

Plans & Goals*Top of Form**Executive Summary*

Please provide an Executive Summary of your consortium's implementation plan for the 2018-19 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan. Include a clear and concise description of your consortium's vision, list accomplishments made during the prior Program Year, and list primary goals for the upcoming Program Year. 2500 characters.

The Mt. SAC Regional Consortium, one of 71 in the state, was formed in response to California State Assembly Bill AB 86 (2013), and AB 104 (2015), establishing ongoing funding for what is now the Adult Education Program, supporting instruction and student services while leverage resources to support academic achievement and career training the our state's most challenged adult learners.

The Consortium, bounded by the service area of Mt. San Antonio College, includes Baldwin Park Adult and Community Education, Bassett Adult School, Charter Oak Adult School, Tri-Community Adult School (Covina-Valley USD), East San Gabriel Valley Regional Occupational Program, Hacienda La Puente Adult Education, Mt. San Antonio College – School of Continuing Education, Pomona Adult School and Rowland Adult and Community Education. Now completing the third of the initial 3-year planning cycle, the consortium is on a confident path in support of our primary vision for the alignment of services, leveraging resources, and accelerating progress for the adult students of our service area.

The key goals of the 3-year plan were:

- Program Growth,
- College and Career Pathways,
- Course Affordability,
- Expanded Course Schedules,
- Online and Distance Learning and
- Improved Student Services.

Over the past three years, incremental progress has been made towards these goals. For the first two years, member faced the challenge of respective districts' slow response to approve expenditures, primarily attributed to the perception of Adult Education Funds as a "grant" and not an ongoing allocation. Despite this situation, most members have expensed the majority of their annual allocations and are on track to fiscally operating at capacity.

2017-18 Progress

The major regional needs identified in the 2017-18 plan focused on addressing the regional gaps in the core educational areas of English as a Second Language, Adult Basic/Secondary Education, and Career Technical Education, along with Adult with Disabilities as a focal area. Work group have been form in these service areas along with Counseling Student Support Services, Adults Training for Child School Success, and Data Accountability. The goal of students moving along established pathways with respective schools and programs is also under planning and development on several fronts including addressing student barriers.

Notable Achievements

- Our first Partner Breakfast, held in February 2018, drew representative from 29 community agencies and local elected official representatives, served as a foundation to begin collaborative activities.
- A consortium member, Hacienda La Puente, opened California's first co-located Employment Development Department and America's Job Center at an adult school campus.
- In addition to regular meetings, members of our discipline area work groups participated in two cross-program planning meetings, with topic including updates on local workforce projections, addressing student barriers and strategies to support persistence, completion and transitions.
- The Consortium participated as co-sponsors of the first Los Angeles County Job Fair held at Mt. San Antonio College, boasting over 500 in attendance including nearly 100 students from member adult schools.
- Mt. San Antonio College-School of Continuing Education (SCE) began offering courses at several of our member campuses with over 50 adult school students enrolled. SCE also hosted an exclusive college tour and information session for those adult students.
- Two professional development conferences were this year with an average of 150 attendees per event. The fall activity focused on Data and Accountability, and the spring on Collaborating to Address Student Barriers.
- Professional development activities offered at local sites included Mt. SAC-Supporting Adults with Learning Disabilities; Baldwin Park – series on Digital Literacy (developing online instruction); Rowland Adult-Effective Use of CASAS/TOPS Data Reports; and Bassett Adult-hosting an OTAN Digital Badging workshop.
- Steering Committee and Data Retreats held to address consortium-wide related issues and planning.

Primary Goals for 2018-19

Consistent with the current 3-year plan, the consortium will continue focus on the goals and activities outlined in the 2017-18 plan, noting that the some campuses have already reach programmatic capacity with existing funds. Continued focus will be on:

- Staff professional development related to instructional improvement,
- Student acceleration and support,
- Collaboration with other members and institutions, and
- Member effectiveness.

In addition to the goals outlined in the respective areas of this document, focus on the development of the 3-year plan will be the next major undertaking for the consortium with alignment to local workforce development plans for the region.

Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need in your region, and identifying the gaps or deficits in your region? Please provide the reasons for the gap(s) between the need in the region and the types and levels of adult education services currently being offered. (->OR Please explain the gaps between the need in your region and the types and levels of adult education services currently being offered)

Gaps in service/regional need

How did you know? What resources did you use to identify these gaps?

How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.

Regional Need #1

Gaps in service / regional needs – 500 characters

How do you know? What resources did you use to identify these gaps? 2500

How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress. 2500

Identified Gaps

- Elementary and Secondary Education-basic and high school diploma or equivalency need estimated at 53%
- English as a Second Language need is estimated at 90%
- Career Technical Education population need is estimated at 61%
- Programs for Adults with Disabilities population need is estimated at 98%

How do you know? What resources did you use to identify these gaps?

This data is derived from the Mt. SAC Regional Consortium for Adult Education Fact Sheet from the California Adult Education website: <https://caladulthood.org/DownloadFile/85>.

Another document to inform our activity is the recently released “Portrait of LA County Report” (November 2017), identifying factors to inform a Human Development Index. This report, a 2-year study commissioned by Los Angeles County and a consortium of grantmakers, provided data and goal recommendations for three key areas including Health, Education and Earnings.

The report uses a 10-point scale (1=lowest level of attainment).

Education and Income Indicators

These key related ratings are based information from the Portrait data set on our service area:

- Education Index: 3.89 out of 10, compared to 4.95 for LA County and 5.17 for California*
- Income Index: 3.61 out of 10, compared to 4.06 for LA County and 4.84 for California*

*Based on Averages derived from Data Tables. Measure of America. "American HD Index in LA County Incorporated Cities and Other Census-Designated Places." In A Portrait of Los Angeles County: Los Angeles County Human Development Report 2017-2018. New York: Social Science Research Council, 2017.

How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.

Measuring Effectiveness and Progress

The consortium will use 2017-18 enrollments and outcome areas identified on the AEBG Summary Report, coinciding with certification of the 4th Quarter, from members as baseline in the outcome areas reported. A target of a 10% increase in outcomes will be the measure, compared to the 2018-19 of the fourth quarter data submission and certification. Per-student cost ratios, and member participation in established in consortium groups and activities will also be incorporated in to effectiveness consideration. If the state releases defined performance measures, those will supersede current element consideration.

Gaps in Service

2018-19 Strategies: What strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service? (You must list at least one.)

Identify strategies planned to incrementally increase capacity in identified gap areas as well as strategies that help maintain established levels of service. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts. List identified programming and service gaps, including lack of providers, services, access, attainment, and/or performance.

New and expanded strategies to address identified gaps include:

1. Consortium members, site based and Work Groups, will continue focus on reviewing methodologies and expanding resources to address student barriers, retention, and persistence and improve rates and accelerate completion. Focus will also expand on integrated opportunities with CTE programs.
2. Continued focus on offering workforce development via Career Technical Education/Short Term Vocational program trainings identified as high wage, high growth, and/or high demand.
3. Work Groups will continue refining and documenting of universally applicable best-practice processes related to instruction and students support strategies to increase retention and persistence to improve overall progress and completion rates for students
4. Continued activity in the area of developing regional community partnerships to support student barrier mitigation, increase potential intake of students and placements/transitions for program completers.
5. Direct instruction in support of academic and in-demand career technical education programs
6. Incorporate tutors or support aides (personnel) to address gaps in student learning and enhance acceleration efforts.
7. Increase student support staffing to improve student support and counseling.
8. Launch or enhance education programs with new or replacement technology, equipment or learning resources.
9. Increase campus administrative support staffing to support program operation and compliance
10. Improve or repair adult learning facilities

Strategy #1 – 500

Seamless Transitions

2018-19 Strategies: What new and/or existing strategies are planned to integrate existing programs and create seamless transitions into postsecondary education or the workforce? (You must list at least one.)

How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Strategies should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

Strategy #1 – 500

Existing Strategies

1. Establish and integrate career interest and aptitude assessments in the student services area across the consortium to better support student entry and overall success potential. Respective members will share information on current related tools in use
2. Establish common metrics with K-Adult partners for students moving across institutions in the region including common report cards and aligned competencies for similar courses and programs.
3. Interested Consortium members will partner with the college to offer selected courses that can serve as introductory to the college, programs offered, personal benefits, and finance options.
4. The Consortium will engage in Data Process Review planning for respective consortium Work Group. Staff development related to data collection, interpretation and evaluation to determine trends, gaps and successes for each area and inform program planning and decisions.
5. The Consortium will increase collaborative efforts with K-12 Districts (English Learner Advisory Councils, high school counselors and administrators), local AJCCs and Workforce Development entities including joint meetings, job fairs, and training development.

Student Acceleration

2018-19 Strategies: What new and/or existing strategies are planned to accelerate student progress? (You must list at least one.)

Identify strategies that you will implement and/or improve upon by using specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate students' progress. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student's competencies (competency-based), and putting basic skills content into the context of a student's goals and career path (contextualized).

1. Members may facilitate a contextualized learning program (i.e. ESL and CTE Programs) that will form Integrated Education and Training (IET) or I-BEST model to establish opportunities for students in academic and career technical/short-term vocational courses.
2. The Consortium will incorporate strategies to accelerate completion time for students in need of academic improvement and career technical education or HS Diploma/Equivalency via Integrated Education Training i.e. I-BEST model.
3. Members may engage in the development and facilitation of Distance Learning, Blended/Hybrid or fully online courses

Shared Professional Development

2018-19 Strategies: What new and/or existing strategies are planned to provide shared professional development? (You must list at least one.)

Professional development is a critical element to ensure the effective implementation of the Consortium's plans to improve adult education programs. Professional development fosters learners' persistence and goal achievement. It serves to equip faculty and staff with the skills, knowledge, and tools needed to deliver high-quality instruction and support strategies. Significant and effective professional development is required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

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Strategy #1 – 500

1. Engage members in Human Center Design training to assist the development of the next three-year plan activity
2. The Consortium will develop and/or promote professional development based on the alignment of member WIOA professional development plans, WASC Action and/or COE plan deliverables
3. Member will participate in Consortium level regional professional development events based on identified needs
4. Members will host professional development activities and open to other members of the consortium
5. Members will encourage and support staff participation in consortium, adult education related organization and instructional professional development

Leveraging Resources

2018-19 Strategies: What new and/or existing strategies are planned to leverage existing regional structures with, including but not limited to, local workforce investment areas? (You must list at least one.)

Identify strategies planned to leverage existing regional structures and utilization of resources, including leveraging existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

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Strategy #1 – 500

1. Consortium members will coordinate with local and regional school district leaders and facilitators of English Learner Advisory Councils (ELAC/DELAC), and Parent Teacher Associations to connect with limited English parents of school age children for referral to local adult education programs
2. Consortium members will seek co-location of AJCC offices, regular site visits by AJCC staff or coordinated visits to AJCC offices by adult students to access workforce services.
3. Consortium members will encourage all eligible students to register with CalJOBS for potential employment access and data matching at the state level.
4. The Consortium will host a collaborative resource workforce development meeting with local AJCC s and relevant partners to determine local employment need requiring trainings, and developed support networks to address student barriers.

Fiscal Management

Please provide a narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your AEBG 3-year plan. 2500

The planned allocations are consistent with this annual plan as funds are focused on the continued delivery of adult education to the students in need of our region. The majority of students entering our programs based on verified levels of literacy, lack of secondary diploma or equivalency, lack of sustainable employment or income, or related factors are the target seven mandated service populations of the California Adult Education program. The 3-year plan identified Program Growth, College and Career Pathways, Course Affordability, Expanded Course Schedules, Online and Distance Learning, and Improved Student Services as plan goals. Those are all, and continue to be, in progress.

Please describe your approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19. 2500

In addition to holding an amount in reserve, members will be encouraged to use carry-over funds to support one-time use activities including, limited target instructional projects, upgrading or repair of facilities, equipment or technology. Many lack upgraded signage and it is suggested schools purchase digital and/or upgraded permanent school identification. Supporting staff participation in related professional development, hosting collaborative partner events, promotional marketing campaigns are also options. Members may also consider mini-grants to organizations providing leveraged unique partnerships.

- **Additional needs, gaps and strategies can be added as necessary for each area.**
- **Certification will be required by all members.**