

**2020-21 Annual Plan****Executive Summary**

As we complete the first year of the 2019-22 three-year plan for the Mt. SAC Regional Consortium for Adult Education, the 2019-20 year has come with unprecedented challenges. The COVID-19 pandemic struck locally and globally, with unbelievable impact on our community and the students we serve. The health threat in Los Angeles County took precedence over daily social functioning and the economy. Businesses, services and schools ordered closed, events cancelled and thousands of jobs were lost as a result. Taking those occurrences into account, this consortium remains driven by our vision to align services and programs across our service area, leveraging and maximize resources and to educate and transition adult learners to post-secondary education and employment. Consortium leaders recognize the challenges faced in our local economy as a result of the recent COVID-19 pandemic. Los Angeles County, considered the epicenter of the outbreak and spread of the virus in California, has experienced extreme challenges with regional unemployment peaking at 20% in April 2020. All campuses were forced to close with administrators, instructors, and staff scrambling to implement and engage students in online instruction and services. Added to this is the national outcry for racial justice in response to video capture of the death of George Floyd at the hands of local police in Minneapolis, Minnesota. This is along with several recent other deaths involving unarmed Blacks by the police and others, has ignited persistent public protests and riots, resulting in the call for social, institutional, and structural reforms within governmental agencies including education.

Locally, one of our member institutions, East San Gabriel Valley Regional Occupational Program, has opted to withdraw membership from the consortium. This occurred as the institution decided to cease operating post-secondary programs. These recent unforeseen developments highlight the importance of adult education offered by local school districts and the Mt. SAC School of Continuing Education. Adults with identified barriers to employment- in need of literacy and basic education, dislocated workers in need of low-cost short-term career training, adults with disabilities requiring supportive instruction and training and those adults seeking to academically support school-aged children require our programs more than ever.

In the 2019-20 school year, our consortium served over 41,000 adult learners. Now entering its sixth year, the consortium functions with strong collaborative leadership, communities of practice, and partner engagement. Sustainable partnerships have been established and have impacted student progress. The consortium began the academic year in typical fashion, focused on hosting targeted trainings for consortium subject areas and populations, strengthening relationships with several local America's Job Centers of California, and encouraging participation in regional and statewide adult education conference and events. Another major focus for the consortium this year, was promotion of 2020 Census awareness and participation by our students. Related information was presented in consortium workgroups along with census employment opportunities.

For progress towards addressing our identified regional needs over the course of the year, the following was accomplished.

**Regional Need #1 – Improving English Literacy and Proficiency**

Monthly workgroup community of practice meetings were held for English as A Second Language (ESL) member site representatives. Professional developments were held at Baldwin Park Adult and Community Education including a five-part series on instructional strategies along with practices for ESL and ABE instructors. The workgroup serves as community of practices to strengthen participant awareness of subject area trends and strategies to improve instruction and student connection.

Student enrollment in ESL programs for 2019-20 was 11,224. 3,473 students achieved an Educational Functioning Level gain.

Regional Need #2 - Provision of adult basic education and/or academic education for high school diploma or equivalency.

Monthly workgroup meetings were held for Adult Basic and Secondary Education (ABE/ASE) member site representatives. A half-day seminar, supported by CAEP and CALPRO, on instructional strategies and support for adult students with learning disabilities was conducted by nationally recognized experts at Bassett Adult School.

Student enrollment in ABE/ASE programs for 2019-20 was 7,783; 593 students earned a high school diploma or equivalency, with 2,248 achieving an Educational Functioning Level gain.

Regional Need #3 - Career Technical Education / Short-term Vocational Programs (CTE/STV) Transitions to Post-Secondary

Instructors from every member campus were supported by targeted funds secured by the Mt. SAC School of Continuing Education (SCE), to participate in a two-day certification training developed by the New World of Work initiative, based at Shasta College, to train to integrate specific workplace readiness skills into respective curriculums. The expectation is that participating instructors will incorporate those topics in their respective courses and provide students with earned certifications. Monthly workgroup meetings were conducted for this community of practice to discuss related trends, employment data, related career placement opportunities with local AJCC participants, and support member career fairs.

Student enrollment in Career Technical Education/Short-Term Vocational programs for 2019-20 was 16,234. 4,730 students achieved a CAEP post-secondary outcome.

Regional Need #4 – Education Training and Support for Adults with Disabilities

The Adults with Disabilities population is supported by two member campuses, Hacienda La Puente and the Mt. SAC School of Continuing Education. These programs served a total of 1,652 students for the 2019-20 year; 1,394 at Mt. SAC and 258 at Hacienda La Puente, respectively. Mt. SAC achieved 1,144 post-secondary outcomes for this group.

Other groups meeting in support of students and programs include Counseling and Student Support, Adults Training for Child School Success, and the Data workgroup. Co-locations of Goodwill and MCS America's Jobs Centers of California (AJCC) are active at Baldwin Park Adult and Community Education, Hacienda-La Puente Adult and Career Education and Mt. SAC School of Continuing Education. Pomona Adult and Career Education is an active member of the school district College and Career Task Force which conducts monthly joint meetings with the Pomona-based MCS AJCC. Targeted career fairs and workshops for adult education students were hosted at Mt. SAC and Hacienda La Puente.

COVID-19 Epidemic

As mentioned, the impact of COVID has been devastating on the region. When the COVID-19 was ordered by Governor Newsom in mid-March 2020. Programs came to abrupt halt with expected devastating results. All schools and the college were force to cease on-campus classes and operations. Our annual consortium-wide conference, schedule for Spring 2020 was cancelled. For the next several weeks, schools rushed to access trainings provided by statewide agencies to provide online and distance learning, ensure technologies were in place, and attempt to address the challenges for student access and guidance for authorized remote assessments and testing.

All schools were able to create some level of access but the actual number of students who were able to continue and progress in programs is expected to drop significantly due to related issues. The local unemployment rate skyrocketed

from 5% for the region in February to 20% in April 2020. Consortium leaders are reviewing EDD data and projections in leadership meetings. Social support agencies include all America's Job Centers of California closed as well. The East San Gabriel Valley AJCC housed at the Hacienda La Puente Willow Campus, closed-down for the first few weeks of the dictates from the governor and reopened for at least limited operations after that and has continued since then. All institutions established home communication structures for staff via provision of devices, equipment and network support. The leadership and workgroups of the consortium shifted to online meetings, instructors move courses to online/distance learning deliver while participation in training to facilitate those activities simultaneously. Efforts to connect with students have been extremely challenging due to economic impact of COVID job loss, lack of devices, internet access and/or technological proficiency, along with trepidation, inexperience or desire to engage in these formats. Specifically, for Career Technical Education programs, campuses are participating in best practice discussion within consortium workgroups and broader state networks to develop strategies for hands on training, practicum hours and provision of live direct instruction. The consortium is also interested in how state apprentice programs are handling instruction and training as potential models. Hacienda La Puente Adult Education will be offering approximately seven CTE programs following a hybrid model in Fall 2020. All of the courses that we will be offering (including the hybrid courses) will include significant Distance Learning components. Additionally, the hybrid classes all fall within "Essential Sectors" as listed by the governor's office and when students are present on-campus all safety and social distancing protocols will be followed. Hacienda La Puente Adult Education indicates that though Academic Courses are anticipating some enrollment decline, their CTE classes are actually experiencing somewhat of a surge in enrollment.

In support of students in need, member school districts maintained meal programs for families, Mt. SAC maintained its Food Pantry distribution program for students. Information regarding food distribution events, Los Angeles County sponsored activities including online information sessions to access financial support and social services were promoted across the consortium network to share with students. Leaders will follow directives of governing districts regarding safe reopening of campuses. Recruitment and retention of students is a critical issue at this time. Members are encouraged to use consortium funds for the provision of loaned student technology devices and remote access. In preparation for student return, on-campus safety measures including the installation of barriers, social distance signage, markings and documentation, personal protective equipment (PPE) and supplies for staff and students may also be supported.

#### Budget Reductions/Considerations

At the time of the development of the CAEP Memo for Annual Plan, consortia expected a 12.1% cut for the 2020-21 school year. With support from the state legislature, adult education programs are supported to maintain funding at 2019-20 levels. Institutional leaders recognized this as an affirmation of the importance of adult education programs in the economic recovery of the state. However, the prevailing perspective is that the COVID crisis is far from over and future budget cuts are quite possible. Members are focused on reestablishing programs with strong economic projections and post-COVID emerging career-related trainings.

#### Systemic Racial Injustices

The CAEP office acknowledges the historic role adult education has played in improving the lives of those affected by systemic racial injustice through our education and training programs. The consortium and members will conduct analysis of completion of programs, barriers to employment with attention to breakdown by ethnicity. Members are encouraged to engage in and support staff participation in social, ethnic, gender and economic justice related trainings.

The consortium will closely monitor WIOA Barriers to Employment identified populations, stressing members improve related data collection and identification of these groups, noting stratifications by race and ethnicity. Leaders and workgroups will review this data and identify strategies to tailor support for these populations. Outcome data will also be reviewed for these populations.

## **Regional Planning Overview**

The Mt. SAC Regional Consortium (MSRC) will use structures, activities, and strategies identified in the 3-year plan to guide its implementation with regard to current conditions create by the COVID-19 pandemic and national movements surrounding race.

Workgroups formed on the identified adult education areas, continue to focus discussion, sharing and activities on instruction and operational strategies, taking those back to their sites for implementation. The outcomes of these activities and any needed adjustments will be shared with the steering committee who will provide feedback and guidance to the workgroups. In light of the devastating effects of the COVID-19 pandemic, and the abrupt cessation of programs as a result, members have opted to move all goals and strategies forward for the coming year. Strategic approaches also include incorporation of online activities to meet established goals and objectives. The goals, objectives, progress indicators and outlined strategies of the 3-year plan are focal for the steering committee and workgroups. Based on the focus areas within their work plans, the consortium manager will collaborate with the member leaders and workgroups to support achievement of the consortium progress metrics. The consortium manager provides intermittent and/or annual progress updates to the Steering Committee. These reports indicate related milestones achieved by each member and as a whole.

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## **Meeting Regional Needs**

### **Regional Need #1**

#### **Gaps in Service / Regional Needs**

Improving regional English literacy proficiency.

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

Based on census data for the category Speak English less than "very well," the regional need is estimated at 160,552. 55% of the area population identifies as Hispanic/Latino, 23% as Asian. Students enrolled in regional adult education English as a second language programs (2017-18), total 11,684, indicating that there is a 93% gap in service to this population. The data sources for statistics referenced in this annual plan is derived from fact sheets provided by the California Adult Education Program (CAEP)-referencing the U.S. Census American Community Survey (2016) and the U.S. Census 2012-17 American Community Survey – 5-year estimate reports. Consortium student enrollments for 2017-18 are from respective CASAS student data reports.

#### **How will you measure effectiveness / progress towards meeting this need?**

An annual review of student enrollment, educational functional level achievement counts with historical comparative data will establish a baseline for effectiveness and progress.

### **Regional Need #2**

#### **Gaps in Service / Regional Needs**

Provision of adult basic education and/or academic education for high school diploma or equivalency.

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

The number adults in the region lacking a high school diploma or equivalency (2017) was 109,073.

10,162 adult students were enrolled in local academic programs (2017-18) reflecting that there is a 91% gap in service to this population.

The data sources for statistics in this annual plan are derived from fact sheets provided by the California Adult Education Program (CAEP)-referencing the U.S. Census American Community Survey (2016) and the U.S. Census 2012-17 American Community Survey – 5-year estimate reports.

Consortium student enrollments for 2017-18 are from respective CASAS student data reports.

### **How will you measure effectiveness / progress towards meeting this need?**

An annual review of student enrollment, educational functional level achievement counts (basic education), diploma momentum progress and completion with historical comparative data will establish a baseline for effectiveness and progress.

## **Regional Need #3**

### **Gaps in Service / Regional Needs**

Career Technical Education / Short-term Vocational Programs (CTE/STV) / Transitions to Post-Secondary.

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

42,519 adults of the region were identified at or below the poverty level reflecting the need for training and support to transition to post-secondary options leading to sustainable employment and increased wages.

The data sources for statistics in this annual plan are derived from fact sheets provided by the California Adult Education Program (CAEP)-referencing the U.S. Census American Community Survey (2016) and the U.S. Census 2012-17 American Community Survey – 5-year estimate reports.

Consortium student enrollments for 2017-18 are from respective CASAS student data reports.

### **How will you measure effectiveness / progress towards meeting this need?**

Annual reporting of those making benchmark progress for 2019-20 will establish a baseline for effectiveness.

## **Regional Need #4**

### **Gaps in Service / Regional Needs**

Education, Training and Support for Adults with Disabilities.

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

Census data identifies 70,660 adults as having a disability in the region.

Members will focus on instruction and transitional supports including academic, life skills and movement to post-secondary options include college and career technical education/short-term vocational programs.

The data sources for statistics referenced in this annual plan is derived from fact sheets provided by the California Adult Education Program (CAEP)-referencing the U.S. Census American Community Survey (2016) and the U.S. Census 2012-17 American Community Survey – 5-year estimate reports. Consortium student enrollments for 2017-18 are from respective CASAS student data reports.

### **How will you measure effectiveness / progress towards meeting this need?**

An annual review of student enrollment, participation and completion with historical comparative data will establish a baseline for effectiveness and progress.

### **Gaps In Service**

### **New Strategies**

#### **Strategy #1**

Current English as a Second Language (ESL) programs and/or Adult Basic/Adult Secondary (ABE/ASE) will continue as planned with an emphasis on instructional strategies related to accelerated progress, student retention and persistence.

#### **Strategy #2**

Career Technical Education /Short-Term Vocational programs will continue as planned, with new programs implemented, or current offerings discontinued, based on adequate enrollment levels and supportive labor market data indicating regional or specialized demand.

#### **Strategy #3**

Members may develop collaborative partnerships to provide satellite instruction of CAEP programs at school sites, other locations and/or distance online instruction.

(K-12 schools or community partner sites) that may be more accessible or to better leverage resources for adult learners.

An annual review of student enrollments, key performance elements (educational functional level, completions, transitions, etc.) with historical comparative data will establish a baseline for effectiveness and progress.

#### **Strategy #4**

Members will focus resources on marketing and recognition activities, events and items including print and electronic media, and branded items to promote and inform the community regarding program offerings.

### **Seamless Transitions**

### **New Strategies**

#### **Strategy #1**

Institutions will focus on development/provision of Integrated Education and Training (IET) programs, leveraging ESL/ABE/ASE programs with Career Technical Education/Short-Term Vocational programs and/or strategic partners, i.e. America's Job Centers of California (AJCC).

#### **Strategy #2**

Institutions will focus on the development of transitional activities to support high-level English learners to transition to Adult Secondary Education programs as well as future academic and career pathway options.

### **Strategy #3**

Institutions will focus on the development of transitional activities to support Adult Secondary Education and/or Career Technical Education students to transition to post-secondary options at the college with regard to academic and career pathway options

Member institutions may designate staff to support (and track) students identified as transitional candidates who move along identified pathways of the consortium.

## **Student Acceleration**

### **New Strategies**

#### **Strategy #1**

Institutions will focus on development/provision of contextualized instruction or Integrated Education and Training (IET) models, leveraging ESL/ABE/ASE programs with Career Technical Education/Short-Term Vocational programs and/or strategic partners, i.e. America's Job Centers of California (AJCC).

#### **Strategy #2**

Development and facilitation of blended, hybrid or online courses to support student acceleration.

## **Professional Development**

### **New Strategies**

#### **Strategy #1**

Host/Sponsor professional development activities for respective staff and open to the greater adult education community including conferences and events related to instructional and/or leadership development, strategies to support student retention, persistence and/or acceleration; compliance training, adult student support and collaborative networking.

#### **Strategy #2**

Support participation of staff members in consortium related work groups, activities and events.

### **Leveraging Resources**

### **New Strategies**

#### **Strategy #1**

Members may develop collaborative partnerships to provide satellite instruction, or target populations of CAEP programs at member sites or non-traditional community locations i.e. K-12 or stakeholder sites that are more accessible, or to better leverage resources for adult learners.

## **Strategy #2**

Institutions will focus resources on supporting the co-location or satellite sites with mandated partners i.e. America's Job Centers of California, Employment Development Department or related agencies enhancing student access to necessary resources.

## **Strategy #3**

Members will focus resources on the maintenance and improvement of equipment and facilities housing adult learning activities.

## **Fiscal Management**

### **A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 3-year plan.**

The planned allocations are consistent with the 3-year plan as funds are to be used to support the ongoing operation of our existing member campuses in support of adult learners. Members are focused on providing instruction, student support, professional development, marketing and maintaining equipment and facilities in the identified areas of California Adult Education Programs.

### **An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2020-21.**

Priority for any carryover amounts will be dedicated to the support of implementing COVID-19 safety measures and equipment, technology for remote student access, institutional facility repair and/or improvement, technology and instructional equipment new purchase or upgrades, program marketing and staff participation in professional development.