable resource management.

Focus Areas Addressed

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- **Labor Market Information and Regional Trends:** Emphasis on industries with projected job growth and a need for short-term, industry-recognized certifications in areas such as medical assisting, cybersecurity, and phlebotomy.
- **Program Infrastructure and Equity:** Identified gaps in counselor availability, mental health services, and access to tutoring, especially among older adults, English learners, and Native American students.
- **Student and Staff Needs:** Students expressed strong interest in flexible class options, career-aligned programs, and access to hybrid instruction. Staff cited the need for better marketing, coordination with employers, and training to support students with complex

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needs.

Conclusion

MLACE's assessment process was comprehensive, inclusive, and grounded in both data and real-world experience. It has enabled the consortium to prioritize services that support adult learners' access, persistence, and transitions into the workforce or postsecondary education. This planning foundation will guide the implementation of strategies that address the region's most pressing educational and workforce needs.

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For a detailed account of findings, data sources, and analysis, readers are encouraged to review the full [MLACE Needs Assessment for CAEP Three-Year Plan 2025](#).

Data Collection Process

To accurately assess the needs of adult learners in Mendocino and Lake Counties, the MLACE Consortium designed and executed a comprehensive data collection strategy that integrated multiple data types, sources, and stakeholder perspectives. This multi-pronged approach enabled MLACE to identify both broad systemic issues and site-specific gaps in access, equity, and

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alignment with workforce needs.

Data Sources and Tools

MLACE drew upon a wide range of reliable quantitative and qualitative data sources:

- **Demographic and Socioeconomic Data:** U.S. Census, American Community Survey, and Small Area Income and Poverty Estimates (SAIPE) provided key insights into poverty rates, educational attainment, and workforce participation.

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- **Labor Market Information:** Centers of Excellence (COE), North Far North Regional Consortia reports, and EDD labor market data were used to identify high-growth sectors, emerging workforce trends, and credential demands.
- **CAEP Planning Tools:** CAEP Fact Sheets, DataVista dashboards, and CASAS performance data helped MLACE track educational outcomes, identify underserved subgroups, and monitor program completion and transition rates.
- **Consortium and Member Reports:** Internal reports, including Continuous Improvement Plans (CIPs), WASC reports, and site-level assessments, were reviewed to identify disparities in program infrastructure, access to counseling, and service consistency.

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- **Workforce and Industry Data:** The Strong Workforce Program (SWP), Career Technical Education (CTE) dashboards, and employer surveys were used to align programs with job market expectations and credentialing pathways.

Stakeholder Input and Surveys

One of MLACE's most valuable strategies was gathering input directly from those most impacted by adult education programs. Customized surveys were distributed to:

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- **Students:** To understand their barriers, learning preferences, support needs, and interest in specific career fields. Surveys highlighted the importance of flexible scheduling, hybrid learning options, and access to childcare, tutoring, and transportation.
- **Faculty and Staff:** To assess internal knowledge of services, resource limitations, and perspectives on student needs. Feedback highlighted regional disparities in broadband access, staffing shortages, and varying awareness of support services.
- **Employers and Industry Partners:** To identify in-demand skills, labor shortages, and areas where training does not align with job requirements. Emphasis was placed on soft skills, digital literacy, and pathways for justice-involved individuals and underserved rural

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populations.

- **Community Organizations:** To identify broader social service gaps and collaboration opportunities related to foster youth, Native American communities, and reentry populations.

Barriers Encountered

While the process was largely successful, MLACE encountered several challenges:

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- **Data Fragmentation:** Disparate systems across member sites and agencies made it difficult to compile consistent data on student transitions, support services, and non-academic outcomes.
- **Incomplete Reporting:** Some data, particularly around employment outcomes and student service utilization, were limited or unavailable, especially for students not tracked in formal CASAS reporting structures.
- **Digital Divide:** The same digital access barriers facing students (e.g., broadband gaps, device limitations) also impacted participation in online surveys and stakeholder outreach efforts in rural communities.

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- **Staff Capacity:** Limited administrative capacity across sites made it difficult to collect and synthesize data uniformly, requiring extended timelines and additional coordination to complete data collection tasks.

Successes and Lessons Learned

Despite these challenges, MLACE achieved several significant successes:

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- **Strong Stakeholder Participation:** Survey response rates from students and staff exceeded expectations, especially given the rural and dispersed nature of the service area.
- **Improved Data Literacy:** The consortium strengthened its use of DataVista and CAEP planning tools, increasing members' confidence in reviewing, interpreting, and applying data.
- **Collaborative Culture:** The process deepened cross-agency collaboration. Members shared resources, templates, and strategies to improve assessment consistency and ensure shared ownership of findings.
- **Evidence-Based Prioritization:** The volume and diversity of data collected allowed the

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consortium to move beyond anecdotal assumptions and prioritize strategies that address clear, documented gaps, particularly in workforce training, support services, and equitable access.

Looking Ahead

MLACE is committed to improving its data infrastructure and inter-agency reporting practices. Future efforts will focus on streamlining student tracking, improving employer engagement in outcomes measurement, and standardizing assessment tools across member sites. These

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improvements will help the consortium build on this assessment cycle and continuously refine programs to meet the evolving needs of its adult learner population.

Regional Alignment and Priorities

MLACE collaborates with a wide network of regional partners to ensure programs align with local workforce, education, and community needs. These partners include workforce development boards, regional employers, county offices of education, social services, and nonprofit organizations. These partnerships support program alignment, expand access to wraparound

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services, and strengthen transitions from adult education to employment or postsecondary education.

Partner Organization Name	Partner Organization Type
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BUILD Program–North Coast Opportunities	Other
West Business Center	Other
City of Ukiah	Other
City of Lakeport	Other

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Economic Development and Financing Corporation	Other
Workforce Alliance of the North Bay	Workforce Development Board
Department of Rehabilitation	Other
CalWorks	Community Organization

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California Human Development	Community Organization
Lake County Library	Community Organization
Upper Lake Unified	Unified School District
North /Far North Regional Consortia	Other

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Leggett Valley Unified	Unified School District
Round Valley Unified	Unified School District
Sutter Health	Industry
Sonoma County CTE Foundation	Community Organization

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MendoMill Lumber Company	Business
Mendocino County Probation	Other
Lake County Probation	Other
Lake County Sheriff's Department	Other

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Mendocino County Sheriff's Department	Other
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Top Priorities in Regional Alignment

- Developing or enhancing program mapping and career pathways that support identified industry needs - MLACE focuses on expanding and improving pathways in fields such as healthcare, public safety, agriculture, and emerging technologies (AI, renewable energy, cybersecurity) to meet current and projected labor demands.

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Funds Evaluation



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Three-Year Plan - 2025-2028

- Identifying emerging industries for the development of CTE programming aligned with regional needs, such as healthcare, construction, and renewable energy.
- Increasing access to and awareness of services - Outreach and marketing were identified as significant areas for improvement. Many students and community members are unaware of available programs, support services, and career pathways. Improving visibility is a key priority.
- Pooling resources to streamline service provision across providers - MLACE seeks to

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coordinate across sites to reduce duplication, expand access, and make efficient use of limited resources (e.g., counseling, digital access, transportation, and wraparound support).

- Providing hiring and training services and initiatives relevant to the local workforce, and identifying these specific needs. Employers emphasized the need for workforce-aligned skills, soft skills, and customized training*. MLACE is working to create training programs responsive to these industry-identified needs.
- Supporting changing industry needs that require retraining and upskilling of workers to

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Three-Year Plan - 2025-2028

prepare for high-demand jobs - Rapid changes in technology and workforce demand (e.g., AI, digital literacy) necessitate continual upskilling and reskilling, especially in rural and underserved populations.

- Alignment of curriculum, student assessments, articulation, connecting bridge courses, and/or dual enrollment to support transitions - Inconsistent assessment and placement processes were the lowest-rated area in MLACE's consortium self-assessment. The plan emphasizes aligning curricula, creating bridge programming, and expanding dual enrollment opportunities.

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- Increasing counselor/advisor capacity and structured educational planning (IEPs) to ensure student persistence and successful transitions.
- Building stronger employer and community partnerships to ensure program alignment and inclusivity.

*These priorities reflect the findings and recommendations outlined in the [MLACE Needs Assessment for CAEP Three-Year Plan 2025](#) and are embedded in the consortium's strategic goals for 2025–2028.

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Three-Year Plan - 2025-2028

Alignment with Other Education and Workforce Plans

Relevant Plans and Participants

- WIOA Title II Continuous Improvement Plan (CIP)
- Carl D. Perkins Comprehensive Local Needs Assessment (CLNA)
- WIOA Title I Local & Regional Plans
- Strong Workforce Program (SWP) Local and K12 Plans (in NOVA)
- Accreditation Self-Studies (WASC and COE)

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Each plan highlights the need for:

- Industry-aligned CTE programs (especially in healthcare, agriculture, and public safety)
- Improved transitions to college and career
- Stronger support services for disadvantaged populations
- Better employer engagement and job readiness skills
- Investment in digital literacy, broadband, and workforce re-skilling

Current CAEP Alignment

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CAEP-funded services at MLACE are well-aligned with these plans in several key areas:

- **Career Pathways & CTE Expansion:** CAEP supports new programming in emerging industries, such as cybersecurity, green energy, and forest management, as outlined in the SWP and CLNA plans.
- **Transition Support:** Efforts to improve student transitions through bridge programs, counseling, and career planning reflect WIOA and accreditation priorities.
- **Digital & Foundational Skills:** CAEP offers digital literacy, ESL, and adult basic education that respond to needs identified in WIOA and workforce plans.

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- **Shared Resources & Coordination:** MLACE is working to pool resources across agencies for outreach, support services, and infrastructure improvements.

Gaps in Alignment

Despite strong alignment, some gaps remain:

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- **Assessment & Placement:** CAEP members report inconsistent use of assessments and placement practices, limiting seamless student transitions (CIP priority).
- **Dual Enrollment & Articulation:** Few formal agreements exist to link adult education with postsecondary or career pathways (Perkins and SWP focus).
- **Employer Partnerships:** While improving, more structured collaboration is needed to co-develop curriculum and internships (WIOA Title I goal).
- **Wraparound Services:** Limited childcare, mental health support, and transportation access create persistent barriers to access and completion.

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By integrating the strategies of these regional plans, CAEP services in MLACE are advancing equitable workforce and education outcomes. Addressing identified gaps will enhance alignment and effectiveness over the next three years.

Evaluate the Educational Needs of Adults in the Region

The Mendocino Lake Adult & Career Education (MLACE) Consortium serves a diverse and geographically expansive region, where adults face multiple educational barriers shaped by poverty, limited access to services, and workforce skill gaps. Using findings from the [MLACE](#)

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[Needs Assessment for CAEP Three-Year Plan 2025](#), the consortium has identified several data-informed indicators of regional educational need, alongside implications for programming and resource allocation.

Key Data Points Indicating Educational Needs

1. Low Educational Attainment:

13.7% of adults in Mendocino and Lake Counties lack a high school diploma, while an additional 30% report a high school diploma as their highest level of education, and 27%

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have some college but no degree (p. 21).

2. Language and Literacy Barriers:

Among Limited English Proficient (LEP) residents, 95% speak Spanish at home, and 61.6% have not completed high school (p. 21). This contributes to persistent gaps in both language acquisition and academic attainment.

3. Workforce Participation Challenges:

Approximately 45% of adults in near-poverty or no-diploma groups are not engaged in the labor force (p. 21). Additionally, the unemployment rate among young adults aged 20–24 is 14.8%, significantly higher than regional and state averages (p. 21).

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4. Digital Divide and Access to Technology:

Broadband access in rural communities such as Willits Unified stands at only 83.6%, compared to the California state average of 91.5% (p. 23). Limited device access and low digital literacy restrict participation in both online learning and remote workforce opportunities (p. 23).

5. Economic Disadvantage:

Poverty rates are high, with 17.1% of Lake County residents and 17.6% of Mendocino County residents living below the poverty line (p. 20). Median household incomes are significantly lower than the state average, limiting access to education and training (p. 20).

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6. Support Services Gaps:

Surveys revealed that 25% of students requested additional tutoring services, but none reported accessing available tutoring (p. 12). Transportation was also cited as a major need, with 10–15% of students requiring assistance commuting to classes (p. 12).

7. Access Barriers in Rural Communities:

Students in remote areas face geographic isolation that limits access to postsecondary education and career training, especially where public transportation and broadband infrastructure are inadequate (p. 4, p. 23).

8. Equity Gaps for Special Populations:

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Native American students and older adults experience lower rates of persistence and success compared to other groups (p. 15). Justice-involved individuals face unique barriers, including lack of technology access and program relevance in secure environments (p. 17).

9. Low Transition Rates:

Only 19% of adult learners transition into career technical education (CTE) programs or postsecondary education, demonstrating a need for stronger bridge programs and transition counseling (p. 8).

10. Declining Enrollment among Younger Adults:

Enrollment of students aged 20–21 has declined significantly, indicating a need for

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targeted recruitment and retention strategies for disconnected youth (p. 8).

Implications for Consortium Priorities

These key data points confirm the urgent need for:

- Expanding access to high school diploma, HSE, and ESL programs targeting rural, low-income, and linguistically diverse populations.
- Enhancing digital literacy training and increasing access to broadband and devices for

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Funds Evaluation



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remote learners.

- Strengthening career counseling, bridge programming, and dual enrollment opportunities to support smoother transitions into college and employment.
- Developing CTE programs aligned with high-demand sectors such as healthcare, construction, agriculture, and technology.
- Increasing availability of wraparound support services, including tutoring, transportation assistance, and mental health resources.
- Implementing culturally responsive strategies and services that specifically address the needs of Native American learners, older adults, and justice-involved individuals.

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MLACE's strategic focus on these needs ensures that consortium resources will be dedicated to areas with the greatest potential to improve educational outcomes, increase workforce participation, and support long-term economic mobility across Mendocino and Lake Counties.

Resource Allocation Considerations

MLACE will strategically dedicate CAEP resources to address its confirmed regional needs. Priorities include expanding program access in underserved and rural communities, hiring additional counselors and transition specialists to improve student support, and developing

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flexible instructional models, including hybrid and online options, to reach remote learners. MLACE will also allocate CAEP resources to strengthen digital literacy and expand professional development opportunities, with a focus on equity, trauma-informed instruction, and culturally responsive practices. In addition, MLACE will strengthen collaborative planning with employers and regional partners to ensure adult education programs align closely with evolving workforce demands and provide clear pathways to high-demand careers. (See Sections 4 and 5 for further details).

Needs

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The Mendocino Lake Adult & Career Education (MLACE) Consortium serves a rural and economically diverse region where adults face layered educational and workforce barriers. The consortium's confirmed needs point to focused priorities: expanding access for underserved populations, improving digital equity, aligning education with workforce demands, and strengthening support services.

Access Challenges for Underserved Populations

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Adults from rural, low-income, and linguistically diverse backgrounds encounter significant barriers to participation. Limited access to high school diploma/HSE programs, ESL services, and career pathways persists in isolated communities, requiring expansion of both in-person and online offerings (p. 4, p. 21).

Digital Divide and Technology Barriers

Broadband access is critically limited in areas such as Willits Unified (83.6% with broadband access versus 91.5% statewide) (p. 23). This restricts opportunities for hybrid learning, workforce training, and career advancement. Confirmed strategies prioritize investment in digital literacy

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instruction and access to technology to bridge these gaps.

Workforce Alignment Needs

The regional labor market demands skilled workers in healthcare, agriculture, construction, and emerging technology fields. However, current training programs are primarily concentrated in healthcare, with limited options available for other high-growth sectors (p. 6–7). MLACE is targeting the expansion of career education pathways aligned to local employer needs to ensure more adults can access living-wage jobs.

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Support Services and Student Persistence

Surveys indicated that while 25% of students requested tutoring, none reported receiving it (p. 12). Transportation, evening classes, and childcare were also identified as persistent barriers. Confirmed priorities include strengthening academic and transition counseling, expanding tutoring services, and enhancing access to basic supports that are essential for student persistence and success.

Equity Gaps among Special Populations

Native American students, justice-involved individuals, and older adults experience

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disproportionate barriers to educational attainment and workforce transition (p. 15, p. 17). Tailored outreach, culturally responsive programming, and targeted support services are critical to closing equity gaps and improving outcomes for these groups.

Low Transition Rates to Postsecondary and CTE Programs

Only 19% of adult learners successfully transition into CTE or college-level coursework (p. 8). This gap underscores the need for structured bridge programming, dual or concurrent enrollment opportunities, and individualized education planning to support students' transitions into advanced education and employment pathways.

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Through targeted investments in access, digital inclusion, workforce alignment, and support services, MLACE is strategically addressing the most pressing educational needs facing adults in Mendocino and Lake Counties.

Challenges

The MLACE region faces a unique combination of rural isolation, economic hardship, and infrastructure gaps that directly impact the delivery of adult education programs. These challenges are shaped by the region's geography, population diversity, and limited access to services,

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requiring local solutions that are both flexible and equity-driven.

Geographic Isolation and Infrastructure Limitations

Many MLACE member sites are located in remote or hard-to-reach communities with limited broadband access, aging facilities, and inadequate transportation. These conditions restrict student participation in both in-person and online learning, especially in areas such as Anderson Valley, Fort Bragg, and Leggett Valley, where limited public transportation options and outdated buildings reduce service capacity.

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Economic Inequity and High Living Costs

Poverty rates in Mendocino and Lake Counties exceed 17 percent, and the cost of living continues to rise. Lack of affordable housing, limited childcare options, and high healthcare costs contribute to economic instability. These conditions create barriers for adult learners who are balancing employment, family responsibilities, and education.

Labor Market and Staffing Issues

The region struggles to fill instructional positions in high-demand areas such as healthcare, trades, and counseling. Programs like CNA and Medical Assisting often face staffing shortages or lack the

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facilities to expand. Additionally, many staff report burnout and uneven access to technology and support services, which further impacts program quality and consistency.

Digital Access and Technology Gaps

Broadband access is uneven across the region, with some communities falling well below state averages. This creates major obstacles to digital learning, particularly in areas with high poverty or limited infrastructure. Students and staff also identified a need for more training and support in using digital tools for learning and instruction.

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Diverse Regional and Cultural Needs

The population served by MLACE includes English learners, Native American communities, older adults, and justice-involved individuals. These groups face distinct barriers that require culturally responsive outreach, flexible scheduling, and expanded wraparound services to support retention and success.

Additional Programmatic Barriers

Students often face limited awareness of available programs, inadequate access to mental health support, and insufficient guidance for transitions into college or career training. These issues

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reduce participation, limit goal-setting, and prevent successful outcomes.

Together, these challenges reflect the complexity of delivering adult education in a rural, underserved region. MLACE continues to address these barriers through regional coordination, employer engagement, and investment in student support and infrastructure.

MLACE programs serve a diverse range of adult learners, including older adults, individuals with disabilities, disconnected youth, and those with limited English proficiency or a high school education or less. Many students come from economically disadvantaged backgrounds,

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underserved rural areas, or are unemployed and seeking reentry into the workforce. The consortium also supports foreign-born residents, justice-involved individuals, underrepresented minority populations, veterans, and workers needing upskilling. Services are designed to meet the foundational, language, academic, and workforce preparation needs of these groups, helping them transition to employment or further education.

Contributions by Entities

Name	Role	Site	Three-Year Plan
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			Contribution
Kris Swett	Principal	Ukiah Adult School	3 year strategic team
Nikki Agenbroad	Budget Analyst, Adult School	Ukiah Unified School District	3 year strategic team
Kathy Kiely	Teacher	Ukiah Adult School	3 year strategic team
Dave Gengoux	Teacher	Ukiah Adult School	Input at consortium meetings
Buffey Bourassa	Restorative Justice Program Manager	Mendocino County Sheriff's Office	Input at consortium meetings

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Three-Year Plan - 2025-2028

Euline Olinger	Consortium Director	MLACE	3 year strategic team
James Hayes	External Consultant	Sage Business & Education	Consultant/facilitator
Noor Dawood	Adult School Co-coordinator	Anderson Valley	Input at consortium meetings
Maggie Von Vogt	Adult School Co-coordinator	Anderson Valley	3 year strategic team
Gary Lewis	Principal	Fort Bragg	Consortium meetings
Arlissa Tupper	Business Office Analyst	Fort Bragg	Consortium meetings

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Arora Chavez	Director of Special Programs	Willits Unified	Consortium meetings
Mark Beebe	Superintendent	Willits Unified	Consortium meetings
Tami Mee	Manager of Healthcare Programs	Mendocino County Office of Education	Consortium meetings
Eric Crawford	Director of College and Career Readiness	Mendocino County Office of Education	Consortium meetings
Matt Russell	Director of Adult Education & College	Lake County Office of Education	3 year strategic team

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Three-Year Plan - 2025-2028

	and Career Readiness		
Jonna Weidaw	Director of Curriculum Development	Lakeport Unified School District	3 year strategic team
Sita Williams	Business and Employer Liaison	Workforce Alliance of the North Bay	3 year strategic team; community partner; LMI data
Lisa Benevides	Operations Supervisor	Career Point–Mendocino and Lake	3 year strategic team
Pamela Heston	Director, Employer	North Far North Workforce	3 year strategic team

Mendocino Lake Adult & Career Education (MLACE)



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Three-Year Plan - 2025-2028

Bechtol	Partnership	Region	
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Regional Service Providers (2023-2024 program year).

Mendocino Lake Adult & Career Education (MLACE)

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Three-Year Plan - 2025-2028

Provider Name	# of Participants in Program Area								
	ABE	ASE	AWD	CSS	CTE	ESL	PA	Short-Term CTE	WR
Anderson Valley	0	0	0	0	0	74	0	0	0
Fort Bragg	0	21	0	0	0	37	0	0	0
Lake Co. Office of Education	0	0	0	0	0	0	0	41	0

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Three-Year Plan - 2025-2028

Lakeport Unified	0	15	0	0	0	0	0	0	0
Mendocino Co. Office of Education	0	0	0	0	0	0	0	70	0
Mendocino-Lake CCD*	101	101	140	0	0	507	0	140	25
Ukiah Unified	0	182	84	0	0	109	0	26	0
Willits Unified	0	24	0	0	0	0	0	0	0

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Three-Year Plan - 2025-2028

Total Participants	101	274	308	0	26	731	0	251	25
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*Institutional Research Mendocino College for 2023-2024

Additional Regional Service Providers

Provider Name	Provider Type	Program Area for Which Services are Provided
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Mendocino Lake Adult & Career Education (MLACE)

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		ABE	ASE	AWD	CSS	CTE	ESL	PA	Short Term CTE	WR
Lake County Public Library	Community Organization	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>			
Workforce Alliance of the North Bay (Careerpoint)	Community Organization					<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Industries Served

The MLACE Consortium currently serves and plans to expand its programming across five priority industries: agriculture, construction, healthcare, hospitality and food services, and technology. These sectors reflect both historical regional strengths and emerging economic opportunities identified through labor market data and employer feedback.

Agriculture

Agriculture remains a core economic driver, particularly in Mendocino County, where the sector

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Three-Year Plan - 2025-2028

continues to grow at a rate of 17 percent annually. There is increasing demand for training in agriscience, farm management, ecological sustainability, and equipment operation. Challenges in this sector include an aging workforce, limited bilingual training programs, and gaps in digital literacy for modern agricultural technologies.

Construction

The construction industry offers strong earning potential and steady demand across the region,

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particularly as infrastructure and housing development efforts continue to expand. Employers report a need for entry-level and certified workers, including those with skills in welding, plumbing, electrical systems, and green building practices. MLACE faces challenges in this sector due to limited access to certified instructors and the need for updated training spaces and equipment.

Healthcare

Healthcare is the fastest-growing sector in both counties, with projected job growth across multiple roles, including CNAs, LVNs, medical assistants, and behavioral health workers. High

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poverty rates and limited access to care in rural communities have amplified the need for a local healthcare workforce. Training programs are popular, but they are often constrained by limited space, staffing shortages, and outdated facilities. Expanding access to healthcare credentials and clinical training opportunities remains a top priority.

Hospitality/Food Services

This industry is vital to the region's tourism economy and offers many entry-level employment opportunities. Employers report strong demand for line cooks, lead chefs, and hotel and restaurant managers. Training needs include food safety certification, customer service, and supervisory

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skills. Seasonal hiring cycles, transportation barriers, and a lack of flexible training options limit workforce participation and career advancement in this field.

Technology

Technology is an emerging focus area, particularly in fields like cybersecurity, data analysis, GIS mapping, and digital media. The region's growing emphasis on remote work, AI, and digital tools presents an opportunity to engage younger and more tech-savvy learners. However, limited broadband access, digital literacy gaps, and a shortage of qualified instructors remain significant barriers. MLACE is actively working to build foundational digital skills and connect learners to

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certifications that align with industry needs.

Public Safety and Environmental Management

The regional community college district is offering credit courses in fire safety, environmental science, and public safety. MLACE has yet to explore programming related to public safety and environmental fields, such as forest management and firefighting. These sectors offer meaningful careers tied to the region's geography and natural resources. Opportunities in these fields are growing, but training needs specialized facilities, equipment, and multi-agency partnerships.

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Overall, MLACE is aligning its programs with both current employer needs and projected regional trends, using local labor market data and stakeholder input to guide the development of career pathways. Addressing industry-specific challenges, such as limited instructor capacity, transportation, and digital access, will be crucial to the program's success and sustainability.

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

The MLACE Consortium currently offers a broad range of adult education and workforce

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development services across its member institutions, including school districts, county offices of education, and Mendocino College. These services span the seven California Adult Education Program (CAEP) program areas and are designed to meet the diverse needs of adult learners throughout Mendocino and Lake Counties.

Current Types of Services (CAEP's Program Areas)

MLACE members currently provide services in the following CAEP program areas:

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Three-Year Plan - 2025-2028

1. Adult Basic Education (ABE)
2. Adult Secondary Education (ASE)
3. English as a Second Language (ESL)
4. Adults with Disabilities (AWD)
5. Career Technical Education (CTE)
6. Workforce Preparation for Entry or Reentry into the Workforce

Evaluation of Alignment with Identified Needs

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

The MLACE Consortium currently demonstrates strong coverage of CAEP program areas, particularly in basic skills education, English as a Second Language (ESL), and healthcare-focused Career Technical Education (CTE) programs. However, to fully meet the region's most critical educational needs, several essential gaps remain:

Geographic and Equity Gaps:

Adults in remote and rural communities continue to face barriers to accessing consistent instructional hours due to limited broadband infrastructure, transportation challenges, and the geographic dispersion of services (p. 4, p. 23). Expanding outreach and flexible learning options in

Mendocino Lake Adult & Career Education (MLACE)

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Three-Year Plan - 2025-2028

underserved areas is essential to address this confirmed need.

Support Services and Transition Readiness:

Access to academic counseling, case management, and career transition support remains inconsistent across the region. Without strong education planning and navigation assistance, many first-generation adult learners face significant barriers to achieving their educational goals and entering the workforce (p. 12, p. 8).

Limited Program Variety in High-Demand Sectors:

Mendocino Lake Adult & Career Education (MLACE)

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Three-Year Plan - 2025-2028

While healthcare pathways are well-developed, there is a lack of short-term Career and Technical Education (CTE) programming in construction, agriculture, technology, and public safety fields. These are key sectors identified for regional economic growth and labor market alignment (pp. 6–7).

Underserved Populations:

Specialized services for adult learners with disabilities, Native American students, and justice-involved individuals remain limited. Tailored programming, expanded partnerships, and culturally responsive strategies are necessary to better support these groups (p. 15, p. 17).

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

Inconsistent Digital and Hybrid Access:

Although some members offer hybrid learning options, inconsistent broadband access and low digital literacy skills significantly hinder participation in online and technology-enhanced learning opportunities (p. 23).

While MLACE has built a strong foundation in serving adult learners, closing these gaps is critical to achieving the consortium's strategic priorities. Expanding service delivery in rural areas, diversifying and aligning program offerings with workforce demands, strengthening transition support, and investing in infrastructure and staffing will be key to increasing access, equity, and

Mendocino Lake Adult & Career Education (MLACE)

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Three-Year Plan - 2025-2028

student success across Mendocino and Lake Counties.

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

SECTION 3: METRICS

CAEP Barriers and Metrics

Consortium Level Metrics

Mendocino Lake Adult & Career Education (MLACE)



Funds Evaluation

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Three-Year Plan - 2025-2028

- Number of Adults Served

Consortium Level Student Barriers

- English Language Learner
- Low Income
- Low Literacy
- Reported Cultural Barriers

Member Level Metrics

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

- Adults Served Who Became Participants
- ABE
- ASE
- ESL
- Adults with Disabilities
- Short-Term CTE
- Workforce Preparation
- High School Diploma, GED, or Equivalency
- Educational Functioning Level Gains

Mendocino Lake Adult & Career Education (MLACE)

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Three-Year Plan - 2025-2028

- Transition to Non-Developmental Credit College Course
- Employed in the 2nd Quarter After Exit

Consortium Level Metric Targets

Metric Description	Consortium Level Metric Targets					
	2022-23 Actuals	2023-24 Actuals	2024-25 Actuals*	2025-26 Targets	2026-27 Targets	2027-28 Targets
Number of Adults Served	1062	1142	1115	1150	1200	1250

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

English Language Learner	356	368	292	300	350	400
Low Income	330	474	266	300	350	400
Low Literacy	499	505	456	500	525	550
Reported Cultural Barriers	81	274	89	100	125	150

*Q3 of 2024-25

Member Level Metric Targets

Anderson Valley

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

Metric Description	Member Level Metric Targets					
	2022-23 Actuals	2023-24 Actuals	2024-25 Actuals*	2025-26 Targets	2026-27 Targets	2027-28 Targets
Adults Who Became Participants	72	74	87	92	97	102
ABE	4	1	23	10	11	12
ASE	13	29	0	5	7	10
ESL	121	74	121	127	133	140

Mendocino Lake Adult & Career Education (MLACE)

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Three-Year Plan - 2025-2028

*Extracted from TE Q3 of 2024-25

Fort Bragg						
Metric Description	Member Level Metric Targets					
	2022-23 Actuals	2023-24 Actuals	2024-25 Actuals*	2025-26 Targets	2026-27 Targets	2027-28 Targets
Adults Who Became Participants	31	81	50	60	75	90
ASE	44	39	14	20	25	30

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Three-Year Plan - 2025-2028

ESL	19	37	22	<u>25</u>	<u>30</u>	<u>35</u>
Earned a High School Diploma, GED, or Equivalency	*	11	8	<u>15</u>	<u>20</u>	<u>25</u>

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Lake Co. Office of Education	
Metric Description	Member Level Metric Targets

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Three-Year Plan - 2025-2028

	2022-23 Actuals	2023-24 Actuals	2024-25 Actuals*	2025-26 Targets	2026-27 Targets	2027-28 Targets
Adults Who Became Participants	37	41	64	25	30	35
Short-Term CTE	37	41	32	18	18	18
Employed in the 2nd Quarter After Exit	8	10	12	10	10	10

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Three-Year Plan - 2025-2028

Mendocino Co. Office of Education						
Metric Description	Member Level Metric Targets					
	2022-23 Actuals	2023-24 Actuals	2024-25 Actuals*	2025-26 Targets	2026-27 Targets	2027-28 Targets
Adults Who Became Participants	28	71	77	107	127	127
Short-Term CTE	28	71	77	107	127	127
Workforce Preparation	21	41	77	107	127	127

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

Became Employed in the 2nd Quarter After Exit	7	14	9	13	17	21
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*Extracted from TE Q3 of 2024-25

Mendocino-Lake CCD						
Metric Description	Member Level Metric Targets					
	2022-23 Actuals*	2023-24 Actuals*	2024-25 Actuals	2025-26 Targets	2026-27 Targets	2027-28 Targets

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

Adults Who Became Participants	1604	1014	NA	1200	1225	1230
ABE	105	101	NA	105	110	115
ASE	76	101	NA	105	110	115
ESL	254	507	NA	520	540	550
Short-Term CTE	188	140	NA	150	155	160
Workforce Preparation	116	25	NA	30	35	40

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

Earned a High School Diploma, GED, or Equivalency	20	31	35	35	40	45
Transition to Non-Developmental Credit College Course	3*	5*	NA	10	15	20

*Institutional Research MC–Non-credit report: 22/23, 23/24

*ESL students transitioned to Non-developmental College course

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

Lakeport Unified						
Metric Description	Member Level Metric Targets					
	2022-23 Actuals	2023-24 Actuals	2024-25 Target**	2025-26 Targets	2026-27 Targets	2027-28 Targets
Adults Who Became Participants	0	0	0	0	0	0
ABE	0	0	0	0	0	0

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

Lakeport Unified						
ASE	0	0	0	0	0	0
Earned a High School Diploma, GED, or Equivalency	49	48	45	45	45	45

* Lakeport Unified actuals are for 12th graduates in alternative/independent study programs and not all are 18 years or over.

**Extracted from TE Q3 of 2024-25

Commented [1]: @eolinger@mendocino.edu
Assigned to eolinger@mendocino.edu

Commented [2]: Here are the # for both NHS and LAS which both schools make up the LAEC

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

Ukiah Unified						
Metric Description	Member Level Metric Targets					
	2022-23 Actuals	2023-24 Actuals	2024-25 Actuals*	2025-26 Targets	2026-27 Targets	2027-28 Targets
Adults Who Became Participants	320	489	347	490	495	500
ABE	21	0	0	20	25	30
ASE	171	316	144	320	325	330

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

Ukiah Unified						
ESL	127	134	128	130	135	138
Adults with Disabilities	77	97	67	95	100	105
Short-Term CTE	32	26	27	25	27	29
Earned a High School Diploma, GED, or Equivalency	39	74	34	65	70	80
Educational Functioning Level	63	73	42	75	80	83

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

Ukiah Unified						
Gains						

*Extracted from TE Q3 of 2024-25

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

Willits Unified						
Metric Description	Member Level Metric Targets					
	2022-23 Actuals	2023-24 Actuals	2024-25 Actuals*	2025-26 Targets	2026-27 Targets	2027-28 Targets
Adults Who Became Participants	23	24	26	27	28	29
ASE	28	25	28	29	30	31
Earned a High School Diploma, GED, or Equivalency	13	12	10	12	14	16

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

*Extracted from TE Q3 of 2024-25

Member Spending Targets

Member Spending Targets						
Member	Percent of 2022-23 Available Funds Spent	Percent of 2023-24 Available Funds Spent	Percent of 2024-25 Available Funds Spent*	2025-26 Targets	2026-27 Targets	2027-28 Targets

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

Anderson Valley	100%	100%	60%	80%	80%	80%
Fort Bragg	100%	100%	60%	80%	80%	80%
Lake Co. Office of Education	100%	100%	60%	80%	80%	80%
Mendocino Co. Office of Education	100%	100%	60%	80%	80%	80%
Mendocino-Lake CCD	100%	100%	40%	90%	90%	90%

Mendocino Lake Adult & Career Education (MLACE)

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Three-Year Plan - 2025-2028

Ukiah Unified	100%	100%	100%	80%	80%	80%
Willits Unified	100%	100%	100%	80%	80%	80%

*Q2 of 2024-25

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

SECTION 4: OBJECTIVES

Objective #1: Address Educational Needs

The Mendocino-Lake Adult Education Consortium will address identified educational needs by

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

employing targeted strategies to enhance student access, enrollment, and outcomes across career education, high school completion, and English as a Second Language (ESL) pathways.

Consortium members will expand course offerings and strengthen dual enrollment opportunities with adult schools and the region's community college to increase access to high-demand short-term and mid-term career education programs. Developing shorter CTE certificate programs aligned with industry needs will also provide clear career pathways for younger and returning adult learners. Enrollment is expected to increase by at least 10% through targeted marketing, flexible learning models (including hybrid, online, and virtual reality modalities), and parent-

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Three-Year Plan - 2025-2028

focused education campaigns designed to enhance community awareness. Additionally, a dedicated focus on work-based learning (WBL) and industry partnerships, alongside the introduction of an intensive two-week Medical Terminology prerequisite course, will enhance student readiness, particularly within healthcare-related pathways. Targeted outreach efforts at regional job centers and high schools will further support the recruitment of students seeking meaningful employment opportunities.

Recognizing the diverse scheduling needs of adult learners, the consortium will strategically expand adult school offerings, especially in healthcare and non-credit courses. Classes will be

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

scheduled flexibly across evenings, mornings, and weekends, and delivered in multiple formats, including traditional face-to-face instruction, online learning, hybrid, and hyflex options. By diversifying course delivery methods, the consortium aims to remove barriers to education and better serve working adults and non-traditional learners, facilitating their successful entry into higher education, training programs, or direct employment opportunities.

To address geographic and educational equity, the consortium will expand and enhance educational offerings in underserved and remote areas. New and revised High School Equivalency (HSE) and High School Diploma (HSD) programs will specifically target coastal and rural

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communities, such as Anderson Valley, Leggett, and Covelo/Round Valley. These efforts will significantly improve access to essential educational credentials, ultimately enhancing workforce readiness and economic mobility for students in geographically isolated regions.

Additionally, the consortium will broaden ESL course availability by establishing multiple instructional sites throughout the region. Mobile learning units and satellite classroom locations will be explored as possibilities to overcome geographic challenges, increase enrollment, and deliver high-quality ESL instruction and support services directly to underserved English learners. This expansion ensures that language education is inclusive, accessible, and effective for students

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regardless of their physical location.

Objective #2: Improve Integration of Services & Transitions

The Mendocino-Lake Adult Education Consortium will implement comprehensive strategies designed to enhance the integration of services and improve student transitions to post-secondary education and the regional workforce.

Utilizing Data:

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The consortium will conduct quarterly reviews of student data, utilizing advanced data visualization tools and dashboards to monitor student progress, identify gaps, and ensure continuous improvement in service delivery. This data-driven approach will guide adjustments in programming and support services, ensuring alignment with student needs and labor market demands.

Providing Professional Development:

Consortium members will attend regular workshops, webinars, and conferences to enhance their capacity to support integrated services and student transitions. Focused training sessions will be

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provided on student tracking technologies and systems, equipping staff with essential skills for effective data management and real-time monitoring of student outcomes.

Identifying Best Practices:

Consortium members will align practices and procedures through regular collaboration to promote accountability and consistency across member institutions. Consortium-wide meetings will support the sharing of best practices and the refinement of integrated service models, ensuring effective transitions from adult education into post-secondary education and employment.

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Offering Flexible Courses and Services:

To meet students where they are, the consortium will continue expanding hybrid and hyflex course offerings alongside virtual and in-person tutoring and student support centers. This flexibility in delivery methods ensures all learners, especially those with demanding schedules or geographic barriers, can seamlessly access educational resources and transition support.

Reducing Cultural and Language Barriers:

The consortium will address cultural and language barriers through expanded bilingual support, classes for parent education, targeted outreach efforts, translated enrollment materials, and

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culturally responsive instruction. Strengthening partnerships with county agencies, community organizations, and other adult education providers will ensure non-English speaking students and families can effectively navigate educational systems, access wraparound services, and smoothly transition into post-secondary education and careers. The consortium will also establish structured ESL workforce preparation programs tailored specifically to facilitate career advancement for English learners.

Implementing Student-Centered Transition Support:

Students will receive individualized support through personalized transition plans developed from

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their entry into consortium programs. These plans will strategically integrate dual enrollment opportunities and real-world experience through robust employer partnerships, connecting academic achievements directly with career outcomes. A mentorship program will pair students with industry professionals for ongoing guidance in career exploration, skills development, and networking, ensuring meaningful pathways into employment and post-secondary education.

Strengthening Employer and Workforce Partner Engagement:

The consortium will deepen collaboration with key workforce entities, including Career Hub, North Far North Employer Partnership, West Development Center, and CareerPoint, to align training

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programs with regional labor market demands. These partnerships will enable the co-creation of relevant workforce training and career pathways in vocational trades, healthcare, and business sectors, enhancing program relevance, facilitating work-based learning experiences, and improving employment transitions.

Enhancing Coordination and Universal Access:

The consortium will actively participate in and investigate efforts by regional entities to provide access to essential student services, including transportation, broadband internet, childcare, and wraparound support. An access model could possibly be developed, enabling students to easily

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navigate and utilize available services across all consortium agencies. A referral system could be established to streamline access to supportive services, ensuring consistent and equitable student support consortium-wide.

Individualized Career and Education Planning Tools:

The consortium will introduce individualized planning tools, modeled similarly to Individualized Education Plans (IEPs), to guide adult learners in setting and achieving their educational and career goals. These personalized pathway maps will clearly articulate learner strengths, appropriate educational programs, and practical transitions into post-secondary education and

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employment, providing targeted guidance and continuous progress monitoring.

Partnering with Local College for Structured Transitions:

Continued collaboration with the local community college will enhance structured "bridge" programs, providing robust academic and career counseling resources to adult learners. These bridge programs, complemented by targeted career exploration events and dedicated transition counseling, will facilitate smoother transitions from adult education into college-level coursework and workforce opportunities. The college will also provide financial aid advising to help adult learners access resources needed to complete educational and training programs.

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Expanding Skills Training Accessibility:

The consortium will further partner with CareerPoint (WANB) and the college's Career Hub to deliver communication, job readiness, and workforce preparation courses directly at employer worksites and community centers. These flexible, location-specific training opportunities ensure that workforce preparation is accessible to a variety of learners, directly connecting educational experiences with regional employment opportunities.

Objective #3: Improve Effectiveness of Services

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The Mendocino-Lake Adult Education Consortium will employ targeted programmatic and operational strategies to significantly enhance the effectiveness of adult education services, driving stronger student outcomes, higher retention, and increased workforce readiness.

Programmatic Strategies:

Develop or Improve Professional Development Activities:

The consortium will expand professional development programs to enhance instructional quality and staff capabilities, particularly around supporting diverse learner needs, integrating technology,

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and providing culturally responsive instruction.

Develop or Improve Pathways/Maps for Students:

The consortium will refine career and educational pathway maps, clearly outlining entry points, progression steps, support services, and transitions into employment or post-secondary education. These pathway maps will be made accessible and tailored to meet student needs in high-demand industries.

Develop or Improve Community Partnerships:

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Enhanced partnerships with correctional facilities, reentry programs, workforce agencies, and community-based organizations will facilitate targeted education-to-workforce transitions, especially for justice-involved individuals. Strategic collaboration will also improve employment opportunities for younger adults and near-poverty populations.

Develop or Improve Transition and Counseling Services/Resources:

Comprehensive counseling and transition services will be expanded, offering individualized support from enrollment through completion, and actively connecting learners with employment opportunities or higher education institutions.

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Develop or Improve Distance Learning Capabilities (Flexible Schedule):

Distance learning options, including online, hybrid, and hyflex models, will continue to be improved, offering flexible scheduling to meet diverse student needs and promoting greater access to educational programs.

Develop or Improve ESL Instruction:

The consortium will strengthen ESL programs, integrating structured workforce preparation curricula and bilingual support services, enhancing language instruction, and directly supporting transitions into the workforce.

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Close Gaps in Services:

Through a structured assessment and standardized placement process for students, the consortium will close gaps in non-academic support services, ensuring equitable access to available mental health support, transportation, childcare, and other critical wraparound services.

Develop or Improve Pre-Apprenticeship, Apprenticeship, or Work Experience Opportunities:

Work-based learning opportunities, including apprenticeships and internships, will be developed and expanded in collaboration with regional employers, directly connecting educational programs to practical career pathways.

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Three-Year Plan - 2025-2028

Develop or Improve Dual Enrollment or Onramp to Community College:

The consortium will strengthen dual enrollment and structured on-ramps to community college programs, facilitating smoother transitions for students pursuing post-secondary education.

Work with Students in the Justice System:

Programs targeting incarcerated and justice-involved individuals will be expanded, providing direct pathways to employment through tailored outreach, skill-building, and workforce transition

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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support, thereby addressing the interconnection between poverty, incarceration, and economic mobility.

Operational Strategies:

Develop or Identify Industry and Workforce Needs Courses:

Consortium members will continually collaborate with industry partners to identify labor market needs and ensure that educational offerings align with regional workforce demands, particularly in high-growth sectors such as healthcare, vocational trades, and business.

Mendocino Lake Adult & Career Education (MLACE)

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Better Use of Data and Analytics to Evaluate Services:

Enhanced data collection and analytics will support the evaluation of service effectiveness, informing continuous improvements and better alignment of programs with student outcomes and workforce demands.

Increase Staff Training and Development:

Regular staff training will focus on data-driven decision-making, instructional best practices, technology integration, and strategies for effective student engagement and retention.

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Enhance Marketing and Messaging Efforts:

The consortium will increase awareness and visibility of its programs through expanded marketing efforts, including the development of clear and accessible outreach materials for all career pathways. Building on the successful MLACE Medical Field Booklet model, targeted brochures and comprehensive outreach strategies will be created for additional career fields. Social media and digital campaigns will be leveraged to effectively engage younger populations.

Enhance Student Completion, Recruiting, and Retention:

Strategic efforts will be intensified to increase student completion rates, improve targeted

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recruitment strategies, and enhance retention through personalized support services, consistent follow-up, and clearly articulated academic and career pathways.

Better Use of Data Analytics to Prioritize Services:

Data analytics will be utilized not only to evaluate but also to prioritize service delivery, enabling the consortium to allocate resources efficiently and effectively address areas of greatest need and highest potential impact.

Conduct Exit Surveys:

Systematic exit surveys will be implemented upon completion of a program or class to gather

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direct student feedback on program effectiveness, informing improvements in curriculum design, student services, and support resources.

To further enhance effectiveness, the consortium will implement targeted initiatives designed to increase workforce participation among younger adults and economically disadvantaged populations. By expanding career training opportunities for incarcerated and justice-involved individuals, consortium members will directly address barriers to employment linked to poverty and incarceration. Collaborative job placement programs will be created through partnerships with workforce agencies, correctional facilities, reentry organizations, and regional employers,

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supporting economic mobility and reducing recidivism.

In addition, a structured assessment and placement process will be adopted across consortium members, standardizing how students access critical non-academic support services such as mental health assistance, transportation solutions, and childcare. This equitable approach will ensure that support resources are consistently accessible, directly contributing to improved student retention, completion, and successful transitions into employment and post-secondary education pathways.

Mendocino Lake Adult & Career Education (MLACE)

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SECTION 5: ACTIVITIES AND OUTCOMES

Objective 1: Address Educational Needs

Activity #1: Expand Access to Multiple CAEP Program Area Offerings by Reducing Language Barriers and Building Career Education Pathways

This activity aims to expand equitable access to adult education programs across the MLACE region by reducing language and cultural barriers for non-English speaking adults. The consortium

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will increase regional offerings in Adult Basic Education (ABE), Adult Secondary Education (ASE), English as a Second Language (ESL), noncredit Career Technical Education (CTE), and workforce preparation programs by embedding bilingual support and culturally responsive instructional practices into course delivery.

Consortium agencies will provide direct support to English learners and their families through translated outreach materials, targeted enrollment assistance, and multilingual marketing campaigns. These efforts will enable students and families to better navigate the educational system, understand program options, and access comprehensive support services. Parent education opportunities will also be expanded to engage families and strengthen school-

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community connections.

To support sustained student engagement and workforce preparation, the consortium will strengthen partnerships with county agencies, community-based organizations, and adult education providers to align services and improve referrals. Additionally, a structured ESL program will be developed to support English learners transitioning into short-term career training, employment, or postsecondary pathways.

These integrated strategies will improve student understanding of and access to available programs, increase completion rates, and build a stronger transition pipeline into career and

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education opportunities for adult learners and their families in our region.

Key Deliverables:

- Bilingual support staff integrated into ESL, ABE, ASE, and noncredit CTE courses
- Translated outreach and enrollment materials distributed across member sites
- Expanded multilingual marketing efforts to promote available course offerings
- Tailored enrollment and navigation support provided to non-English speaking students and families
- Structured ESL workforce preparation curriculum developed
- Strengthened referral pathways and partnerships with external agencies to support

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enrollment and wraparound services

Short-Term Outcomes (by end of 2026):

- 10% increase in student enrollment and completion in ESL, ABE, ASE, workforce preparation, and short-term CTE programs due to increased bilingual and instructional support
- Expanded marketing campaigns launched to promote courses with available bilingual support

Intermediate Outcomes (by end of 2028):

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- 10% increase in the number of course offerings across multiple program areas to serve a broader and more diverse student population
- Consortium-wide development of streamlined, clearly communicated career education pathways and postsecondary transition options

Long-Term Outcomes (years 4 and 5):

- Expansion of course offerings with embedded wraparound services, counseling, and career or college transition support
- Greater systemwide access for English learners across the region, with more consistent support and alignment between education and workforce services

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Three-Year Plan - 2025-2028

Adult Education Metrics and Student Barriers

- All: Participants
- All: Reportable Individuals
- Completed Educational Functioning Level Gain
- English Language Learner
- Low Income
- Low Literacy
- Reported Cultural Barriers
- ABE
- ASE

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- ESL
- Diploma, GED, or Equivalency
- Short-Term CTE
- Workforce Preparation
- Transition to Non-Developmental Credit College Course

Responsible Position	Responsible Member	Proposed Completion Date
Adult School Co-coordinators	Anderson Valley Adult School	June 30, 2028

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Responsible Position	Responsible Member	Proposed Completion Date
Principal	Fort Bragg Adult School	June 30, 2028
Principal	Ukiah Adult School	June 30, 2028
Director of College and Career Readiness	Mendocino County Office of Education	June 30, 2028
Director of Adult Education & College and Career Readiness	Lake County Office of Education	June 30, 2028
Program Coordinator	Mendocino College	June 30, 2028

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Three-Year Plan - 2025-2028

Responsible Position	Responsible Member	Proposed Completion Date
Director of Special Programs	Willits Sanhedrin High School Diploma Program	June 30, 2028
Director of Curriculum Development	Lakeport Alternative and Independent Study Programs	June 30, 2028

Activity #2: Expand Bilingual Support to non-credit CTE, ESL, and Citizenship Offerings

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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This activity focuses on expanding English as a Second Language (ESL) instruction and bilingual student support services across the Mendocino-Lake Adult and Career Education (MLACE) region. The activity will directly address cultural and linguistic barriers to adult education participation, ensuring that English learners can access, persist in, and transition from adult education to postsecondary and workforce pathways.

The activity will be carried out by Mendocino College's ESL program, operating at the Ukiah Campus, MC Coast Center, MC Lake Center, and North County Center in Willits, and by adult schools offering ESL instruction at Ukiah Adult School, Fort Bragg Adult School, and Anderson Valley. These agencies will continue and expand ESL offerings in multiple modalities (in-person,

Mendocino Lake Adult & Career Education (MLACE)

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Three-Year Plan - 2025-2028

online, hybrid, hyflex) and across levels (pre-literacy, beginner, intermediate, advanced). Summer ESL sessions will also be added to increase year-round access.

In addition to ESL offerings, the consortium will expand related Citizenship course offerings to serve adult learners and regional residents to complete and obtain their U.S. citizenship status, which will fulfill one of their personal goals. There are four agencies that are currently offering these courses: Anderson Valley Adult School, Fort Bragg Coastal Adult School, Ukiah Adult School, and the Lake County Office of Education. Willits Unified, through the Sanhedrin Alternative/Adult Education Program, will be offering a citizenship course starting in the fall of 2025.

Mendocino Lake Adult & Career Education (MLACE)

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In terms of language support within the courses, bilingual support will be expanded within noncredit Career Technical Education (CTE) programs such as Sustainable Construction Technology, Culinary Management, Agriculture, and Auto Technology. To support these efforts, MLACE agencies will hire, assign, or leverage bilingual staff, including outreach specialists, instructional aides, test administrators, and student workers to serve as language access facilitators within CTE classrooms and during registration and onboarding processes. These bilingual supports may also be extended to K–12 parent education programs aimed at helping families support student learning at home and engage with school systems.

Key Deliverables:

Mendocino Lake Adult & Career Education (MLACE)

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- A 5% annual increase in ESL course offerings across locations and modalities
- Expanded pre-literacy and beginner ESL options
- Launch or continuation of summer ESL programming
- Increased number of bilingual instructional aides or student workers embedded in noncredit CTE programs
- Translated outreach and enrollment materials across participating agencies
- Expanded parent education programs in bilingual formats

By removing structural, linguistic, and cultural barriers and strengthening supports at all instructional levels, this activity will create more equitable access to education, improve student

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Three-Year Plan - 2025-2028

outcomes, and foster stronger transitions into employment and postsecondary education for English learners across the MLACE region.

Short-Term Outcomes (by end of 2026):

- Expanded beginner and pre-literacy ESL course offerings at adult schools and college sites
- 5% increase in ESL offerings across all delivery formats (online, hybrid, hyflex, in-person)
- Bilingual instructional support embedded in select noncredit CTE classrooms
- Summer ESL sessions piloted or expanded across regional sites

Mendocino Lake Adult & Career Education (MLACE)

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Three-Year Plan - 2025-2028

Intermediate Outcomes (by end of 2028):

- 5% annual increase in ESL student enrollment across consortium sites
- Greater participation in bilingual K–12 parent education programs
- Increased use of bilingual outreach, enrollment, and registration assistance
- More ESL students progressing into noncredit CTE, post-secondary pathways, and transition pathways

Long-Term Outcomes (years 4 and 5):

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Funds Evaluation

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Three-Year Plan - 2025-2028

- Region-wide implementation of structured ESL-to-CTE or ESL-to-college pathways
- Sustained gains in student transition from ESL to postsecondary education or employment
- Improved equity in access and persistence among English learners across the region

Adult Education Metrics and Student Barriers

- All: Participants
- All: Reportable Individuals
- Completed Educational Functioning Level Gain
- English Language Learner
- Low Income

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Three-Year Plan - 2025-2028

- Low Literacy
- Reported Cultural Barriers
- ABE
- ASE
- ESL
- Short-Term CTE
- Workforce Preparation
- Diploma, GED, or Equivalency
- Transition to Non-Developmental Credit College Course

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Three-Year Plan - 2025-2028

Responsible Position	Responsible Member	Proposed Completion Date
Adult School Co-coordinators	Anderson Valley Adult School	June 30, 2028
Principal	Fort Bragg Adult School	June 30, 2028
Program Coordinator	Mendocino College	June 30, 2028
Principal	Ukiah Adult School	June 30, 2028
Director of Special Programs	Willits Sanhedrin High School	June 30, 2028
Director of Adult Education & College and Career Readiness	Lake County Office of Education	June 30, 2028

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Activity #3: Expanding Remote Access to High School Diploma Programs and High School Equivalency Programs

This activity is focused on expanding access to high school diploma (HSD) programs and High School Equivalency programs for adult learners in remote and underserved areas of the MLACE region. It responds to geographic, transportation, and scheduling barriers that have historically limited educational participation among adults in isolated communities. The primary goal is to establish and sustain satellite or remote instructional sites that offer flexible, high-quality HSD

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pathways for adults seeking to complete their secondary education.

The activity includes identifying community-based locations, such as libraries, community centers, and local schools, in areas like Anderson Valley, Leggett, Covelo/Round Valley, and other rural zones. These sites will be equipped with the technology and furnishings needed to support tutoring, testing, and independent study. Consortium agencies will hire and train part-time teaching staff to deliver in-person tutoring, packet-based instruction, and virtual support through remote learning platforms.

To increase accessibility, flexible scheduling options will be implemented, allowing adults to

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engage in coursework at times that accommodate their work and family obligations. Instructional modalities will include a combination of online learning, independent study packets, and drop-in tutoring hours. A key component of this effort is the coordination of on-site child care services at select locations to remove family-related barriers to participation. MLACE agencies will partner with local childcare providers to ensure safe, consistent, and accessible childcare options for enrolled parents.

The activity will be carried out by site leads and program coordinators at Ukiah Adult School, Anderson Valley Adult School, Willits, Fort Bragg, and Lake County Office of Education, in collaboration with teaching staff and local support personnel. Program administrators will

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coordinate staffing, outreach, scheduling, and data collection to monitor progress and ensure quality implementation.

Key Deliverables:

- Launching new remote instructional sites equipped with internet, technology, and learning materials
- Hiring and onboarding part-time instructors and on-site support staff
- Implementing multiple instructional formats, including hybrid and independent study options

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- Coordinating and documenting consistent on-site child care at participating locations
- Tracking increased enrollment and completion data in HSD programs across rural areas

By expanding access to high school diploma programs through flexible scheduling, satellite learning, and childcare support, this initiative will promote educational equity and increase diploma completion rates for adults residing in geographically isolated areas. It will also support student readiness for employment, training, and further education by building foundational academic credentials.

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Short-Term Outcomes (by end of 2026):

- Launch at least one fully operational remote HSD location in a rural or coastal area
- Enroll a minimum of 50 students in high school diploma programs
- Provide consistent on-site child care at one or more locations
- Establish staffing, progress tracking, and flexible scheduling models
- Initiate pilot implementation of hybrid or packet-based HSD instruction

Intermediate Outcomes (by end of 2028):

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

- Scale the model to additional rural communities (e.g., two to three new remote HSD sites)
- Increase annual enrollment in HSD programs by at least 5%
- Improve student retention and completion through consistent access and support
- Enroll at least 80 additional HSD students across all participating agencies

Long-Term Outcomes (years 4 and 5):

- Institutionalize flexible, remote HSD programming as a sustained model across the region
- Achieve a total of 150 high school diploma graduates consortium-wide within five years
- Significantly reduce geographic and childcare-related barriers to HSD completion in

Mendocino Lake Adult & Career Education (MLACE)



Funds Evaluation

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Three-Year Plan - 2025-2028

MLACE communities

Adult Education Metrics and Student Barriers

- All: Participants
- All: Reportable Individuals
- Completed Educational Functioning Level Gain
- English Language Learner
- Low Income
- Low Literacy

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

- Reported Cultural Barriers
- ABE
- ASE
- Diploma, GED, or Equivalency

Responsible Position	Responsible Member	Proposed Completion Date
Adult School Co-coordinators	Anderson Valley Adult School	June 30, 2028

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

Director of Special Programs	Willits Sanhedrin High School Diploma	June 30, 2028
Principal	Fort Bragg Adult School	June 30, 2028
Principal	Ukiah Adult School	June 30, 2028
Program Coordinator	Mendocino College	June 30, 2028
Director of Adult Education & College and Career Readiness	Lake County Office of Education	June 30, 2028

Activity #4: Training Adult Learners to Support Child School Success (K–12 Student Success)

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

This activity responds directly to regional needs by designing and delivering a structured training program for adult learners (ages 18 and older) focused on strategies and practices that promote the academic and socioemotional success of K–12 students. The program is aligned with the California Adult Education Program (CAEP) Program Area #4: Programs for Adults to Support Child School Success.

The training provides adult participants with foundational skills in literacy tutoring, assessment, family engagement, classroom management, and child development. Instruction is designed to be accessible to adult learners with varying literacy levels and educational backgrounds, many of whom are parents or guardians of school-aged children or are exploring career pathways in

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

education.

Activities include developing or adopting a standards-aligned curriculum, enrolling adult participants, delivering instruction via in-person, hybrid, or online formats, tracking attendance and course progress, and issuing completion certificates or documentation of mastery. Instruction will include hands-on workshops, role-play scenarios, reflective activities, and pre- and post-assessments to measure learner growth.

The consortium project lead will coordinate implementation with instructional staff and adult school faculty who will deliver the training. Materials will be provided to each participant, and

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

optional support sessions will be scheduled to reinforce key strategies.

Key Deliverables:

- A fully developed or adapted training curriculum with modules on literacy, behavior support, and student engagement
- Enrollment and attendance records for each training cohort
- Documented learner growth through assessments or evaluations
- Completion certificates or portfolio submissions that demonstrate mastery
- Participant feedback summaries to support continuous improvement

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

This activity will increase the instructional capacity of adults to assist K–12 learners, either informally within families and communities or formally as volunteers, tutors, or paraprofessional staff. The training builds the skills and confidence of adult learners, offering both a community benefit and a stepping stone to further educational or employment opportunities in education or child development fields. The program may also serve as a pathway for adults considering postsecondary study or CTE programs related to teaching or youth services.

Short-Term Outcomes (by end of 2026):

- Launch at least one cohort of the K–12 success training program

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

- Enroll and complete a target number of adult learners in the initial cohort
- Document growth in participant knowledge and confidence through pre-/post-assessments
- Provide instructional materials and certificates of completion to each participant

Intermediate Outcomes (by end of 2028):

- Increase enrollment and expand course offerings based on demand and participant feedback
- Refine and adapt curriculum based on learner outcomes and facilitator evaluations

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

- Establish formal partnerships with local K–12 districts and school sites for outreach and alignment

Long-Term Outcomes (years 4 and 5):

- Demonstrate measurable academic or engagement benefits for K–12 students supported by trained adults
- Scale program to additional consortium member sites or offer multiple sessions annually
- Support transitions of adult learners into CTE pathways, employment, or postsecondary training in education-related fields

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

Adult Education Metrics and Student Barriers

- All: Participants
- All: Reportable Individuals
- English Language Learner
- Low Income
- Low Literacy
- Reported Cultural Barriers

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

Responsible Position	Responsible Member	Proposed Completion Date
Adult School Co-coordinators	Anderson Valley Adult School	June 30, 2028
Principal	Ukiah Adult School	June 30, 2028
Director of College and Career Readiness	Mendocino County Office of Education	June 30, 2028
Program Coordinator	Mendocino College	June 30, 2028

Activity #5: Building Workforce Skills for K–12 Classified Staff

Commented [3]: @eolinger1124@gmail.com
Assigned to eolinger1124@gmail.com

Commented [4]: @eolinger1124@gmail.com
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Mendocino Lake Adult & Career Education (MLACE)

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Three-Year Plan - 2025-2028

This activity focuses on preparing adult learners to enter or advance in K–12 classified positions by establishing a structured workforce training program that responds to the hiring and skill development needs of local school districts. The program is designed for adults aged 18 and older in Mendocino and Lake Counties who are seeking job stability, upward mobility, or reentry into the workforce through roles that directly support K–12 student learning environments. Additionally, MCOE will be offering workshops for current employees of school districts who would like to improve their skills and potential for advancement in the career field beginning in 2025-26.

The coursework includes job readiness skills, school-based workplace competencies, and hands-on training in key areas such as classroom support, literacy reinforcement, inclusive practices,

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

student supervision, and basic office tasks. Instruction is accessible to adults with limited prior experience and will be offered in flexible formats, including part-time, evening, and online sessions to accommodate working adults and those with caregiving responsibilities.

To ensure alignment with local workforce needs, consortium staff could partner with K–12 districts to identify priority roles and tailor training modules to meet those expectations. Program implementation encompasses curriculum development, recruitment and outreach, registration and enrollment tracking, instructional delivery (online or in-person), and administration of pre- and post-assessments to measure skill development. Participants who complete the program will receive certificates of completion or documented proof of mastery, which can be shared with

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

potential or current employers.

The activity will be carried out by the MLACE workforce development team, adult education instructors, and career counselors in collaboration with local school districts, workforce boards, and employment service agencies. Mendocino College and adult schools will support instruction and recruitment.

Key Deliverables:

- Modular course syllabi and instructional materials tailored to K–12 classified job roles

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

- Participant enrollment records and attendance tracking
- Offering specialized support for immigrants who have been trained in the education field in their home countries and need to validate their coursework/transcripts/degrees in the U.S
- Certificates of completion or other verification of acquired competencies
- Documented partnerships with school districts and workforce agencies for hiring and promotion pathways
- Job placement or promotion records for adult learners who complete the program

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

This training program equips adult learners with skills that are directly applicable to stable, in-demand jobs while also increasing district capacity to serve K–12 students. It provides an entry point for learners to explore careers in education and enhances employability for adults who previously faced barriers to workforce participation. In addition to filling district staffing needs, this effort helps reduce unemployment, improve family income, and strengthen school communities through the professionalization of support staff.

Short-Term Outcomes (by end of 2026):

- Launch the first pilot cohort of the training program

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

- Enroll and complete a target number of adult learners
- Track initial job placements or promotions within K–12 classified positions
- Gather participant feedback and assessment data to refine the program

Intermediate Outcomes (by end of 2028):

- Expand training to additional consortium sites or develop online delivery options
- Increase the number of adult learners who transition into classified roles or receive promotions
- Formalize partnerships with school districts and workforce agencies for job placement

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

support

- Strengthen advising and follow-up to support long-term participant outcomes

Long-Term Outcomes (years 4 and 5):

- Maintain a steady pipeline of skilled, trained adults entering the K–12 workforce
- Track long-term job retention and advancement of program completers
- Contribute to improved student services by increasing the quality and stability of classified support staff

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

Adult Education Metrics and Student Barriers

- All: Participants
- All: Reportable Individuals
- English Language Learner
- Low Income
- Low Literacy
- Reported Cultural Barriers
- Workforce Preparation

Responsible Position	Responsible Member	Proposed
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Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

		Completion Date
Adult School Co-coordinators	Anderson Valley Adult School	June 30, 2028
Principal	Ukiah Adult School	June 30, 2028
Director of College and Career Readiness	Mendocino County Office of Education	June 30, 2028
Program Coordinator	Mendocino College	June 30, 2028

Objective 2: Improve Integration of Services & Transitions

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

Activity #1: Consortium-Wide Career Mapping and Graduate Profile Implementation

This activity focuses on implementing a standardized career mapping and graduate profile process across all MLACE agencies to improve integration of services and support effective student transitions into postsecondary education and the workforce. The Career Mapping and Graduate Profile Template will be used to guide students in identifying their goals, barriers, and support needs, while also providing the consortium with aggregate data to inform service coordination, resource alignment, and regional planning.

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

The profile will collect individualized data on career interests, desired training programs, employment status, educational background, digital literacy, and non-academic barriers such as broadband access, transportation, and childcare needs. The process is designed to help adult learners visualize their academic and career pathways and to help consortium leaders better understand systemic needs and trends.

Each MLACE member agency will be responsible for introducing the template to enrolled adult learners through facilitated sessions, delivered either in person or virtually. Staff across all member sites will be trained to administer the profile and assist students in completing the activity. Once completed, the profiles will be submitted to a shared

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

consortium-wide data dashboard managed by the MLACE Data & Accountability Team. Aggregate data will be reviewed quarterly to identify trends in student goals, service gaps, and infrastructure needs. Findings will guide local programming, inform interagency collaboration, and support grant applications and strategic investments.

This activity strengthens student-centered planning while also contributing to a regional, data-driven approach to resource alignment. By establishing a common tool and process across the consortium, MLACE will foster a more coordinated transition system and

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

support consistent tracking of learner pathways over time.

Key Deliverables:

- Finalized and standardized Career Mapping and Graduate Profile Template used consortium-wide
- Trained instructional and support staff at all member agencies
- Profile completion sessions integrated into onboarding or advising activities
- Student profiles submitted to a centralized MLACE data dashboard
- Aggregated results analyzed to identify service gaps, infrastructure needs, and emerging

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

career pathway trends

- Findings used in planning, partnership development, and external funding proposals

Short-Term Outcomes (by end of 2026):

- Consortium-wide staff training completed
- Career Mapping template finalized and implemented
- 100% of actively enrolled students complete a profile
- Initial report identifies at least 3 infrastructure/service delivery gaps and 5 common career pathway interests

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

Intermediate Outcomes (by end of 2028):

- Profile results inform at least two coordinated interagency service solutions or pilot initiatives
- Career pathway data supports planning for new or expanded instructional offerings
- Ongoing profile completion integrated into enrollment and advising processes

Long-Term Outcomes (years 4 and 5):

- Semi-annual analysis and reporting cycles institutionalized

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

- Data regularly used for program refinement, planning, and grant development
- Improved alignment of educational offerings with student goals and regional workforce needs

Adult Education Metrics and Student Barriers

- All: Participants
- All: Reportable Individuals
- Completed Educational Functioning Level Gain
- English Language Learner
- Low Income

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

- Low Literacy
- Reported Cultural Barriers
- ABE
- ASE
- ESL
- Adults with Disabilities
- Short-Term CTE
- Workforce Preparation
- Diploma, GED, or Equivalency
- Transition to Non-Developmental Credit College Course

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

Responsible Position	Responsible Member	Proposed Completion Date
Adult School Co-coordinators	Anderson Valley Adult School	June 30, 2028
Principal	Fort Bragg Adult School	June 30, 2028
Principal	Ukiah Adult School	June 30, 2028
Director of College and Career Readiness	Mendocino County Office of Education	June 30, 2028
Director of Adult Education & College and Career Readiness	Lake County Office of Education	June 30, 2028

Mendocino Lake Adult & Career Education (MLACE)

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Three-Year Plan - 2025-2028

Program Coordinator	Mendocino College	June 30, 2028
Director of Curriculum Development	Lakeport Alternative and Independent Study	June 30, 2028
Principal	Willits Adult School	June 30, 2028

Activity #2: Consortium-Wide Marketing & Outreach Campaign

This activity is designed to ensure that adults across Mendocino and Lake Counties are fully aware of and can easily access the comprehensive adult education programs offered by the MLACE

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

consortium. Through a coordinated, consortium-wide marketing and outreach campaign, this activity aims to raise public awareness, increase student enrollment, and strengthen community engagement across all seven authorized CAEP program areas. A central goal is to create a consistent, recognizable MLACE identity that highlights the value of adult education, connects learners to services, and reinforces program visibility across member sites.

A standard messaging framework that clearly communicates the scope and benefits of adult education. Member agencies will distribute materials and promote programs locally, while the consortium will manage regional branding and coordination efforts.

Mendocino Lake Adult & Career Education (MLACE)

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Three-Year Plan - 2025-2028

Marketing efforts will be launched across multiple channels, including social media, print media, community radio, website enhancements, and direct outreach through public service announcements and success story spotlights. Messaging will be tailored for each of the seven CAEP program areas and translated into multiple languages to reach linguistically diverse populations. Community outreach will include MLACE participation in local events such as job fairs, cultural festivals, school open houses, and community service events. On-site enrollment assistance and interest surveys will be offered at these events to convert awareness into engagement.

To track effectiveness, standardized lead-generation and enrollment tracking tools will be

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

deployed across all member agencies. The consortium will conduct quarterly reviews of campaign data, including inquiries, application starts, enrollments, and event-based engagement, to assess the impact and adjust marketing strategies accordingly. Ongoing feedback from agencies and community partners will also inform refinements.

By creating a strong public presence and shared messaging strategy, this campaign will help unify the adult education system in the region, connect learners to opportunities more effectively, and ensure consistent outreach to underserved populations.

Key Deliverables:

Mendocino Lake Adult & Career Education (MLACE)

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Three-Year Plan - 2025-2028

- Production of multilingual marketing materials and templates for brochures, flyers, and social media posts
- Launch of integrated digital and print marketing campaigns using multiple media channels
- Participation in community engagement events with on-site enrollment assistance and data capture tools
- Distribution of standardized materials across all member agencies
- Use of shared lead-generation and enrollment tracking tools to measure campaign reach and success
- Quarterly data reviews to refine marketing tactics based on engagement and cost-effectiveness

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

Short-Term Outcomes (by end of 2026):

- MLACE brand identity finalized and adopted consortium-wide
- Standardized marketing materials developed and distributed
- Measurable increase in inquiries and enrollments across at least XX% of member agencies
- Multilingual outreach implemented in target communities

Intermediate Outcomes (by end of 2028):

- Overall adult education enrollments increase by a targeted 10%

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

- Increased participation in outreach events and strengthened partnerships with media outlets, businesses, and community-based organizations
- Expanded visibility and improved access for underrepresented learners across the region

Long-Term Outcomes (years 4 and 5):

- MLACE is recognized as the regional hub for adult education
- Sustained enrollment gains are documented across multiple program areas
- The marketing infrastructure supports long-term visibility, strategic outreach, and continued growth in program participation

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

Adult Education Metrics and Student Barriers

- All: Participants
- All: Reportable Individuals
- English Language Learner
- Low Income
- Low Literacy
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Responsible Position	Responsible Member	Proposed Completion Date
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Mendocino Lake Adult & Career Education (MLACE)

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Three-Year Plan - 2025-2028

Adult School Co-coordinators	Anderson Valley Adult School	June 30, 2028
Principal	Fort Bragg Adult School	June 30, 2028
Principal	Ukiah Adult School	June 30, 2028
Director of College and Career Readiness	Mendocino County Office of Education	June 30, 2028
Director of Adult Education & College and Career Readiness	Lake County Office of Education	June 30, 2028
Principal	Willits Adult School	June 30, 2028
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Mendocino Lake Adult & Career Education (MLACE)

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Three-Year Plan - 2025-2028

Objective 3: Improve Effectiveness of Services

Activity #1: Improving Effectiveness and Utilization of Counseling and Transition Services

This activity aims to improve the overall effectiveness of adult education programs by strengthening academic and career counseling services that support student persistence, completion, and transition into postsecondary education and the workforce. The core strategy is to

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Three-Year Plan - 2025-2028

implement a student-centered transition support system that connects individualized planning, real-world experience, and targeted guidance with each learner's personal and professional goals. To carry out this activity, consortium members will continue to promote awareness of career and education pathways through websites, social media, and outreach campaigns. Adult learners will receive direct access to transition services, which may be provided by trained program specialists stationed at adult schools, college sites, or through the Career Hub and CareerPoint. MLACE members will hire or cross-train program specialists to deliver these services where gaps exist.

The consortium will continue to work closely with Mendocino College's Student Services programs to provide adult learners, especially those attending adult schools or county office

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Three-Year Plan - 2025-2028

programs, with access to college-level academic and career counseling. This includes organizing structured “bridge” activities, such as transition counseling sessions and on-campus career exploration events, that help adult learners navigate the enrollment process in postsecondary programs. At the high school level, collaboration with CTE counselors and college and career readiness teams will ensure alignment between adult education, dual enrollment, and workforce training pipelines.

Student feedback will be gathered through activities such as College and Career Days to assess interest in specific pathways and inform program offerings. A mentorship pilot may also be implemented to connect learners with local industry professionals for support in career planning,

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Three-Year Plan - 2025-2028

skills development, and hands-on experiences such as job shadowing or internships.

This coordinated approach strengthens student support across all member agencies, improves continuity between adult education and postsecondary opportunities, and ensures learners are better equipped to persist and succeed in their academic and career journeys.

Key Deliverables:

- Dissemination of up-to-date information about regional career and education pathways
- Trained or newly hired program specialists providing one-on-one transition support

Mendocino Lake Adult & Career Education (MLACE)

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Three-Year Plan - 2025-2028

- Delivery of academic and career counseling services in partnership with Mendocino College
- Scheduled "bridge" activities, including transition counseling and on-campus career exploration days
- Collection and analysis of student input during college and career events
- Launch and monitoring of a pilot mentorship program to pair students with industry professionals

Short-Term Outcomes (by end of 2026):

- Career and education pathway information is made available consortium-wide

Mendocino Lake Adult & Career Education (MLACE)

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Three-Year Plan - 2025-2028

- Program specialists are trained and available to deliver targeted transition services
- Counseling partnerships established or expanded between adult schools and the college

Intermediate Outcomes (by end of 2028):

- More students receive individualized academic and career planning support
- “Bridge” activities and structured transition programming increase in frequency and participation
- Mentorship pilot program is launched and evaluated for future expansion

Mendocino Lake Adult & Career Education (MLACE)

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Three-Year Plan - 2025-2028

Long-Term Outcomes (years 4 and 5):

- Students successfully transition into postsecondary education, workforce training, or employment
- Consortium-wide improvements in persistence, course completion, and employment outcomes
- Integrated transition systems become a sustained and institutionalized part of service delivery

Adult Education Metrics and Student Barriers

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

- All: Participants
- All: Reportable Individuals
- Employed in the 2nd Quarter After Exit
- Completed Educational Functioning Level Gain
- English Language Learner
- Low Income
- Low Literacy
- Reported Cultural Barriers
- ABE
- ASE

Mendocino Lake Adult & Career Education (MLACE)

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Three-Year Plan - 2025-2028

- ESL
- Adults with Disabilities
- Short-Term CTE
- Workforce Preparation
- Diploma, GED, or Equivalency
- Transition to Non-Developmental Credit College Course

Responsible Position	Responsible Member	Proposed Completion Date
Adult School Co-coordinators	Anderson Valley Adult School	June 30, 2028

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Three-Year Plan - 2025-2028

Principal	Fort Bragg Adult School	June 30, 2028
Principal	Ukiah Adult School	June 30, 2028
Director of College and Career Readiness	Mendocino County Office of Education	June 30, 2028
Program Coordinator	Mendocino College	June 30, 2028
Director of Adult Education & College and Career Readiness	Lake County Office of Education	June 30, 2028

Activity #2: Ensuring Consistency in Assessment

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

This activity focuses on implementing a standardized approach to diagnostic and progress assessment across all MLACE member agencies. The primary purpose is to ensure that adult learners are consistently placed in appropriate instructional levels and that progress is accurately tracked across all program areas, including ESL, ABE/ASE, and noncredit CTE. This activity addresses the ongoing need for consistency in assessment and placement practices, which is foundational to ensuring instructional quality, equitable access to support services, and accurate reporting of learner gains.

All consortium members using the designated CAEP-required assessment tool will conduct pre-

Mendocino Lake Adult & Career Education (MLACE)

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Three-Year Plan - 2025-2028

and post-testing as a standard practice. This includes programs operated by adult schools and Mendocino College at various sites, including college satellite campuses. The activity ensures that all participating agencies follow a shared testing protocol to collect comparable data on Educational Functioning Level (EFL) gains, occupational skills advancement, and program completion.

To carry out this activity, the MLACE office will allocate a portion of its consortium-wide budget to support testing infrastructure, staffing, and training. Site coordinators will oversee the implementation of pre- and post-testing across classes and participate in ongoing professional development related to diagnostics, student placement, and data reporting. Test administrators

Mendocino Lake Adult & Career Education (MLACE)

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Three-Year Plan - 2025-2028

will be engaged to increase the number of students, particularly in ESL, who complete both assessments and therefore generate measurable EFL outcomes.

This activity enhances the reliability of performance data, supports student learning by aligning instruction with diagnostic outcomes, and enables targeted instructional adjustments. It also provides essential accountability data for internal planning and external reporting, ensuring MLACE can monitor progress and respond effectively to student needs.

Key Deliverables:

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

- Implementation of standardized pre- and post-testing in ESL, ABE/ASE, and noncredit CTE programs
- Consortium-wide budget allocation to support testing infrastructure and staffing
- Coordinators trained in diagnostics, placement, and reporting
- Ongoing monitoring and tracking of assessment participation and outcomes across all member agencies
- Increased number of ESL students completing both pre- and post-tests, improving EFL data reliability

Short-Term Outcomes (by end of 2026):

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

- All member agencies using the approved assessment tool implement consistent pre- and post-testing
- Coordinators trained in assessment protocols and reporting systems
- Testing budgets and resources in place across consortium sites
- Increased tracking of student testing participation and preliminary outcomes

Intermediate Outcomes (by end of 2028):

- Greater consistency in placement and instructional alignment across consortium programs
- Significant increase in the number of ESL students completing both pre- and post-tests

Mendocino Lake Adult & Career Education (MLACE)

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Three-Year Plan - 2025-2028

- Improved access to reliable EFL data for ESL, ABE, ASE, and workforce preparation programs

Long-Term Outcomes (years 4 and 5):

- Consortium-wide adoption of standardized assessment as a quality assurance practice
- Improved instructional targeting and support services based on reliable student progress data
- Stronger documentation of learner outcomes to inform planning and strengthen external reporting

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

Adult Education Metrics and Student Barriers

- All: Participants
- All: Reportable Individuals
- Employed in the 2nd Quarter After Exit
- Completed Educational Functioning Level Gain
- English Language Learner
- Low Income
- Low Literacy
- Reported Cultural Barriers
- ABE

Mendocino Lake Adult & Career Education (MLACE)

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Three-Year Plan - 2025-2028

- ASE
- ESL
- Adults with Disabilities
- Short-Term CTE
- Workforce Preparation
- Diploma, GED, or Equivalency
- Transition to Non-Developmental Credit College Course

Mendocino Lake Adult & Career Education (MLACE)

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Three-Year Plan - 2025-2028

Responsible Position	Responsible Member	Proposed Completion Date
Adult School Co-coordinators	Anderson Valley Adult School	June 30, 2028
Principal	Fort Bragg Adult School	June 30, 2028
Principal	Ukiah Adult School	June 30, 2028
Director of College and Career Readiness	Mendocino County Office of Education	June 30, 2028
Director of Adult Education & College and Career Readiness	Lake County Office of Education	June 30, 2028

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Three-Year Plan - 2025-2028

Principal	Willits Adult School	June 30, 2028
Program Coordinator	Mendocino College	June 30, 2028
Director of Curriculum Development	Lakeport Alternative and Independent Study	June 30, 2028

Activity #3: Improving Inter-Agency Coordination for Service Delivery

This activity aims to enhance the overall effectiveness of adult education services in the MLACE region by strengthening inter-agency coordination for the delivery of essential non-academic

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support services. The goal is to ensure that students can seamlessly access transportation, broadband, childcare, mental health resources, and other wraparound support services, regardless of which agency they enroll with. This level of coordination is essential to removing persistent barriers that prevent student participation, persistence, and completion.

To carry out this activity, consortium agencies will work collaboratively to align resources, share best practices, and build a universal access model that allows students to utilize services across member agencies. A structured process will be implemented to assess each student's non-academic needs, including transportation, mental health, and childcare, during onboarding or advising. This information will guide the referral process and ensure that each learner receives

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Three-Year Plan - 2025-2028

appropriate, equitable support. The existing referral system (i.e., MLACE website) could be improved to streamline service navigation and ensure cross-agency coordination.

CAEP funds will be used to expand access to on-site childcare during class hours, especially where there is a need for care for two or more children. Funds may also be used to hire additional childcare providers when needed. Several member agencies will coordinate childcare services in alignment with local agency partners and maintain records related to childcare enrollment and staffing.

A closely related component of this activity could be the implementation of the MLACE Career

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Three-Year Plan - 2025-2028

Mapping and Graduate Profile Template, which will be administered to all enrolled adult learners to identify their career interests and barriers to advancement. Aggregated results from the career mapping activity will help the consortium identify systemic service delivery gaps and inform coordinated solutions such as shared transportation programs, targeted broadband access projects, and childcare support models.

Together, these efforts will improve the delivery, visibility, and impact of non-academic services, ensuring students can access the support they need to succeed, regardless of location or provider.

Mendocino Lake Adult & Career Education (MLACE)

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Three-Year Plan - 2025-2028

Key Deliverables:

- Researched and developed a variety of access models for non-academic services across all agencies
- Shared structured assessment process to identify transportation, mental health, and childcare needs
- Consortium-wide centralized referral system to support seamless service access
- CAEP-funded childcare services implemented and documented where need is demonstrated
- Childcare coordination and record-keeping established at select adult school sites

Mendocino Lake Adult & Career Education (MLACE)

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Three-Year Plan - 2025-2028

- Aligned outreach practices, particularly for non-English speaking populations
- Career Mapping and Graduate Profile Template administered consortium-wide, with profiles submitted and aggregated for regional planning
- Identified infrastructure gaps and top student support needs using shared data

Short-Term Outcomes (by end of 2026):

- Structured assessment process piloted and used to evaluate student support needs during enrollment
- CAEP-funded childcare offered at least one adult school site with coordinated service

Mendocino Lake Adult & Career Education (MLACE)



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Three-Year Plan - 2025-2028

documentation

- Career Mapping completed by enrolled students and results aggregated to identify top support needs

Intermediate Outcomes (by end of 2028):

- Centralized referral system implemented and used across consortium agencies
- At least two interagency solutions or pilot programs launched to address shared service gaps (e.g., regional transportation solution, coordinating evening childcare services among agencies located near one another)

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

- Improved access to broadband and other infrastructure services at high-need sites

Long-Term Outcomes (years 4 and 5):

- Seamless regional system for accessing non-academic services fully institutionalized
- Service navigation and support systems standardized across all member agencies
- Ongoing data collection informs continuous improvement and long-term planning for infrastructure and wraparound support

Mendocino Lake Adult & Career Education (MLACE)



Funds Evaluation

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Three-Year Plan - 2025-2028

Adult Education Metrics and Student Barriers

- All: Participants
- All: Reportable Individuals
- English Language Learner
- Low Income
- Low Literacy
- Reported Cultural Barriers
- ABE
- ASE
- ESL

Mendocino Lake Adult & Career Education (MLACE)

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Three-Year Plan - 2025-2028

- Adults with Disabilities
- Short-Term CTE
- Workforce Preparation
- Diploma, GED, or Equivalency
- Transition to Non-Developmental Credit College Course

Responsible Position	Responsible Member	Proposed Completion Date
Adult School Co-coordinators	Anderson Valley	June 30, 2028
Principal	Fort Bragg	June 30, 2028

Mendocino Lake Adult & Career Education (MLACE)

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Three-Year Plan - 2025-2028

Principal	Ukiah Adult School	June 30, 2028
Director of College and Career Readiness Programs	Mendocino County Office of Education	June 30, 2028
Director of Adult Education & College and Career Readiness	Lake County Office of Education	June 30, 2028
Executive Director of Special Programs	Willits Sanhedrin High School Diploma Program	June 30, 2028
Program Coordinator	Mendocino College	June 30, 2028
Director of Curriculum Development	Lakeport Unified	June 30, 2028

Mendocino Lake Adult & Career Education (MLACE)



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Three-Year Plan - 2025-2028

Section 6: Funds Evaluation

Member Allocations and Expenditures

Mendocino Lake Adult & Career Education (MLACE)

Funds Evaluation



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Three-Year Plan - 2025-2028

Member Agency	Prior Year Total Leveraged Funds
Anderson Valley Unified	\$179,897
Fort Bragg Unified	\$47,651
Kelseyville Unified	NM

Mendocino Lake Adult & Career Education (MLACE)

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Three-Year Plan - 2025-2028

Lake Co. Office of Education	\$195,236
Mendocino Co. Office of Education	\$256,302
Mendocino-Lake CCD	\$643,136
Ukiah Unified	\$1,060,003

Mendocino Lake Adult & Career Education (MLACE)

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Three-Year Plan - 2025-2028

Willits Unified	\$75,512
Totals	\$2,517,115

*no longer a consortium member as of 2024-25