AB86 Narrative

Mt. San Antonio College Regional Consortium for Adult Education

March 1, 2015

Foreword

An important note regarding funding as MOC for adult schools is scheduled to end on June 30, 2015.

The regional plans outlined in this narrative have been developed with the assumption that the current Adult Education Maintenance of Capacity (MOC)/base funding level to sustain existing adult education in the schools will be continued through a dedicated stream. As a result, all of the strategies in this plan are new or expanded activities.

If dedicated funding is not provided to sustain adult education currently offered by the schools, then the first priority in our regional plan will be to assure that our existing adult education programs in the schools are sustained, thus avoiding the creation of a devastating new gap in our region. The current cost to maintain capacity for existing adult school programs in the region is $43,154,679.00 for the five AB86 categories. These funds include state apportionment, non-federal grants, and fees charged to students.   Due to categorical flexibility many districts left their adult schools with less money than needed to keep the doors open. These districts instituted fees for some of their classes to make up the difference. These fees should be considered part of their maintenance of capacity since the schools rely on them on a year to year basis. Depending on the outcome of SB173 policy recommendations concerning fees, any eliminated fees will need to be covered during the course of K-12 adult education funding.

Additionally, in order to sustain these vital, existing programs, our new and expanded strategies and activities will be proportionally limited or eliminated, depending on funding provided to our local consortium. The lack of dedicated funding to sustain current adult school programs would negatively impact the consortium and restrict strategies to develop regional plans and transition pathways.

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Overview of Consortium

Executive Summary and Member Organizations

The Mt. SAC Regional Consortium is comprised of:

- Baldwin Park Unified School District
- Bassett Unified School District
- Charter Oak & Covina-Valley Unified School Districts (Tri-Community)
- Hacienda La Puente Unified School District
- Mt. San Antonio College (fiscal agent)
- Pomona Unified School District
- Rowland Unified School District
- Walnut Valley Unified School District

Findings from the Regional Comprehensive Plan Process

Member sites within the consortium offer a wide variety of courses within each of the program areas. Faculty, counselors, staff, and administrators work diligently to provide students with high quality instruction, curriculum, counseling, and student services. Goals of adult education in the region include ensuring positive student outcomes and providing students with opportunities to advance along college and career pathways.

In the process of developing the regional plan, stakeholders found that, while programming is of high quality throughout the region, there is a lack of alignment across member sites and the amount of course offerings has decreased substantially since the recession. These gaps, along with others, impact student access and the consortium is poised to leverage existing resources to augment course offerings, grow programs that target employment projections, and enhance alignment and transition within and between programs in the region.

Key aspects of the Consortium Plan include:

- **Program Growth**: Strategically offering additional sections of existing courses and expanding program breadth through new course offerings
- **College and Career Pathways**: Creating transitional courses using contextualized instructional approaches within and between program areas to assist with program readiness as well as college and career pathways
- **Course Affordability**: Reducing costs to students for fee-based courses
- **Expanded Course Schedules**: Broadening course scheduling to meet community needs (including evenings and weekends)

- **Online and Distance Learning**: Building technological infrastructure and developing curriculum and trainings
- **Improved Student Services**: For all students and particularly those from disproportionately impacted populations (e.g. English Language Learners and students with disabilities) and students with barriers to entry related to transportation and/or childcare needs

Executing this ambitious plan will require support from community partners as well as additional resources that will be provided largely through state funding. Resources needed may include faculty, counselors, staff, partners, technology, professional development, and facilities. Effectiveness of the plan will be measured by data collection and analysis coordinated by program area task groups and ad hoc groups that include partners. Centralized operations will also be established to facilitate student access and promote pathways and transition throughout the region.

Organizational Structure

Our regional consortium has been formed to better serve the educational needs of adults within the geographical boundaries of the Mt. San Antonio Community College District. Each of our ten member districts brings great strengths to this collaborative effort, as does each of the two educational systems represented. We look forward to building on our individual and collective strengths as we shape a more integrated and effective educational delivery to our region.

The eight school districts and college district have served adult learners through collaborative relationships for many years and these existing relationships informed the planning process. The strong infrastructure on which the consortium was established enabled the task groups to build and collaborate as they proceeded through the planning and implementation processes.

The K-12 districts and community college in the Mt. San Antonio College Consortium Region pride themselves on the excellent services that they provide to Adult Basic Education and Adult Secondary Education students. The recent budget crisis and the option for K-12 districts to utilize previously categorical funds have severely impacted adult education programs in the region; however, the existing programs are still operating with high levels of quality and focus on student success and outcomes. As this section will demonstrate, the current levels and types of adult education programs in this region have diminished and are not reflective of the needs of the communities that they serve.

Partner Organizations

The Mt. SAC Regional Consortium Members have worked with numerous partners, many of which have had long-standing relationships with one or more of the member districts. These partner organizations include, but are not limited to:

- Local Worksource Centers and Workforce Investment Boards (WIBs)
- Employment Development Department (EDD)
- Local Library and Literacy Programs
- Department of Rehabilitation
- Chambers of Commerce throughout region
- Business and industry partners
- Post-secondary institutions
- Local military branch recruiters
- See Table A4 for a comprehensive list of additional CTE partners

The consortium reached out to current and future partners through a partnership event during which the overarching goals of the consortium AB86 planning and narrative were shared with attendees. The partnership event provided an opportunity for stakeholders in the region to come together and discuss potential means of leveraging existing regional structures and resources in a manner that will strengthen the consortium work. Partners were selected for the event based on prior collaboration with existing programs as well as potential to create and improve future programmatic offerings and explore resource collaboration. Some key plans that emerged from the event included:

- Leveraging resources with the MCS-Worksource Center and Goodwill Industries to ensure that students served through EDD obtain assistance with transportation, childcare, book, and tuition costs
- Sharing facilities with various community agencies, including the Covina Library, City of La Verne, and Casa Colina.
- Gaining professional development opportunities through the Covina Library offerings and the Casa Colina Center for Rehabilitation
- Collaborating with counselors to attend career fairs and different apprenticeship programs in order to understand career opportunities
- Working with Waste Management to obtain supplies for events
- Continue outreach to employers and industry leaders and promote similar meetings to ascertain what employers' needs and how to optimize training

Existing and future partner relationships will help inform planning and implementation processes as the consortium moves forward by providing a foundation of partnerships upon which to improve, integrate, and expand educational and support

services to adults in our region. For example, we anticipate that our relationships with local worksource centers, WIBs, and EDD will help us plan strategies and leverage resources to improve transitions into the workforce. Our partnerships with area chambers of commerce, businesses, and industry groups will help us better align our curriculum with industry and employment standards or certifications, which in turn will help increase student employability. These relationships will also help us improve and expand strategies for workforce entry such as expansion of internship opportunities, and on the job experience.

In the future, partners can be added to the consortium by contacting any of the member districts with a request to join or any member district may recruit a partner.

Shared Leadership Strategies

This project has a Steering Committee comprised of one point person per district. Members also agreed that additional or substitute direct representatives were welcome at meetings. The Steering Committee has been meeting once or twice per month since late fall and has standing meetings scheduled through June 2015. Additional meetings have been scheduled as needed, and committee members communicate through email and Google documents in the interim. Although committee decision making has generally been by consensus to this point, we agree that "one district-one vote" will be used when necessary or appropriate.

The district point persons to date are:

- Baldwin Park: John Kerr, Senior Director, Adult and Community Education
- Bassett: Albert Michel, Principal
- Charter Oak: Eric Martinez, Technology Coordinator
- Covina-Valley: Claudia Karnowski, Principal, Adult Education
- Director, Tri-Community Adult Education
- Hacienda La Puente: Elena Paul, Executive Director, Adult Education
- Mt. San Antonio College: Donna Burns, Dean, Continuing Education
- Pomona: Enrique Medina, Director, Adult and Career Education
- Rowland: Rocky Bettar, Director, Adult Education and Career Preparation
- Walnut Valley: Jose Annicchiarico, Administrative Director

We will continue to keep our value of shared leadership at the forefront as we carry out the work of our AB86 planning.

Description Planning Process and of Teacher and Faculty Involvement

Given the volume of organizing, meeting, and reporting in the short-time frame, the Steering Committee agreed to hire a short-term hourly project manager who

reported to the team and kept the tasks moving forward. The project manager's representative duties included:

- Coordinating the process of setting up task groups
- Organizing and maintaining data and documents as they were developed
- Assuring that agendas, minutes, and other information was gathered and organized
- Coordinating production of AB86 report drafts, including some writing or editing as necessary
- Assisting with fiscal reporting
- Facilitating scheduling meeting sites
- Organizing events such as the partnership event, cross-team meetings, and the faculty "kick-off" in March 2015
- Communicating regularly with and participating as an ad hoc member of the Steering Committee
- Facilitating Steering Committee meetings

Under the oversight of the Steering Committee, and with the coordination of the project manager, task groups were formed based on the five program areas outlined in AB86: Elementary and Secondary Basic Skills, ESL and classes for immigrants, education for adults with disabilities, short-term vocational education programs, and programs for apprentices (including pre-apprenticeship programs with articulation and linkages to apprenticeship programs). Within these task groups by program area, members reviewed each of the seven plan objectives and created the program area tables that are included in the narrative.

Task groups included representatives from faculty, classified staff, and managers. Each task group met at least once per month and sometimes weekly during the creation of the narrative and the tables. The task group meetings were held at various sites throughout the region and rotated on a regular basis so team members were able to see each of the represented districts. Some task group members also worked across program areas and a meeting was held where the leaders from each task group worked together to identify and expand upon common themes and needs. A "kick-off" event is also scheduled for March 2015 to provide information about AB86 planning to all faculty in the region.

Although one fiscal agent was identified, the Steering Committee shared responsibility for budget and expenditure decisions and plans to continue in this manner. The Steering Committee met at least once per month during the planning process. As mentioned earlier, having the documents in a shared Google folder

facilitated collaboration in development and revision of the budget and in sharing of expenditure information, as well as required reports.

Communication Plan

Consortium members have assumed responsibility for communicating appropriately and effectively with their own governing boards. Examples of board communication to date include presentations at board meetings and board study sessions, agenda items related to participation in the AB86 grant, and a variety of formal and information exchanges with board members. Consortium members have shared examples with one another of MOUs and other documents to facilitation communication.

All members participated actively in a shared folder using Google Drive along with individual task group websites that allowed for efficient dissemination and collection of information. As task groups were formed, more shared folders were created to address program areas and project objectives. Additional tools such as task group websites, forms, and email groups allowed for improved communication as planning progressed.

The regional consortium is also developing an improved website that will replace the current website. This website will feature links for students as well as faculty and staff and will promote adult education in the region while also acting as a resource for individuals involved in AB86 planning.

As previously mentioned, the consortium also hosted a partnership event for current and future partners where the overarching goals of the consortium AB86 planning and narrative were shared with attendees.

In addition, the consortium has invited participation and has publicized its work though its district websites, at industry and chamber meetings, and at other regional business and educational gatherings. Updates have been made available to steering committee and task group members as well as faculty and staff in general throughout the planning process. This will culminate in March with a "kick-off" event highlighting the goals of the regional plan and the potential roles that faculty and staff can play in its implementation.

Demographic and Economic Profile of Region

The Mt. San Antonio College Regional Consortium area is ethnically diverse, with the majority of students Hispanic (53.1%) and the second largest population Asian (22.0%). Among the nearly 800,000 residents of the Mt. SAC service area, 35.8% are foreign born. Of the population five years and older, 59.1% speak a language other than

English as their primary language. The percentage of English Language Learners (ELLs) in the K-12 districts is also higher than the Los Angeles County average (22.7%), at 28% in Baldwin Park, 34% in Pomona, and 46% in Rowland.

Educational attainment levels are particularly low in some of Mt. SAC Regional Consortium service area cities. While 14.3% of Americans over 25 lack a high school diploma or GED, 21.9% of the consortium region's resident population has never completed high school, which is equal to 109,313 residents. In Baldwin Park, 44.2% of adults lack a high school diploma. The rates are 38.5% for Bassett, 41.4% for La Puente, and 34.8% for Pomona. The four-year graduation rate at consortium region high schools is only 77.2%, meaning that 22.8% of high school freshmen do not graduate high school within four years.

Table 2.1

Educational Attainment of Population in Mt. SAC Service Area

	District		County	State	Nation
Educational Attainment Level	**#**	**%**	**%**	**%**	**%**
Less than 9th grade	59,166	11.9%	13.7%	10.3%	6.0%
9th to 12th grade, no diploma	50,147	10.1%	9.9%	8.7%	8.2%
High school graduate/GED	114,686	23.0%	20.4%	20.7%	28.2%
Some college, no degree	102,816	20.6%	19.6%	22.2%	21.3%
Associate's degree	40,047	8.0%	6.8%	7.7%	7.7%
Bachelor's degree	91,494	18.3%	19.3%	19.4%	17.9%
Graduate or professional degree	40,458	8.1%	10.2%	11.1%	10.6%
Source: U.S. Census Bureau, American Community Survey (5-year estimates), 2012.					

With the recent recession, unemployment rates in Los Angeles County and the San Gabriel Valley soared to a high of 12.4% in April 2010. Economic recovery has reduced them to 9.9% as of April 2013. The unemployment rate in the consortium service area is 10.6%. It is much higher in some service area cities, at 14.0% of Baldwin Park, 13.9% in Bassett, 12.8% in Covina, 12.7% in Pomona, and 12.8% in West Covina. About one-third of Mt. SAC's enrollment comes from out-of-district communities, including high poverty areas such as East Los Angeles (26.8% poverty level) and other similarly-impacted communities. Additionally, 15.5% of the households in the consortium service area (34,266 households) receive public assistance in the form of cash aid, food stamps, or supplemental social security benefits. At the consortium K-12 districts, the percentage of students who qualify for free and reduced lunch is over 80% in Baldwin Park, 70.4% in Pomona, and 65% in Rowland; compared to 58% in Los Angeles County.

According to EDD Labor Market Information for 2010-2020 Occupational Employment Projections for Los Angeles-Long Beach-Metropolitan Division (LA County), employment opportunities are expected to increase approximately 15% by 2020. The greatest projected gains for Los Angeles County include:

- Food Preparation and Serving (25.5%): cooks as well as Food and Beverage Serving Workers
- Personal Care and Service Occupations (25%): greatest need-Personal Care Aides
- Healthcare Support Occupations (25%), Healthcare Practitioners (20%). Within these occupations, there is a great need for home health aides, nursing aides, medical assistants
- Other increased opportunities for employment will include:
    - Office and administrative support: secretaries & administrative assistants, financial clerks, Bookkeeping/Accounting clerks, customer service representatives, office clerks
    - Logistics: Laborers and freights, stock, and material movers
    - Retail sales workers: cashiers, salespersons, sales representatives
    - Security Guards
    - Building cleaning and pest control workers

There are currently 4,255 adults with disabilities served in the Mt. SAC Regional Consortium area through the Regional Center.

Objective 1

An evaluation of current levels and types of adult education programs within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Nine districts comprise the Mt. San Antonio College Adult Education Regional Consortium; Baldwin Park Unified School District (BPACE), Bassett Unified School District, Charter Oak Unified School District, Covina-Valley Unified School District (the latter two comprise Tri-Communities Adult School), Hacienda La Puente Unified School District (HLPAE), Mt. San Antonio Community College District (Mt. SAC), Pomona Unified School District (PUSD/ACE), Rowland Unified School District, and Walnut Valley Unified School District. The school districts and college district have served adult learners through collaborative relationships for many years and these existing relationships informed the planning process. The strong infrastructure on which the consortium was established enabled the task groups to build and collaborate as they proceeded through the narrative process.

The K-12 districts and community college in the Mt. San Antonio College Consortium Region pride themselves on the excellent services that they provide to Adult Basic Education and Adult Secondary Education students. The recent budget crisis and the option for K-12 districts to utilize previously categorical funds have severely impacted adult education programs in the region; however, the existing programs are still operating with high levels of quality and focus on student success and outcomes. As this section will demonstrate, the current levels and types of adult education programs in this region have diminished and are not reflective of the needs of the communities that they serve.

Correctional Facilities

At this time, Hacienda La Puente Unified School District is the only participating member that is providing services to a correctional facility. This program is run in collaboration with the Ventura County Sheriff's Department and provides career technical education and English as a Second Language courses. These students have multiple barriers that include low academic achievement and a need for career training and updating their computer skills.

Credit

The only member who provides instruction for college credit is Mt. San Antonio College[1].

Adult Basic Education and Secondary Education

The College offers foundational skills development courses at the credit level in pre-collegiate reading, writing, and math. Program quality is reflected in high enrollment demand, high student outcomes, demonstrated preparation for college-level coursework, measured student learning outcomes, high quality curriculum, tutors in the classroom, and professional development opportunities for faculty and staff. In addition to providing readiness for college level courses, credit ABE courses provide knowledge, skills, and tools necessary to succeed in everyday life. These courses are similar in content to the noncredit ABE courses and students share many of the same characteristics.

Classes for Immigrants

Mt. San Antonio College offers credit ESL courses through the AMLA (American Language) Department. Students who wish to pursue a degree at Mt. SAC must meet English proficiency requirements before they can take certain classes. Students from Mt. SAC's noncredit ESL program can transition directly into credit ESL classes offered in the American Language (AMLA) department. Students are also encouraged to take the Assessment of Written English (AWE) which dictates what levels they must take and helps to assure they are in the right English level. Once they finish AMLA classes students can move onto classes offered in the English (ENGL) department, culminating in ENGL 1A which is a required course for graduation from Mt. SAC. AMLA classes tend to move at a faster pace and meet fewer hours each week than noncredit ESL classes. Students in the AMLA program successfully perform in the next level in English at the same or better rate than other students who have not gone through the AMLA program. Student evaluations of faculty are generally positive.

Articulation agreements between noncredit ESL and the AMLA department have been in place for nearly 10 years. This system allows students to take credit ESL classes without having to take the Mt. SAC placement test for English proficiency (Assessment of Written English/AWE). The credit ESL department has a designated faculty liaison that interacts with the noncredit ESL program by attending advisory meetings and presenting at an annual career conference for ESL students.

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[1] At K-12 districts in the consortium region, the term "credit" is used to refer to courses that issue high school credits, rather than college credit. For the purposes of this narrative, the AB86 Glossary definition will be used.

Career and Technical Education

Mt. San Antonio College offers robust CTE programs that are advised by Arts, Technology & Health, Natural Science, Business, and Continuing Education Divisions. These Divisions provide training through certificate and degree programs in CTE career pathways. Through the California community College Doing What Matters for Jobs and the Economy initiative, Mt. SAC CTE programs are collaborating with regional partners to be responsive to market demands and close the skills gap of our state's labor force. In the Los Angeles Region five industry sectors have been identified as a priority focus or emerging. These sectors include: Advanced Manufacturing, Advanced Transportation & Renewables, Health, Energy (Efficiency) & Utilities, and Information & Communication Technologies (ICT)/Digital Media. Mt. SAC CTE programs and Divisions are working to leverage resources in these areas.

The following Mt. SAC credit CTE programs are aligned with CTE programs in member adult schools through articulation agreements. The corresponding industry sectors from the California CTE Model Curriculum Standards are italicized next to the program name.

- Accounting and Management *(Finance and Business)*
- Administration of Justice *(Public Services)*
- Architecture and Industrial Design Engineering *(Engineering and Design)*
- Child Development *(Education, Child Development, and Family Services)*
- Computer Information Systems *(Information Technology)*
- Graphic Design *(Manufacturing and Product Development)*
- Health Occupations *(Health Science and Medical Technology)*
- Hospitality and Restaurant Management *(Hospitality, Tourism, and Recreation)*
- Welding *(Manufacturing and Product Development)*

Noncredit

Adult Basic Education and Adult Secondary Education

All of the consortium members, with the exception of Rowland, offer ABE courses within their community. There are differences, however, between programs which often reflect limitations of funding, space, and personnel which will be further discussed in Objective 2. Each member offers remediation in math, writing, and reading. Remediation in math consists of topics from numeracy to pre-collegiate levels. Likewise, literacy courses provide assistance for students from pre-literacy levels to college preparation.

GED preparation and Adult High School Diploma programs are also offered at each site. Baldwin Park (BPACE), Hacienda La Puente (HLPAE), Pomona, Rowland,

and Tri-Community are also official GED (Pearson Vue) testing sites. With regard to Adult High School Diploma programs, each program requires between 160-205 credits with the majority of programs requiring 180 credits. The K-12 districts also require students to pass the CAHSEE while the community college requires students to demonstrate competencies in math, reading, and writing.

Adult Basic Education (ABE). Many members also offer life, career, test, and/or computer skills development. Career development options include interviewing skills, career assessments, resume development, job search techniques, and public speaking. This instruction can be offered in a lab setting or contextualized within another vocational preparation course, offering students the opportunity to develop specific skills to assist them with their chosen field. Computer skills development ranges from basic to advanced computer proficiency in software programs including Microsoft Office, QuickBooks, and other programs as well as keyboarding. Test preparation is also a primary function of many ABE labs. Test preparation includes ASVAB (military exam preparation), CAHSEE, CBEST, SAT, TABE, and college placement tests (including basic skills bootcamps).

Students in ABE courses reflect the diversity of the neighboring communities. Students may attend ABE classes whether or not they have completed secondary education. Additional characteristics can include displaced workers and EDD referrals; students with low literacy levels; students with limited proficiency in English; adults with disabilities (including learning disabilities) and Department of Rehabilitation referrals; college students or graduates pursuing remediation; retirees; individuals on probation; foster youth; single parents receiving public assistance (CalWORKs/GAIN); individuals on general assistance General Relief or SSI; homeless or transient adults; pregnant teens; veterans; and pre-collegiate or college students.

ABE courses are offered in a variety of instructional modalities. While much of the instruction is individualized and self-paced, it is also delivered through direct instruction, independent study, computer-aided instruction, and/or distance learning. Computer-aided instruction uses instructional software that is rigorous, engaging, standards-based, interactive, and media rich. Most programs utilize a combination of these approaches that allows students the opportunity to employ blended learning in a way that best supports their individual needs.   For example, a student who is remediating in math could attend a direct instruction math class, use a computer-based software program after the class, and then complete supplementary materials at home to reinforce the lessons. Given the limitations facing members at the present time, however, the consortium-wide options available to student have diminished over the past decade and will be addressed in Objective 2.

Classes are primarily offered in classrooms at adult school/community college sites, but many districts offer classes at other off-site school sites. Some members also utilize community sites to provide localized instruction. For example, Rowland uses community sites including a church and recreation room at an apartment complex. The level of technology varies from member to member, but many classrooms feature modern technology including computers, educational software, document cameras, and/or interactive white boards. Computer labs are offered at each site.

Enrollment in ABE courses at most sites is open-entry/open-exit and students are able to enroll on a continuous basis. Some members, particularly those who are impacted and have significant waitlists, limit enrollment by term. In these cases, students who do not meet adequate program requirements, including adequate attendance and/or progress, are dropped and the space is given to the next person on the waitlist. The intake procedures for schools also vary, but generally consist of an initial diagnostic to determine a student's prior knowledge. For ABE this could range from a student attending an orientation to taking the TABE to simply speaking with an instructor to establish levels. Transcripts are also considered as a tool to assess students' instructional level. At the WIA II sites, students also take a CASAS test during the intake process. At some schools TABE scores can determine a student's initial level placement, while other locations allow students to enter any ABE or ASE class regardless of TABE scores.

Adult Secondary Education (ASE). Student characteristics and course delivery in ASE are very similar to ABE. The primary difference with regard to student characteristics is that ASE attracts a larger proportion of students without diplomas and/or degrees. Course delivery is similar between the two programs, with direct instruction, independent study, and computer-based instructional software being the primary modalities for instruction in ASE settings.

Enrollment procedures for ASE vary at each member site, but the commonalities are the role of counselors in the placement process and CASAS testing at WIA II sites. At Bassett and Mt. San Antonio College ASE students complete a formal orientation process that includes a program information session, assessment testing, academic counseling, and course placement. At Baldwin Park (BPACE), due to a large waiting list, enrollment is limited to the beginning of terms. During enrollment, students are given a CASAS 130 appraisal and then tested in their lowest modality in conjunction with academic counseling. During the counseling session at each member site, the counselor reviews students' transcripts and determines the courses they need to complete their diploma in an efficient manner. Counselors and enrolling students also jointly develop both short- and long-term goals, which aids in persistence and completion.

Student support services for ABE and ASE. Advising/counseling support services for students include general academic counseling, transitional support, career counseling, and academic advising. Counselors fill various roles at the member sites, including leading orientations (where applicable), monitoring student progress, providing financial aid advising, leading seminars/workshops, and making referrals to community college campus support and/or outside community agencies. There is also limited support for disabled students, with some sites having virtually no support for these students.

The level of counseling support varies by site. BPACE and Rowland each have one counselor who both also coordinate and oversee all testing services. The Rowland counselor is part-time and the BPACE counselor is in effect part-time as a result of the testing requirements. Tri-Community has one full time and four part-time counselors. Mt. San Antonio College has one full-time counselor, one full-time educational advisor, and four part-time counselors (one of whom is assigned to ABE). Bassett has a program specialist and a counselor as well as a strong network of partners that provide assistance to assist students in meeting their educational and employment goals.

Additional student support services are offered at various sites. BPACE, for example, has a tutoring center and offers limited child care. Mt. SAC offers onsite placement testing for ABE/ASE students, credit-by-exam options, access to the Mt. SAC library, priority registration for credit classes, and scholarships for noncredit students who are transitioning to credit classes. Tri-Community offers scholarships for students transitioning to credit classes.

Funding for ABE and ASE. Funding at the K-12 level comes from school district apportionment that is allocated at a local level due to flexibility. Some schools also receive funding from WIA II, Department of Rehabilitation, Department of Veteran's Affairs and/or WorkSource centers. Funding at the community college level comes from district apportionment, WIA II, and Student Success and Support Program funding as well as Basic Skills funding.

Classes for Immigrants

The Classes for Immigrants offerings in the consortium region include ESL, Community Based English Tutoring (CBET), Vocational ESL (VESL) Career Paths, (see CDCP courses), Citizenship, and specialized skills classes (TOEFL Preparation and Parent Education).

Students in classes for immigrants are not a homogenous group and populations vary by district. In Baldwin Park, Bassett, Hacienda La Puente (Willow and Hudson campuses), Pomona, and Tri-Community the student populations are majority Latino, whereas Hacienda La Puente (Dibble campus), Mt. San Antonio College and Rowland

students are majority Asian. Educational backgrounds also vary by district. For example in Pomona most students have just an elementary school education and some lack literacy skills in their native language. At Rowland and Mt. San Antonio College, on the other hand, only 30% of students have not graduated from high school. In Baldwin Park 83% of residents speak a language other than English in the home. Principal languages represented in ESL classrooms throughout the consortium include Spanish, Chinese, and to a lesser extent, Vietnamese, Tagalog, Korean, Arabic, and Farsi. The region also has higher than average poverty and unemployment rates.

The reasons students enroll in ESL programs also vary, from basic communication to the pursuit of advanced educational or professional degrees. The primary reason students enroll is for employability or professional advancement. Other key reasons are to become active and engaged members of their new or adopted community, pursue postsecondary education or enter an Adult Secondary Education program. In addition, some students report enrolling in classes so they can communicate with their children's teachers, doctors, and other English-speaking professionals. The majority of students attending night classes need English for job-related reasons. The majority of daytime students need English to participate in their communities and for survival in a new culture. Some students come with the goal of obtaining citizenship or fulfilling academic goals such as vocational certificates, GED certificates or postsecondary diplomas. Employment goals may include a desire to transfer a professional degree from their home country and obtain a license to practice here in the US, open their own business, or increase language and technology skills to obtain a better job.

English as a Second Language (ESL). Courses leveled by proficiency (e.g. beginning low/high, intermediate low/high, advanced low/high) are the heart of the ESL programs. However, currently, many districts can only offer multi-leveled classes due to a lack of funding. These programs focus on developing the skills or competencies that adults living in the United States need on a daily basis, and students learn language skills in the context of real-life situations. Course content integrates skills such as speaking, reading, writing, grammar, idioms, pronunciation, and vocabulary and often uses English needed for success in the workplace, the community, or academic settings as a vehicle for instruction.

Course placement is based on standardized assessments including a placement test from El Monte Rosemead Adult School (Bassett), the CaMLA or Cambridge-Michigan Language Assessments (Tri-Community), the Chancellor's approved and locally developed ESL CAP or ESL Computer Adapted Placement Test (Mt. SAC), and the CASAS (all other sites). Placement determines a student's level, and in most programs the instructional levels align with California ESL Model Standards and often follow CASAS cut score recommendations. There are at least two exceptions to this

practice that include Tri-Community which follows the Common European Framework of Reference (CEFR) levels for placement decisions and Mt. SAC whose placement is based on cut scores for the seven existing levels of the program and their corresponding Course Measurable Objectives.

Each member of the consortium offers a comprehensive direct instruction ESL program that includes levels from beginning literacy to advanced, either at their primary location or at sites within the community. Rowland, for example, features classes at various elementary schools, senior community centers, and a local church. Many of the off-site and/or evening courses are multi-level classes. Schedules for ESL courses vary by site and multiple options are available for students in the consortium region. Most members offer morning or evening courses which meet anywhere from twice weekly to daily. Instructional hours range from 6 to 20 hours per week with morning classes meeting more frequently than evening. The level of technology varies by site, but main campuses have resources that include interactive white boards, document readers, computers, and instructional software. In addition, three locations have language labs that students can use to reinforce their classroom-based instruction. To supplement instruction, Pomona and HLPAE have blended ESL Distance Learning options.

Table 1.1

ESL Level Course Offerings by Member

ESL Language Proficiency Level	BPACE*	Bassett*	HLPAE*	Pomona*	Mt. SAC (CDCP)	Rowland*	Tri-Community*
Beginning literacy	✔	✔	✔	✔	✔	✔	✔
Beginning-low	✔		✔	✔	✔	✔	✔
Beginning-high	✔	✔	✔	✔	✔	✔	
Intermediate-low	✔	✔	✔	✔	✔	✔	✔
Intermediate-high	✔		✔	✔	✔	✔	
Advanced-low	✔	✔	✔	✔	✔	✔	✔
Advanced-high					✔	✔	✔

All districts identify students according to these proficiency levels but most are currently constrained to offering multi-leveled classes due to budget.

The majority of ESL classes feature open enrollment, but some sites require that students enroll prior to the last month of the term and maintain waitlists of interested students. Waitlists are currently a significant issue for member sites due to high levels of student need in the area.

Table 1.2

Unduplicated enrollment at each member site

	BPACE	Bassett	HLPAE	Mt. SAC	Pomona	Rowland	Tri-Community
Current (2013-14)	847	1214	2191	4217	993	1450	440
At peak capacity (2008-09)	2707	2326	4983	3239	5152	2356	505

Community Based English Tutoring (CBET). Community Based English Tutoring (CBET) is offered at several sites within the Bassett and HLPAE districts. CBET are multi-level ESL and family literacy classes open to parents and family members with limited proficiency in English. These classes incorporate English, parent education, and citizenship instruction around such school-based topics such as

understanding and participating in the U.S. educational system. Classes feature open enrollment and meet from 3-6 hours per week.

Citizenship. Citizenship courses are offered at each site. Citizenship courses are designed for students planning to apply for naturalization and will prepare them for the civics and interview tests required by the United States Citizenship and Immigration Services (USCIS). The instructional programs are designed for ESL learners who have some command of the English language. These ESL civics lessons can also be integrated into CBET courses. Instructional content is based on the questions and answers on U.S. history and government provided by the USCIS. The frequency of offerings varies with some members offering only one or two classes weekly and others providing multiple daily options. At Tri-Community citizenship is an independent study program where students are provided with study materials and support services (see below) along with the option of application process assistance and a mock naturalization interview. At HLPAE, 150 students have become citizens.

Student support services for classes for immigrants. The majority of members have counselors who assist students with academic and career counseling. The level of support services, however, reflects the overall understaffed nature of the ESL programs in the consortium. For example, one district is not able to provide any support services at this time while other districts only have part-time counselors or a counselor at only one site. Baldwin Park, Bassett, and HLPAE offer limited free child care at certain sites on a first-come, first-serve basis, with a waiting list. At Baldwin Park, CTE students receive priority for child care. Baldwin Park also features an on-campus café with wireless internet access and on-campus security personnel. At Mt. SAC, all students who complete the orientation and placement testing are eligible to utilize the Language Learning Center lab immediately. Students in advanced levels are also provided with information about the credit matriculation steps and, along with intermediate students, attend the annual Career Conference, wherein faculty, staff, and community professionals provide information about different careers and matriculation processes. Members also have established relationships with regional vocational programs to assist with student matriculation and placement.

Adults with Disabilities

Most services for adults with disabilities are provided at Hacienda La Puente's Innovative Rehabilitation Services (IRS) program with a current enrollment of 300 and a waitlist. In addition, however, Mt. San Antonio College serves 120 adults with developmental disabilities at two separate off-site locations and Baldwin Park has one class with 24 students for on-site education for those suffering from mental illness.

The definition of Adults with Disabilities includes both those students who are physically disabled (conditions that impair the physical functioning of their body) as well as those who are developmentally disabled. As defined by the California Welfare and Institutions code, developmentally disabled include "intellectual disability, cerebral palsy, seizure disorders, and autism spectrum disorders". The students have significant learning, cognitive, and other conditions that impact their ability to access course content without a strong system of educational supports and systems. In addition, many students have educational obstacles such as limited English proficiency and/or limited prior educational opportunities. The focus of adult education is on adults who are 22 years of age or older as these students cease to qualify to receive services from the K-12 under the Individuals with Disabilities Education Act (IDEA).   A majority of the students are SSI/SSA recipients and are being served through the Regional Center.

Hacienda La Puente (HLPAE). The Innovative Rehabilitation Services (IRS) program on HLPAE's Willow campus focuses on providing vocational training and sheltered employment to individuals in the greater San Gabriel and Pomona Valley geographical areas. This program, originally known at "Valley Vocational Center", has been serving the community since 1972. At its current location, IRS has been an integral part of the lives of 300 adult students annually. The IRS base program is "housed" in a 50,000 square foot "workshop", warehouse area, and Food Services Building that provides space for cafeteria style seating for 300 and a complete restaurant kitchen. IRS students are referred by the Regional Center for Developmental Disabilities and the State Department of Rehabilitation. The program is a twelve month, five day per week campus site and community-based work program that, as stated in the mission statement, "supports disabled students in achieving greater personal satisfaction in their aspirations with respect to community integration and independence through vocational experiences, support group employment, and specialized services."

The IRS program features a "100% job placement rate" as the program pays students for their production/work in practical "hands-on" real work settings. The pay rate is based upon regulations as set forth by the US Department of Labor (DOL). There are four distinct work/training areas within the program, 1) Production Assembly (Work Activity Program/WAP), 2) Building Maintenance/Janitorial, 3) Food Services, and 4) Landscape Gardening (the latter three are covered under the Support Group Employment Program/SEP). All production assemblers are paid based upon an individualized piece rate productivity system and individuals in the SEP areas are paid based upon a semi-annual time study, as set forth by DOL regulations.

Essential to the IRS program design is that all students have the opportunity to improve their work habits, increase production and work comprehension, as well as develop enhanced work related social skills. Instruction occurs through modeling techniques, demonstration, and group interaction within productive work crews of 3-8

students. Training involves practical hands-on experience in real work settings. Examples of these real life situations include building maintenance crews servicing various off-site locations including the Sheriff's Training Academy and Regional Services Center in Whittier and the food services staff providing lunches to a variety of off-site programs including a private elementary and middle school, senior centers, and catered events. The grounds of HLPAE's Willow campus are also fully maintained by crews from the IRS program. There is also an academic option for students, the PASS or Pathways to Student Success class, which serves approximately 100 adult students each semester in Adult Basic Education (ABE).

In the IRS program, rigorous course outlines and detailed lesson plans are followed, individual student/client goals developed, annual conferences held with referral services, ongoing guidance and counseling support provided, and over 600 detailed client progress reports written on an annual basis. The IRS staff includes one program administrator, two full-time administrator/counselors, two part-time Teachers on Special Assignment, five credentialed instructors, 24 classified instructional aides, and five clerical/data support staff.

Mt. San Antonio College. Currently, Mt. San Antonio College noncredit offers a course entitled "Lifelong Learning for the Special Needs" at two off-site locations and serves over 120 students. Working in partnership with Easter Seals of Southern California and the City of La Verne, Mt. SAC provides the course in West Covina at an Easter Seals facility and at the La Verne Community Center. These morning classes are offered year-round and focus on educational activities for adults with intellectual disabilities. Course content emphasizes physical, cognitive, social, and emotional skill development. The majority of students are clients of San Gabriel/Pomona Regional Center. Multiple vendors of Regional Center provide transportation to the off-site locations and classroom support through job coaches who must remain on premises with the student(s) for whom s/he is responsible. Mt. San Antonio College, however, provides the funding for the class.

Baldwin Park (BPACE). BPACE currently has one class for on-site education of those suffering from mental illness that serves 24 students. Five students with disabilities are also served in the ABE program where they receive support from aides from the Easter Seals program.

Career and Technical Education

CTE programs are offered by seven of the member districts. The Mt. SAC Consortium CTE student demographics reflect the many diverse communities served including English Learners, adults updating skills, unemployed, undocumented, foreign educated/certificated students, displaced homemakers, veterans, battered women,

economically disadvantaged, inmates, and students with special needs (IRS). Employed students return to adult education programs to update their skills and increase their knowledge of current industry standards. To support them, many consortium members offer self-paced programs for office productivity and other technology programs. Unemployed students include students referred by the Education Development Department (EDD) and the US Department of Veterans Affairs (VA). One challenge for EDD students is that it can be difficult for them to get started in programs due to EDD requirements that students meet specific enrollment dates, in order to maintain their benefits while attending training. These dates often do not coincide with Mt. SAC semester dates and EDD students are often more successful enrolling in programs at adult schools that offer flexible start dates. The VA provides vets with living expenses and education while they attend a VA approved program, which requires monthly progress reports to the VA including students' attendance, grades, and completions. Undocumented students also have challenges since they can take the class and earn a certificate, but do not qualify for "State" licensing so they will often take the certificate back to their native country. Many foreign educated/certificated students have earned a professional degree in their country, but their license or equivalency does not transfer to the United States and they often have to start their licensing process from the beginning.

Fourteen of the industry sectors from the California CTE Model Curriculum Standards are offered within the Mt. SAC Consortium CTE programs. A detailed list of CTE programs offered by category, including location, is available in the Appendix.

CTE Industry Sector	BPACE	Bassett	HLPAE	Mt. SAC (CDCP)	Pomona	Rowland	Tri-Community	Walnut
Agriculture and Natural Resources			✔	✔				
Building Trades and Construction	✔	✔						
Education, Child Development, and Family Services			✔					
Energy and Utilities		✔	✔					
Engineering and Design				✔				
Finance and Business	✔		✔	✔	✔		✔	
Health Science and Medical Technology	✔	✔	✔	✔	✔		✔	✔
Hospitality, Tourism, and Recreation	✔		✔					
Information Technology	✔	✔	✔	✔	✔		✔	
Manufacturing and Product Development			✔		✔		✔	
Marketing, Sales, and Service			✔				✔	
Public Services	✔	✔	✔		✔		✔	
Transportation	✔		✔					

Many of the programs offered at member districts focus on different career paths within an industry sector, but they all lead directly to employment opportunities. Some districts also have overlap in programs, with varying levels of coursework from beginning through advanced. For example, all six districts that offer information technology offer programs in Office Administrative Support and Computer Networking Support because of the high demand for preparation in these fields. The Health and Medical sector represents the largest concentration of CTE programs within the consortium, with seven members having robust programs, some which overlap. The programs range from entry level training to advanced skills leading to state level certification. Programs are not currently coordinated among districts. Major areas of emphasis include Health Informatics and Therapeutic Services pathways which involve office skills or direct patient care. Lastly, while the Child Care Profession certificate is limited to only one district (HLP), that program has an articulation agreement with the Mt. SAC credit Child Development program. There are additional articulation agreements between consortium members and Mt. SAC in a variety of fields, but these can vary from year to year depending on faculty interest.

Student services are provided through each consortium program and frequently include financial aid, counseling and career support, assessment and placement testing, orientations, computer labs, resource centers, student leadership opportunities, and assistance with agencies including GAIN and WIA. Financial aid varies by program but can include PELL Grants at schools approved for COE funding and scholarships. Counseling and career support is an important part of the CTE program design. Students at many member districts are provided with extensive job readiness and placement services. Career guidance counseling is provided for new students including those who are interested in career changes and those who are currently unemployed. Through Job Readiness programs and modules embedded in CTE courses, students develop employment skills such as resume writing, filling out applications, interview techniques, customer services and networking. In addition, employment notices and job referrals are published regularly and are obtained through partnerships with various local companies to assist with job placement. Students are encouraged to be engaged with their education through participation in student leadership which may include serving on student and/or community advisory committees and acting as Principal of the Day. Training programs are also available for those who quality through Trade Readjustment Allowance (TRA) and Trade Adjustment Assistance (TAA). A limited number of programs also offer bus passes, rehabilitation programs (see Adults with Disabilities), and services available to students and the community such as haircuts/manicures, blood pressure testing, optical services, and auto repair.

Programs for Apprenticeship

Within the Mt. SAC regional consortium, Hacienda La Puente Adult Education (HLPAE) is the only member that offers an apprenticeship program. In addition to being the sole apprenticeship program it also stands out as being one of the strongest programs in Southern California with a track record of success that dates back 20 years.

Apprenticeship programs are noncredit programs that are designed to allow adult learners the opportunity to learn a skill or trade through a combination of on the job and classroom training while earning a salary. While apprenticeship previously covered a broad spectrum of job duties, these programs are now mostly related to the areas of skilled craft. Apprenticeships were designed to form a partnership of employees, workers, schools, and community colleges with the ultimate goal of assisting industry in developing and improving training programs designed to provide the skilled workers needed to complete in a global economy. There is no cost to the Local Education Agency (LEA) or the apprentice.

Upon entry to the program, apprentices sign an agreement with the state to attend a minimum number of Related and Supplemented Instruction (RSI) hours of training annually, maintain their name on the "out of work" list if not currently employed, and comply with all rules and regulations outlined by the State and the LEA. Each apprentice is also expected to follow the apprenticeship guidelines as set forth in the program's standards. The apprentice must be at least 18 years of age and most apprentice programs require a GED or high school diploma. The average apprenticeship program lasts for 4 years, but can last anywhere from 1-6 years and apprentices earn 35% to 50% of the salary that skilled workers in that industry earn. Apprentices who stay compliant with the guidelines can expect an increase in wage between 2 and 4 times each year based on the completion of both school and work hours. Apprentices must attend classes connected to the technical instruction in conjunction with their On the Job Training (OJT). Failure to comply with attendance policies could result in the apprentice being dismissed from the program.

Once an apprentice completes his/her program, by meeting all of the requirements as initially outlined, s/he is awarded a "Certificate of Completion" by the State of California. Some programs require additional exams and/or state licensing before the apprentice can officially become employed in the field. In some cases the apprentice can complete the majority of the OJT with a single employer, although it is recommended that the apprentice expand his/her knowledge and skills of the trade by working for more than two employers.

Funding for instructional/classroom (RSI) portions of the apprenticeship programs comes from the California Division of Apprenticeship Standards. LEAs currently receive approximately $5.00 per hour for students and take a percentage of this for administrative costs with the remainder given to the programs. Journeymen also contribute monthly from their paycheck. The employer pays OJT and journeymen are paid at least minimum wage with mandatory incremental pay raises.

Apprenticeship Programs Offered Through HLPAE. HLPAE currently offers twelve apprenticeship programs across Los Angeles County. The completion rates are all monitored by the State of California, ensuring that programs are effective and beneficial to those who complete them. The Joint Apprenticeship Committee (JAC) supervises union sponsored apprenticeship programs and the Unilateral Apprenticeship Committee (UAC) supervises those that are not. The two programs offered by HLPAE that are not union sponsored are Electrology and Cosmetica Cosmetology and Barbering. Classes are offered during the day, evening, and on Saturdays. Apprenticeships are supervised by a qualified instructor with training and licensure (when applicable) in the field.

Apprenticeship programs currently being offered through HLPAE are (*see Appendix Table A2 for details*):

- Brick Tenders
- California Fire Fighters
- Cosmetica Cosmetology and Barbering UAP
- Electrologist UAP
- Laborers Cement Mason
- Laborers Landscape Irrigation and Fitter
- Laborers Southern California
- Southern California Floor Covering Crafts
- Southern California Glaziers and Glassworkers Industry
- Southern California Pavement Stripers and Highway
- Sprinkler Fitters United Association Local 709
- Tile and Marble Finishers- BAC Local No. 18
- Tile Laying Local 18

Enhanced Noncredit Adult Education

As the only community college in the consortium, Mt. San Antonio College is the only member with courses designated as Career Development and College Preparation (CDCP). These courses are designed to prepare students for transition to work or postsecondary education and give them an opportunity to earn noncredit certificates that reflect their academic preparation.

Adult Basic Education and Adult Secondary Education

Mt. SAC offers enhanced noncredit programming at the ABE and ASE levels. For ABE this includes remediation of basic reading, language/writing/math skills, ASVAB preparation, basic skills bootcamps for incoming college students, and literacy and career development. For ASE it includes GED preparation and Adult High School Diploma. Various modalities are utilized for instruction including direct instruction, small group instruction, independent-guided study, hybrid distance learning (GED preparation), and computer-aided study.

Students served by these programs include dislocated workers and EDD referrals, WorkSource Center referrals, pre-collegiate adults without a diploma, low literacy students, low-income students, transient students, students with disabilities, students receiving public benefits such as General Relief and CalWorks, foster home referrals, and ESL students.

Classes for Immigrants

Mt. SAC offers enhanced noncredit programs for English as a Second Language and Vocational English as a Second Language courses. ESL courses are direct instruction and are available in the morning or evening for 14 to 17.5 hours per week, along with a few afternoon and weekend classes. ESL courses are offered both by proficiency level and as skills courses. Level courses consist of integrated skills and grammar and range from Pre-Level 1 to Level 6 (seven levels altogether). Skills classes focus on writing and/or speaking development and are offered at the beginning, intermediate, and advanced levels. Students are placed using the Chancellor's approved and locally developed ESL Computer Adapted Placement Test (ESL CAP Test). Approximately 50% of Mt. San Antonio College students who test are placed in beginning classes. The program features managed enrollment that uses weekly testing and orientation, adding students until one month before end of term, and priority registration for continuing students with good attendance.

The student population and students' reasons for entering ESL programs at Mt. SAC are similar to that of the general consortium region. Students range in age from 17 to 79 with the majority from 21 to 45. The two major languages represented are Spanish (38%) and Chinese (52%) with native speakers of Arabic, Farsi, Vietnamese, Korean, and Thai together making up the remaining 10%.

VESL Career Paths (VESL) is offered at Mt. San Antonio College and is designed for ESL students who have completed the highest levels of ESL and are ready for their next steps toward college and career advancement. VESL is a two-semester program (VESL 1 and VESL 2). Both VESL 1 and VESL 2 are designed to strengthen three areas: English skills, computer knowledge, and academic/career preparation.

Career and Technical Education

Students participating in CDCP CTE programs are seeking to complete a short-term vocational program leading to professional advancement or employment. The courses lead to certificates in an array of vocations such as business, agriculture, manufacturing, and graphics, to name a few. Many students take just one or two classes that will advance their work skills, and it is common for them to request evidence of completion of a single course to submit to their employer.

The CDCP CTE program is largely represented by courses and certificates that may be completed through enrollment in dual-listed noncredit/credit courses. There are three main reasons that students may choose to enroll as a noncredit rather than a credit student. They may already have a college degree and simply need a specific skills upgrade. They may be uninterested in a degree or certificate, but they simply want specific skills. Or they may lack confidence to succeed as a credit student; often students who initially enroll on a noncredit basis convert to the credit classes once they experience success. The courses and certificates are created and offered through a collaborative process with the various credit departments of the college. Over fifty Chancellor approved CDCP Certificates of Completion are offered through Mt. SAC Continuing Education.

Programs with the highest levels of outcomes include:

- Administrative Assistant
- Bookkeeping
- Certified Nursing Assistant (CNA)
- Floral Design
- Office Computer Applications

Programs Funded Through Title II of the Federal Workforce Investment Act

Four of the consortium members are funded in part through Title II of the federal Workforce Investment Act. These members utilize CASAS testing and benchmarks to obtain funding, which is then used for ABE/ASE/ESL instructional software and hardware; textbooks; instructional materials; and modernizing technology for classrooms; labs; and professional development. Members also provide English and/or basic skills assessment and registration support from these funds. In addition, Tri-Community offers introductory CTE courses specifically for ESL students, allowing them to transition into advanced courses.

Adequacy and Quality

Since the community college CDCP classes and the K-12 adult education classes are similar with the exception of funding and categorization, the following

narrative evaluation of adequacy and quality will include all of the adult education programs currently offered by consortium members.

In examining the question of adequacy and quality the consortium members identified that there was a disparity between adequacy and quality. While the programs currently offered demonstrate high levels of quality, there were concerns regarding adequacy, specifically with regard to servicing the needs of the community. Recommendations regarding adequacy will be addressed in greater detail in Objective 2.

While faculty and staff strongly believe that their programs possess a high level of quality, external stakeholders also affirm this belief. For example, the WASC Accreditation Commission for Schools (ACS) has conferred a six year status of accreditation on each of the schools. Student outcomes are also consistently high, despite diminished resources at many member sites. Consortium members examine student learning gains through a variety of measures including: student learning outcomes, noncredit certificates of competency, state and industry certifications, ESL level completion, progress indicators, high school diplomas, and GED certificates. CASAS benchmark data are on the rise at BPACE, Mt. SAC, and Rowland, indicating that the instructional programs are developing students' life skills.

Adult education is also significantly beneficial in a community with regard to increasing parental levels of education, demonstrating the importance of lifelong learning, providing training and resources to adults with disabilities, and supporting families struggling with socioeconomic issues and/or gentrification of their community. Members provide locations close to students' homes where students feel welcome and grow academically. This also offers a service to community members who lack transportation and allows parents to be close to school-age children and to work and learn in that setting. This proximity, as well as child care where offered, creates a bridge between immigrant parents and the schools by helping parents understand the school system.

There are many characteristics of programs offered by consortium members that exemplify the high level of quality inherent in them. These include the open-entry/open-exit system which provides maximum flexibility; direct instruction that is utilized to maximize learning and challenge students at their current level and beyond; the dedication and continued emphasis on professional development of faculty, staff, and administrators even in difficult budgetary circumstances; and emphasis on student and innovative programs to meet student needs.

While some programs have waiting lists for classes and/or require fees for enrollment, this demonstrates that there is a shortage of quantity, but not quality, of

programs. Despite cutbacks, the consortium members have remained focused on providing courses and programs that are rigorous, relevant, consistent, and beneficial both to individual students and the community as a whole.

Adult Basic Education and Adult Secondary Education

ABE and ASE faculty and staff pride themselves on providing quality services that result in increasingly high student outcomes. Students at the schools who report having high levels of satisfaction with their preparation reinforce this.   For example, Rowland reported that students stated that they "appreciate" the school and teachers. Mt. SAC student survey data show that 98% of students surveyed would recommend Mt. SAC to others. Consortium members have also been recognized for their quality ABE/ASE programs. Mt. SAC, for example, received an ACCE award for their progress policy as it resulted in improved student outcomes among the most at-risk student population. Tri-Community received a Program of Excellence award. Rowland faculty received multiple grants including a $3,000 grant from EcoLabs. Their adult school has also received various Certificates of Recognition from California State Senators and Assembly Members throughout the years.

Classes for Immigrants

Members of the consortium have received an abundance of awards in recognition of their high quality programming and consistently high student outcomes. The ESL department at BPACE was recognized by the state as a Program of Excellence every year the designation was awarded (2002, 2005, and 2008). Bassett Adult School and Mt. SAC have each received three Promising Practices awards from CASAS. HLPAE has received a Program of Excellence award and a Citizenship grant for two years. Mt. SAC designed its own placement test (ESL CAP test) which was validated and approved by the Chancellor's Office and the College also received the Association of Community and Continuing Education (ACCE) award for their Student Teacher Action Research (STAR) projects. Rowland received a Golden Bell Award from the California School Boards Association for their CBET program and is a two time grant recipient from Majestic Realty Foundation to offer free citizenship classes. Rowland has also received multiple grants from Ecolab and ForUs foundations for technology, curriculum, and instructional items.

More importantly, students express positive feedback regarding their experiences in consortium ESL classes. Students feel that they are empowered to work toward their goals of parent involvement, gaining skills toward employment or completing their high school diploma and entering a job training program. Parents who participate in ESL programs often begin to participate in PTA, school site councils, and as classroom volunteers.   As one Mt. SAC student commented "This is one of the best educational

experiences I ever have." In addition, students at Pomona are given the opportunity to participate in Community Service Learning/Civic Engagement and report that this enriches and enhances their English language acquisition skills. The quality of the Tri-Community citizenship program is reflected in its student outcomes, with twelve students becoming US citizens from the small and relatively new program.

Adults with Disabilities

The programs offered by HLPAE are of high quality, but are in need of expansion. The IRS program maintains multiple accreditations including accreditation by the Commission on Accreditation of Rehabilitation Facilities (CARF). This accreditation is required to receive student/client referrals via the Regional Center and the State Department of Rehabilitation. IRS is vendored for services by the (State of California) Department of Developmental Services (DDS). Further accreditation is through the Western Association of Schools and Colleges (WASC) and by the United States Council of Occupational Education (COE). IRS is a member of the California Disability Services Association (CDSA). IRS has previously been recognized by the California Department of Education Program of Excellence award and by the State Department of Rehabilitation Program of the Year award. Opportunities continue to exist for individuals with disabilities as IRS provides services in vocational training, sheltered work and supportive group employment.

Mt. San Antonio College's program offers noncredit classes to individuals with significant disabilities who are unable to attend credit classes. The strength in the Mt. SAC programs includes partnerships with Community Based Organizations (CBOs), cities, and non-profits.

Career and Technical Education

CTE programs have been adversely affected by Tier III cuts, but, from a positive standpoint, the cuts required members to evaluate their programs based on need and reduce programs with lower outcomes. As a result, while there are still necessary growth areas, the existing programs are continuously accredited and are those deemed most beneficial to local population and industry needs. While the core of these programs has been maintained, the number of class offerings has been severely reduced, resulting in waiting lists for high demand occupational areas. Additionally, funding has limited maintenance of equipment, resulting in software, classroom equipment, and operating systems that are inadequate and not at industry standards. Despite these challenges, instructional quality has been maintained, evidenced by students passing state and industry licensure at the same rates as pre-recession. The current programs produce high levels of completers that are in need of expanded opportunities for advanced levels of coursework.

Programs for Apprenticeship

Programs for Apprenticeships are routinely monitored by the State Division of Apprenticeship Standards and have remained current with updates in each of the industry sectors. Stakeholders routinely attend meetings to ensure they are compliant with State requirements and have been recognized for their excellence in the field. In addition, HLPAE has been selected as the Local Education Agency (LEA) for a number of programs that are offered throughout the region, demonstrating their reputation as a quality provider of apprenticeship program services. Industry leaders and members of the California legislature have also recognized programs for distinguished service in the fields of education and labor. Many programs, such as the Sprinkler Fitters, have also been lauded for their commitment to providing outreach to the community through tours and trainings for firefighting academies.

HLPAE is dual accredited through WASC and the United States Council of Occupational Education (COE).   The Laborers Training and Retraining Trust of Southern California also received accreditation through the International Accreditation Service.

Objective 2

An evaluation of current needs for adult education programs within the consortium's region.

An important note regarding funding as MOC for adult schools is scheduled to end on June 30, 2015.

The regional plans outlined in this narrative have been developed with the assumption that the current Adult Education Maintenance of Capacity (MOC)/base funding level to sustain existing adult education in the schools will be continued through a dedicated stream. As a result, all of the strategies in this plan are new or expanded activities.

If dedicated funding is not provided to sustain adult education currently offered by the schools, then the first priority in our regional plan will be to assure that our existing adult education programs in the schools are sustained, thus avoiding the creation of a devastating new gap in our region. The current cost to maintain capacity for existing adult school programs in the region is $43,154,679.00 for the five AB86 categories. These funds include state apportionment, non-federal grants, and fees charged to students. Due to categorical flexibility many districts left their adult schools with less money than needed to keep the doors open. These districts instituted fees for some of their classes to make up the difference. These fees should be considered part of their maintenance of capacity since the schools rely on them on a year to year basis. Depending on the outcome of SB173 policy recommendations concerning fees, any eliminated fees will need to be covered during the course of K-12 adult education funding.

Additionally, in order to sustain these vital, existing programs, our new and expanded strategies and activities will be proportionally limited or eliminated, depending on funding provided to our local consortium. The lack of dedicated funding to sustain current adult school programs would negatively impact the consortium and restrict strategies to develop regional plans and transition pathways.

Regional Data Overview

The Mt. San Antonio College Regional Consortium area is ethnically diverse, with the majority of students Hispanic (53.1%) and the second largest population Asian (22.0%). Among the nearly 800,000 residents of the Mt. SAC service area, 35.8% are foreign born. Of the population five years and older, 59.1% speak a language other than English as their primary language. The percentage of English Language Learners (ELLs) in the K-12 districts is also higher than the Los Angeles County average (22.7%), at 28% in Baldwin Park, 34% in Pomona, and 46% in Rowland.

Educational attainment levels are particularly low in some of Mt. SAC Regional Consortium service area cities. While 14.3% of Americans over 25 lack a high school diploma or GED, 21.9% of the consortium region's resident population has never completed high school, which is equal to 109,313 residents. In Baldwin Park, 44.2% of adults lack a high school diploma. The rates are 38.5% for Bassett, 41.4% for La Puente, and 34.8% for Pomona. The four-year graduation rate at consortium region high schools is only 77.2%, meaning that 22.8% of high school freshmen do not graduate high school within four years.

Table 2.1

Educational Attainment of Population in Mt. SAC Service Area

	District		County	State	Nation
Educational Attainment Level	**#**	**%**	**%**	**%**	**%**
Less than 9th grade	59,166	11.9%	13.7%	10.3%	6.0%
9th to 12th grade, no diploma	50,147	10.1%	9.9%	8.7%	8.2%
High school graduate/GED	114,686	23.0%	20.4%	20.7%	28.2%
Some college, no degree	102,816	20.6%	19.6%	22.2%	21.3%
Associate's degree	40,047	8.0%	6.8%	7.7%	7.7%
Bachelor's degree	91,494	18.3%	19.3%	19.4%	17.9%
Graduate or professional degree	40,458	8.1%	10.2%	11.1%	10.6%
Source: U.S. Census Bureau, American Community Survey (5-year estimates), 2012.					

With the recent recession, unemployment rates in Los Angeles County and the San Gabriel Valley soared to a high of 12.4% in April 2010. Economic recovery has reduced them to 9.9% as of April 2013. The unemployment rate in the consortium service area is 10.6%. It is much higher in some service area cities, at 14.0% of Baldwin Park, 13.9% in Bassett, 12.8% in Covina, 12.7% in Pomona, and 12.8% in West Covina. About one-third of Mt. SAC's enrollment comes from out-of-district communities, including high poverty areas such as East Los Angeles (26.8% poverty level) and other similarly-impacted communities. Additionally, 15.5% of the households in the consortium service area (34,266 households) receive public assistance in the form of cash aid, food stamps, or supplemental social security benefits. At the consortium K-12 districts, the percentage of students who qualify for free and reduced lunch is over 80% in Baldwin Park, 70.4% in Pomona, and 65% in Rowland; compared to 58% in Los Angeles County.

According to EDD Labor Market Information for 2010-2020 Occupational Employment Projections for Los Angeles-Long Beach-Metropolitan Division (LA County), employment opportunities are expected to increase approximately 15% by 2020. The greatest projected gains for Los Angeles County include:

- Food Preparation and Serving (25.5%): cooks as well as Food and Beverage Serving Workers
- Personal Care and Service Occupations (25%): greatest need-Personal Care Aides
- Healthcare Support Occupations (25%), Healthcare Practitioners (20%). Within these occupations, there is a great need for home health aides, nursing aides, medical assistants
- Other increased opportunities for employment will include:
  - Office and administrative support: secretaries & administrative assistants, financial clerks, Bookkeeping/Accounting clerks, customer service representatives, office clerks
  - Logistics: Laborers and freights, stock, and material movers
  - Retail sales workers: cashiers, salespersons, sales representatives
  - Security Guards
  - Building cleaning and pest control workers

There are currently 4,255 adults with disabilities served in the Mt. SAC Regional Consortium area through the Regional Center.

Currently Unmet Needs

While this section will focus on the five areas covered by AB86, the Mt. SAC Regional Consortium members would like to state that Parent Education and Programs for Older Adults are also critical to the region's population and that without funding this need will go unmet.

Adult Basic Education and Adult Secondary Education

Program restoration/growth. The consortium area has experienced a sharp decline in the amount of services offered in K-12 adult education over the past five years. As mentioned in Objective 1, this is largely due to the budget crisis and the flexibility afforded to districts by making previously categorical funds available on an unrestricted basis. As a result, districts are now offering limited, if any, adult education options.

The necessity for growth is evident throughout the consortium area, and is not limited simply to restoration. Currently in the Mt. San Antonio College consortium region more than 100,000 residents over the age of 25 lack a high school diploma. Meanwhile, there are comparatively few spaces available in programs that seek to serve this population. For example, in Baldwin Park (BPACE) district over 30,000 residents lack a high school diploma. At this time, however, BPACE is only able to offer 120 ASE and 90 ABE slots, which means that only 0.6% of the population can be

served. Throughout the region this lack of availability results from fewer classes being offered, entire adult schools having to close during the summer, a shortage of growth funds to develop needed programs, a lack of technology which results in decrease relevance to younger students, and a dependence on large classrooms that create a higher student to teacher ratio.

While it is critical to begin developing course offerings, this alone is not enough to resolve the existing issues. Students must be able to access these classes they are to be successful, and barriers to their full participation must be taken into account. These classes need to be offered at times when students are able to attend class (both day and evening), with direct instruction options, in areas that are convenient to students who may be walking or taking public transportation, with adequate child care, and with an option for some programs to augment classroom-based study using distance learning. Many consortium members have secondary or tertiary dedicated sites throughout their community that are no longer utilized. In order to reach broader geographical areas, additional courses need to be focused at existing sites, including district schools. Students who stop-out from programs also report transportation as a key barrier to attendance. While increased sites will improve community access, there needs to be an exploration of options with regard to transportation to assist students in persisting. Child care is also mentioned in student surveys as being a major barrier to students' ability to attend class. At this time child care is only offered at a few districts in the area and those districts report waitlists. In addition, there is a persistent issue that students who are accepted into a class may still be on a waitlist for child care, so they cannot attend the class, while some students who are offered child care may be on a waitlist for a class. Thus even existing child care is not adequate. Needs in distance learning will be discussed in the "enhanced technology" area below.

Enhanced technology. With regard to technology, areas for growth include creating established computer labs, updating technology in the classroom, using software programs to supplement instruction, creating hybrid/distance instructional courses and programs, providing students with internet access, and preparing students to take the computer-based 2014 GED.

While the majority of consortium members have computer labs, many of these labs are outdated and/or do not contain adequate instructional software to serve the needs of students who are looking to advance their skills in modern technology. Some districts also lack modern technology in the classrooms, using overhead projectors for example, rather than interactive white boards or document cameras. In addition to limiting instructors' ability to teach, this lack of technology also acts as a deterrent to students and conveys the message that the program is not up-to-date with community needs.

Distance learning is also a critical element of improving student access and services for the high-needs and geographically broad community served by the consortium. In order to develop adequate distance learning, however, it will be necessary to have computer labs at each site where instructors can assist students with computer literacy skills, provide training in the computer-based instructional software, and have regular contact with students in a hybrid model.

Additional student support services. Needs for student support include additional advising services, additional support personnel including tutors, more dedicated assessment spaces, and development of electronic educational plans (particularly at the community college level given the SSSP mandate). Tutors with math content knowledge are critically needed to provide more intensive support to students taking ASE/ABE math courses.

Relevant curriculum and programming. When courses and programs are added, they will be aligned with community needs to ensure that they serve as many students as possible. Some high-need areas include contextualized basic skills and transitional courses. Contextualized basic skills are present in a number of consortium members' programs, however, at this time they are limited and are not present in a majority of the fields in which they are needed. Likewise, transitional courses are offered at each site, but there still exists a need to link those transitional courses with specific college and career goals. For example, aligning ABE and ASE courses with college credit classes would result in easier transition to college and thus assist college-bound students. Offering additional workplace certifications, such as typing certification, would similarly assist career-oriented students with necessary and documentable skills.

Professional development. While professional development is available in the community, particularly through OTAN, CALPRO, and other organizations, these opportunities are increasingly webinars and not face-to-face workshops. Consortium members report that they would benefit most from hands-on workshops, which could be offered through OTAN, where they can become familiar with technology that is the wave of the future in education and testing. In addition, workshops are needed in specific areas such as developing contextualized instruction, alignment with Common Core, and options for ASE. For example, at this time at least one site is also planning to include preparation for the HiSET (High School Equivalency Test) and the TASC® (Test Assessing Secondary Completion) as alternatives to the GED, but will require professional development prior to implementation.

Classes for Immigrants

Program restoration/growth. The benefits of classes for immigrants are wide-ranging and deeply impactful to students, their families, and their community. However,

across the consortium, ESL program funding was cut drastically and many classes and services were eliminated. In Baldwin Park, a community with one of the highest percentages of recent immigrants and individuals who speak a language other than English in the household, the number of students served has shrunk to a third of what it was five years ago. In the region, less than half of students on waitlists are placed in a class during the term. Across the consortium, the educational needs of the communities are not being met.

In order to improve services to students it will be necessary to add additional leveled classes with the goals of reducing waitlists, providing greater access to students, and providing more attention to students at the lower levels. A fully realized or "built-out" program would include many single-level classes offered regularly throughout the year with supplemental directed instruction for specific needs. In order to increase leveled course offerings it will be necessary to add facilities both at main campuses and throughout the community, enhance technology, streamline registration and assessment processes, hire faculty and staff, provide child care, promote distance/blended learning, and purchase textbooks and materials.

Enhanced technology. In order to provide meaningful programs, it is necessary to improve computer labs and software offerings. Since the majority of programs have not updated their technology for quite some time, this would require purchasing new computers at most sites. In addition, members need ESL online programs for blended instruction as well as access to language labs. Additional technological needs include interactive white boards, updated equipment for specialized classes, and software for students such as Rosetta Stone, All Star, and American Speech Sounds.

Additional student support services. When developing additional courses, it will be critical to hire additional counselors, instructors, and support staff. Even now, counseling is a critical need in ESL programs across the region. Additional counselors would enable programs to provide career guidance and information regarding transition to credit as well as programs and services available within the consortium and the community.

Support staff are needed to monitor placement testing, registration, record keeping, waitlists, and student notifications. At least one school expressed that they lacked adequate staffing to create a waitlist and were unable to fill empty slots. In Pomona teachers are responsible for registration and testing for all students at off-campus sites, as well as teaching. There is a strong need there, and elsewhere, for increased staff to help with these tasks.

Instructors are clearly needed for new classes. Additionally, recent budgetary issues have resulted in fragmented work weeks in some districts (IE splits, weekends, having several assignments on different campuses) which has in turn affected teacher productivity and decreased overall instruction time. Plans to add leveled classes will to take into account strategies for improving instructors' schedules as well as hiring additional instructors to distribute the workload. In addition, Tri-Community expressed an interest in having a curriculum development/implementation committee that would help guide the expansion of leveled classes.

A reoccurring barrier to attendance that students report is a lack of access to quality child care. As a result of budget cuts, child care was eliminated at many sites and has never been offered at others. Students report that a lack of child care is one of the major barriers to access into and retention in ESL courses.

At Mt. San Antonio College there is an increase in serving immigrants with disabilities, particularly the Deaf and Hard of Hearing students as many of the community programs that used to be available to them have closed due to budget cuts. Although Deaf students in the ESL classes are supported with campus American Sign Language (ASL) interpreters, many students are not fluent in ASL and, as a result, interpreters and instructors struggle to communicate with them. *See "Adults with Disabilities" for more information.*

Professional development. Professional development would be two-fold. First, it would be necessary to provide all instructors with training on new technologies and differentiated instruction. Second, the development of additional classes will result in the hiring of new teachers who would benefit from general training in addition to the areas previously listed.

Adults with Disabilities

In the Mt. SAC Regional Consortium area there are over 4,000 students served by the Regional Center, yet fewer than 500 individuals receive services through member districts. Thus the key gap facing the region is a lack of services focused toward assisting adults with disabilities, particularly as related to workforce preparation.

The Hacienda La Puente IRS program seeks to alleviate this gap by expanding their services to 25 more individuals. In addition, staff would incorporate life and social skills, work evaluation, and job coaching into the existing program. This would require hiring at least one additional part-time teacher and a teacher aide. An adult basic education course (ABE Pathways to Success) is planned as well as a Work Sample Evaluation to assess individuals served by the Regional Center for job prospects.

Mt. San Antonio College is in the process of designing two separate programs to support Deaf/Hard of Hearing students and students characteristically served by the Regional Center who are interested in experiential job training.

The proposed Deaf/Hard of Hearing program is designed to fill a need in the region related to educating Deaf people in job skills and academic areas. This type of program will incorporate American Sign Language (ASL) with written English and will start as a joint venture with ESL.   The noncredit program faculty has recently written ESL and language coursework for Deaf students to be proposed for curriculum review. However, curriculum review is often a long process and it is possible that courses may not be approved until 2015-16. The proposed ESL/ASL courses mirror two credit courses that were recently approved and which will begin to address the noncredit needs of Deaf students on campus. With the addition of new noncredit options students who want to continue skill development in noncredit, or who are not ready for credit courses, will have options and will be able to gain skills at a more individualized pace.

Mt. SAC is also exploring a project to establish an educational/experiential job training site, due to AB 1041 Employment First Policy in the Lanterman Disabilities Services Act signed into law in October 2014 and recognizing that only 13% of people with significant disabilities have employment. Mt. SAC plans to provide specific coursework designed to promote employability of individuals with intellectual disabilities and the development of independent living skills. The plan for this program will be discussed in greater detail in Objective 4, however, in the process of creating a proposal for this program a number of gaps were identified by the Regional Center and the Regional Consortium. These include needs to:

- Establish and provide meaningful bridge programs for adults with disabilities who have completed and participated in Regional Programs, but are not yet ready for integration into the workforce
- Develop and establish a meaningful "transition to work" program
- Establish and provide job readiness skills programs
- Provide extensive career training in interview skills, dress for success, and résumé and cover letter writing
- Develop partnerships with local businesses for career exploration and internship opportunities
- Provide CTE courses in areas such as pet grooming, computer training, micro enterprises, culinary arts, grounds keeping, maintenance, telephone service, and other office occupations tailored for adults with disabilities
- Establish and provide career counseling services
- Develop meaningful questionnaires to obtain information about students' interests, talents, and abilities

- Establish distance learning classes to foster the education of all students
- Provide learning opportunities for students who do not feel comfortable in a regular class setting
- Establish learning opportunities in digital learning/hybrid learning and classroom learning
- Provide training in life skills such as transportation, home care, meal preparation, laundry
- Provide professional development for support staff including job developers, job coaches, and instructional aides

These identified needs have formed the foundation of the program that the College is designing, the specifics of which will be explored in greater detail in Objective 4.

Career and Technical Education

At the current time, the adequacy of the CTE programs has been compromised by budget cuts resulting from Tier III flexibility. This has resulted in higher costs to maintain programs, and this additional cost has been passed along to students in the adult schools. Many students are now unable to access the programs due to higher fees. In addition, fewer instructors are teaching and support staff are working with greater numbers of students. Therefore students have fewer resources available for support. In addition, funding has also limited maintenance of equipment at the industry standard. Software, classroom equipment, and operating systems currently in use are not adequate. Any plans to fill regional gaps must first start with an examination of providing adequate funding to support existing students and develop plans for growth based on current and projected labor statistics.

Current needs include adding more class sections to meet the demands of the waitlist and gaps, updating equipment and technology to the industry standard, creating pathways through alignment of programs across consortium members to expand students' skill levels, promoting contextualized basic skills in CTE programs, enhancing transitions into the workplace, and updating materials. Promoting contextualized basic skills would support English-limited students and those with low literacy. Learning assessment centers would be designed to assist students in improving their skill levels in math, reading, and writing with a variety of modules that have been developed specifically to support CTE courses. Transitions into the workplace would be augmented by developing externships and apprenticeships, improving partnerships with small and medium-sized businesses to promote student placement in internships and job opportunities, and providing more extensive support for students in transitioning into the workplace through apprenticeships and other work-based learning opportunities.

In addition to current needs, it is also critical that CTE programs look to expand and offer new programs that will assist the region with skilled laborers. The community colleges have identified the top 10 emerging sectors for the state of California which include energy (efficiency) and utilities; global trade and logistics; health, information, and communication technologies (ICT)/digital media; and life sciences/biotech. This aligns with the LA County WIB identified priorities and emerging sectors such as green/clean energy, transportation/logistics, healthcare, biomed/biotech, and hospitality/tourism. Alongside the LA EDD projections that the fastest growing areas include food preparation and service, personal care and service occupations, and healthcare support occupations, it is evident that a need exists for increased CTE in the region.

The CTE programs in the consortium are poised to fill gaps in the training and education of future workers and to work with industry to identify priorities and needs. At this time the areas that members believe would be most beneficial to the region include logistics, green technology (HVAC and others), biomedical/bioengineering, home health aides/personal care aides, culinary programs for the east side of the consortium, and information technology. Information technology is a broad field that would encompass certification for computer technicians, network administration, mobile development, Cisco certification, Microsoft certification, Android OS programming, Apple iOS programming, and social media networking for small to medium businesses.

Implementing these programs will require additional funding, locating and hiring of qualified instructors, as well as overcoming program-level barriers. Logistics programs are essential in the region, but at this time no programs currently exist to utilize as a model. They also require a good deal of initial investment to establish needed facilities such as warehouses. Likely partners in this field include Goodwill Industries and Industry Manufacturers Council. Green technology and biomedical/bioengineering pose similar issues in that there are very few, if any, existing programs and industry connections are limited. Personal care aides programs are hampered by a lack of current state certifications, although standardized curriculum is emerging. While the west side of the consortium has an established culinary arts program, the east side of the consortium is in need of a similar program. Although such a program is costly due to facilities and regulations, industry partners would benefit by helping with these issues.

Programs for Apprenticeship

As indicated in the CTE information, a number of growing industry areas in the LA County region would benefit from additional educational and training support. Apprenticeships are integral to job development and would ensure that employees have adequate preparation and training, particularly in fields that require Related and

Supplemental Instruction (RSI) and/or On the Job Training (OJT). As a result of ongoing agreements and partnerships, the Hacienda La Puente Adult Education (HLPAE) program has been successful in creating and maintaining apprenticeship programs, however, more are needed. This is also an opportunity for consortium members to explore developing apprenticeship programs for new fields as well as to refer students interested in existing fields at HLPAE.

At present, however, two barriers are impeding new program development in the region. First, given the current economy, there is a challenge with maintaining enough employers to provide programs. Since entry-level apprentice salaries are at least minimum wage and then increase incrementally as the apprentice proceeds through the training, the wage costs are prohibitive to many prospective employers. This is further complicated by the fact that many employers who are interested in developing programs are often pursuing areas that are already offered in the region and could result in a conflict of interests given industry and union relationships. Second, apprenticeship programs must be registered through the California State Division of Apprenticeship Standards (DAS) and have an approved curriculum and Minimum Industry Training Criteria in order to be funded. At this time the two key areas for development in the region are culinary arts and nursing, however, there are no DAS approved programs in these fields. This may change, however, as stakeholders are in the process of drafting curriculum for these sectors.

As the economic outlook improves, programs are growing but are experiencing difficulty in locating qualified prospective students. A pathways program to align K-12 education and adults schools in the area with apprenticeship programs would improve communication and knowledge in the region and, over time, promote pathways for prospective students to become involved in apprenticeship programs. One suggestion for improving communication is for HLPAE to host an apprenticeship update meeting twice annually to keep partners informed on upcoming start dates, recruitment processes, and how the region can collaborate in support of the apprenticeship program.

Another current gap is the inability of apprenticeship programs to issue college credits for successful completion of courses. This prevents most apprentices from transitioning to advanced vocational programs and/or college because of the time involved in repeating courses that are equivalent to what they were taught in their apprenticeship programs. While the federal government has formed a task force to examine this issue, it is important to assess how transition pathways can be established within the Mt. SAC consortium region to promote student outcomes.

Summary of Needs

       In conclusion, consortium members have identified that funding limitations have the most impact on developing and expanding services and programs. Additional funding is now needed to restore and grow programs, add courses, hire full-time and part-time faculty, add more staff (including tutors and supervisory staff), provide professional development, obtain up-to-date learning materials, and increase the use of technology in the curriculum and courses.

Objective 3

Plans for consortium members and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce.

Collectively, the Mt. SAC Adult Education Regional Consortium offers comprehensive educational pathways in each of the five areas. However, the majority of these pathways across providers are not clearly identified at this time. As a result, while students are aware of opportunities within each district, they would benefit from increased information related to consortium-wide offerings that could further their academic or vocational goals. The consortium has highlighted this as an area for development and has created a multiple level plan to promote educational pathways, ensure student awareness, unite stakeholders to coordinate educational alignment, and advocate for improved postsecondary pathways.

1. Create and promote pathways utilizing a consortium-wide office

A principal step in creating and promoting educational pathways will be the implementation of a consortium office that will house the Consortium Coordinator, a minimum of two counselors or educational advisors, an IT coordinator, and a clerical assistant. A part-time Articulation Coordinator position may also be required.

The main role of the Consortium Coordinator will be to establish ongoing rapport, communication, and articulation with higher education institutions, training programs and workforce agencies, and community partners. In the short-term, this position will be responsible for filling the existing gap with regard to identifying pathways, sharing information among practitioners, and working with stakeholders to expand academic and career pathways, including Apprenticeship programs, within the consortium. These pathways will then be the foundation of the regional website and articulation agreements and will allow the consortium counselors to develop academic and career plans with students.

The regional adult education website will be an online resource for current and prospective students, faculty, staff, partners, and other stakeholders. Students will receive up-to-date information about the adult education programs, support services, and pathway resources that exist for all consortium agencies. Faculty and staff will benefit from online professional resources targeted at transitions as well as a shared directory of contacts. An interactive interface will allow students to select a short-term goal and a long-term goal and obtain information about programs available in the region. For example, a student interested in becoming a Registered Nurse will obtain information about laddered nursing and health training programs in the region such as CNA, home health care aide, and LVN with a plan to transition to the RN program at Mt.

San Antonio College. This support would also include information about ASE programs if the student has not met the high school education pre-requisites.

At least two counseling positions will be established to work with students in managing successful transition to consortium programs. Both counseling positions will assist students with placement in programs in each of the five areas, pathways to postsecondary and career, and overcoming barriers to entry. The counselors will be available to students by appointment as well as by phone for students preparing for apprenticeship programs. These regional office counselors will also stay in regular communication with the member sites and will create tools for faculty and counselors to share with students.

The IT Coordinator will maintain the regional adult education website and will work collaboratively with the Consortium Coordinator and site staff to ensure that information is accurate and current. The IT Coordinator will also provide support for the common database, once implemented (see #2).

In addition to online and counseling support, the regional office will also provide information and workshops about internships, externships, financial aid, college enrollment, career development, and job placement services. Computers will be available so students can research college and career options.

Program Area	Activities and/or Strategies
ABE/ASE	• Hire a student support specialist and/or counselor to provide primarily transition support • Create a consortium website for stakeholders and partners
Classes for Immigrants	• Appoint a student services coordinator for the consortium
CTE	• Hire a Consortium Articulation Coordinator • Establish a Student Navigator position to work with students in managing successful transition to school while balancing work, family obligations, etc. • Create a Consortium Student Services Center, staffed with at least 2 counselors and all Consortium coordinators that is a "one-stop" for student resources on all Consortium programs and opportunities • Establish a consortium Transition Coordinator position to promote business and industry relationships leading to internships and externships

2. Implement a common database to ensure smooth transitions and data access

The consortium will develop a common database that will act as a uniform means of obtaining student data across member programs. A task group will be charged with considering the issues involved in the development of the database. Among the various factors to consider in the design and implementation of the database that will involve all districts, the Consortium Office, and partners are: how to deal with issues of student privacy; what information to include as fields in the database; how to streamline data entry in a manner that maximizes use of existing data through batch uploads or other means; and strategies for continuous updating of the database to reflect the alignment of curriculum, establishment of norms, and development of new pathways. The Consortium Office staff will support database infrastructure, while staff at each member site will be responsible for maintaining student records and disseminating the information.

As noted above, a database task group, consisting of at least one representative from each member site as well as the Consortium and IT Coordinators will be established to assist in the design and implementation of the database. This task group will develop strategies that include how to ensure students' authorization of release of information of their records to consortium members and will determine what information will be included in the database (e.g. CASAS, TABE, and/or CAHSEE scores, ESL placement levels, course and/or program completion, progress indicators, educational background, and high school transcripts). As a first step in defining database elements and collecting appropriate data, the task group will design a consortium student data document that will act as a temporary means of disseminating student information throughout the consortium. The task group will also develop a plan for creating and implementing this document and will utilize the feedback and outcomes from this document to inform database development.

Once the database is established it will play an essential role in the consortium by serving as a means of communicating student data as a student advances through consortium programs on his/her transitional pathway. Member sites will be able to enter data and access information about students' academic histories in a meaningful way that will assist in placement and assessment. More importantly, the consortium will be able to obtain consortium-wide outcomes data for reporting purposes.

Program Area	Activities and/or Strategies
ABE/ASE	• Create online resources and shared directory that provides students with instructional programs, support services, contact tools, and pathway resources that exist for all consortium agencies (one website for all).
Classes for Immigrants	• Develop a regional website

CTE	• Establish an IT Coordinator position to manage the consortium website and communication needs.
	• Create a consortium website for Pathways, Career planning, program requirements, online assessments and availability of resources for the community
	• Create a student tracking database throughout consortium (i.e. use to track enrollment, competency, develop metrics etc.)

3. Establish norms and systems for aligning placement[2]

As described in Objective 1, current placement tools and entry requirements in the consortium vary widely. Some programs require placement testing with specific cut scores to enter levels or programs, while others have an open-access policy or multiple measures. Even placement instruments that are used throughout a program area can be utilized as a diagnostic tool in one district and as a placement tool in another.

A consortium-wide communication structure will be implemented to establish standards and systems for program placement. Given the broad nature of placement systems in the consortium, the focus will be on confirming that each site has an established means of ensuring accurate placement and identifying alignment norms across placement tools in current use. This will include the development of rubrics across each program area that will ensure consistent standards and rigor. The implementation of universal placement tools is complicated by mandates such as the Student Success & Support Program (SSSP). This mandate requires that community college credit and noncredit students participate in a local orientation and placement sequence, which includes multiple measures and in the near future a system-wide common assessment tool.

Placement instruments may consist of existing assessments, online tools, or other tools as needed. Some of the tools used for placement include CASAS, TABE, transcripts, industry expectations, and locally developed tools. In addition, when faculty and staff create new methods of placement work should be done collaboratively to allow for cross-member alignment whenever possible. One potential area of focus lies in developing comprehensive placement processes for English Language Learners and adults with disabilities. It is anticipated that the inclusion of multiple assessment measures and possible referrals to appropriate programs will be a key feature in the development of common norms for these two student populations.

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[2] Adults with Disabilities and Apprenticeship are currently only offered at HLPAE and do not have programs with which to align. Upon creation of additional programs, such as the Mt. SAC and BPACE programs for Adults with Disabilities, the alignment strategies will be employed.

The alignment of classes and levels throughout consortium programs is an integral to creating placement strategies. In order to ensure smooth transitions for students, it will be necessary to design and implement an Alignment and Pathways Initiative that, among other things, will yield a comprehensive list of and plan for program-specific courses in order to strengthen placement strategies across the region. The Consortium Coordinator, with support and input from the members, will undertake this task. The effort for aligning placement across members could begin with creating a standard and format for comprehensive orientations that includes placement information in all program areas. Students can even determine their own pathways given the options and fields of interest.

For example, in ESL this can occur with alignment of level courses and in Adults with Disabilities it will be based on partnerships with external agencies and the sharing of information to establish alignment of placement for students. Other examples of alignment options among consortium members include identifying recommended pre-requisites and standards for placing ABE and CTE students. After the Alignment and Pathways Initiative is complete, team members will use the available data to lead decision making about the ways in which their programs are aligned.

Program Area	Activities and/or Strategies
ABE/ASE	• Establish a standard format for orientations among consortium agencies that includes placement information and expectations for incoming ABE/ASE students (online and in person). • Create a comprehensive process of enrollment and placement for EL and disabled students that includes multiple assessment measures and possible referral to appropriate program.
Classes for Immigrants	• Finalize an alignment of classes and levels
Adults with Disabilities	• Align placement through partnering with Regional Center, utilizing students' historical data and IEPs, counseling, oral interviews, and testing. • Identify students as transitional to credit classes or CTE.
CTE	• Establish program pre-requisites for industry sector pathway that students must meet (as appropriate by program). • Define and align industry sector pathways for students to understand entry points for each student population served • Create a comprehensive information orientation that includes consortium options by industry sector pathway. (Delivery options may include web-based, handouts, face-to-face) • Workgroups composted of consortium faculty, college

	instructors, and business representatives in each industry sector pathway will use a variety of resources to determine pre-requisites.

4. Develop standards for curriculum based on faculty input and state standards

The consortium's proposed approach to aligning curriculum has six stages: 1) create a faculty task group for each area that will also collaborate with other programs as needed, 2) examine state and industry standards by program area to determine and establish required curriculum, 3) identify pathways within existing courses, 4) work with stakeholders to create articulation agreements that support student outcomes, 5) create curriculum and/or courses that are comprehensive and aligned, and 6) implement curriculum and modify course design as needed.

First, faculty task groups will be created for each of the five areas and will include other program representatives and teams as needed. The primary tasks of these groups will be to create common curriculum, whenever possible, and to ensure that students are offered comparable, high-rigor curriculum throughout the consortium. The first step for these task groups will be to review state, industry, and college standards and/or capstone assessment test requirements. Both ESL and CTE have existing state standards (CA Model Standards – ESL Level Designation Tables and CTE Model Curriculum Anchor Standards, respectively) from which to draw. These standards will be the foundation of curriculum and alignment efforts and will be utilized as a tool in defining curriculum competencies and measurable outcomes. Likewise, ASE will integrate College and Career Readiness Standards and Common Core State Standards into consortium members' coursework to promote successful transitions to the workforce and college.

Next, each task group will review existing course outlines and work with the Consortium Coordinator to identify pathways within the existing courses. Programs will also be analyzed to define and pursue articulated courses between colleges and adult schools for the purposes of promoting smooth transition and opportunity for credit transfer and pre-requisite placement, wherever applicable. It is intended that articulations will be formed with not only CTE programs, but across adult education disciplines. (This will be explored in further detail in later sections.)

The task groups will then determine how, and to what degree, to establish uniformity of curriculum. The aforementioned state standards and/or assessment requirements as well as pathways and programmatic goals will influence this. In CTE, for example, each industry sector pathway is unique. As a result, program leaders will work to establish uniformity of curriculum within each industry sector pathway based on the state standards, with college course outlines of record used as tools in defining

competencies and measurable objectives. Additional areas of consideration for the task groups will include recommendations with respect to rubrics and assessment testing within each course, and possible distance learning courses. A focus by ABE/ASE, AWD, and CTE groups will be on reviewing the curriculum to embed job readiness industry skills and successful strategies for transitions to work that includes soft skills, social skills, customer service skills, and other employment skills. In ESL the emphasis will be on ensuring that each member uses textbooks that are compliant with their curriculum. As a result, the curriculum will be aligned and within the state standards, but sites will still have flexibility to create their own curriculum.

Uniformity and alignment of curriculum may also be accomplished through the creation of new courses or course designs intended to facilitate transfer and completion. In CTE and ABE/ASE, for example, courses may be separated into modules to ensure that students who move from one site to another are able to transfer partial credits for programs in which they are progressing. In ABE/ASE capstone math, writing, and contextualized basic skills courses will assist students in being more aligned with college academic skills and workplace expectations.

The final step with respect to ensuring that all students in the region benefit from uniform, standards-aligned courses will be ongoing refinement and modification of these curriculum and/or course design changes, as needed. Given the length of time needed to make curriculum changes, faculty will need to submit any required materials promptly to obtain approval for new and/or modified courses, inform the Consortium Coordinator of changes, and communicate updates to the students. Professional development, technology integration, and cross-program notification will also be addressed at this stage.

Program Area	Activities and/or Strategies
ABE/ASE	• Integrate emerging college and career readiness standards into coursework to promote successful transitions to the workforce and college. • Create capstone math and writing courses that align with college courses and workplace expectations. • Collaborate with CTE and create contextualized basic skills courses for in demand industry sectors. • Integrate soft-skills into ABE/ASE curriculum. • Expand college articulation agreements among consortium members to include a wider variety of disciplines and programs.
Classes for Immigrants	• Align curriculum with the CA Model Standards – ESL Level Designations Table. • Information about instructional materials being used at each member site will be shared via the regional website.

Adults with Disabilities	• Align curriculum through partnering with Regional Center, utilizing students' historical data and IEPs, counseling, oral interviews, and testing. • Write curriculum for programs in development. • Develop courses that emphasize life skills. • Life skills curriculum will include providing training in, home care, meal preparation, laundry, financial management, and mobility, etc.
CTE	• Workgroups of CTE Faculty will utilize ABE/ESL colleagues and business partners to review curriculum by industry sector pathway and embed contextualized basic skills and successful transitions to college work. • Workgroups composted of consortium faculty, college instructors, and business representatives in each industry sector pathway will use a variety of resources to review and revise curriculum. • With input from business advisory groups, faculty workgroups will embed job readiness industry skills and successful transitions to work in curriculum. • Establish articulations between colleges and consortium CTE courses.

5. Develop common assessment strategies that promote student outcomes

While the majority of the alignment efforts are focused on placement, curriculum, progress indicators, and outcomes, it is critical to examine the role assessments play- especially in the latter two categories. Assessment options are extensive and include both formal and informal varieties. The TABE and CASAS test are the two most commonly utilized formal assessments within consortium programs. In addition, multiple informal assessments are utilized; such as in-class assessments, evaluation of students' academic histories, and counseling or oral history strategies.

As the majority of ABE/ASE and ESL programs within the consortium utilize the CASAS test as a measure of student progress, this affords programs an opportunity to compare common student assessment data. Most of the ABE/ASE programs also utilize TABE as a diagnostic of student level and progress throughout their coursework. While it will not be mandated, programs will be encouraged to utilize the CASAS test and TABE when appropriate to gauge student outcomes. With the onset of the new high school equivalency exams, member ASE programs will need to determine the most effective tools in assessing student test preparedness. In addition, since CTE courses often require state or private certifications, programs from each of the industry pathways will explore aligning end of course assessments with a unified scoring system or rubric.

Successful transition into college is one of the preferred pathways for adult education students across programs. Moreover, one of the functions of ABE/ASE programs is to prepare students to assess into college level coursework. Results from college placement exams can also be utilized as a means to assess student proficiency and progress in coursework, specifically in the ABE/ASE and CTE programs.

Program Area	Activities and/or Strategies
ABE/ASE	• TABE and CASAS can be used as common tool and normed to measure progress and competency in ABE/ASE subject areas. • Identify most effective tools for assessing student preparedness in HS Equivalency exams, including online tools. • Identify online assessments for college and work readiness and establish norms across members • Use college placement exams as competencies and end-of-course assessments as a means of determining levels of proficiency in math, reading, and writing.
Classes for Immigrants	• Share information about assessments through the consortium website and consortium-wide task groups • Participation among all members in CASAS testing as one measure of student progress. • Additional site-specific assessments (EL Civics, in-class assessments, teacher-generated assessments, etc.) will also be used to measure student progress.
Adults with Disabilities	• Align assessment through partnering with Regional Center, utilizing students' historical data and IEPs, counseling, oral interviews, and testing.
CTE	• Use CASAS as a tool to measure the level of contextualized basic skills support needed for each student • Establish basic skills (Math, Reading, Writing) placement assessments (ex TABE, CASAS, Roads-to Reading, CAHSEE, college placement ex. SSSP/SAT/ACT tests, etc.) defined by industry sector pathway and skill level (as required by program) • Students complete college placement assessment to determine math and English skill level (Student Success and Support Assessment that is articulated across all community colleges) • Workgroups composed of consortium faculty, college instructors, and business representatives in each industry sector pathway will use a variety of resources to align assessments.

6. Review and augment current student progress indicators

Progress indicators will be drawn from two categories: existing indicators and new strategies for demonstrating student progress. Existing elements include oral and written communication, attendance, test scores, CASAS (where applicable), completion of program requirements, and progress measurements that are established by standards (e.g. level completion for ESL, high school equivalency or diploma completion for ASE, and industry sector pathways completion for CTE).

There is also momentum in the consortium to establish progress indicators that mirror a grading system utilized in the ABE/ASE and CTE programs. The use of a common system of "P/NP" or grades would allow programs to have a universal basis of progress indicators. It would streamline student services efforts and allow for improved identification of students who are prepared for college and career. Also, it will give increased coherence to measuring the progress of students whose studies take them along pathways that span several member districts.

Information on student progress indicators will be shared in faculty and support staff forums where best practices for student achievement and progress within specific courses and programs will be discussed. In addition, once student consent has been obtained, the consortium database and student information document will inform other stakeholders of student outcomes.

Program Area	Activities and/or Strategies
ABE/ASE	• Create progress measurements including high school equivalency or diploma completion • Establish an aligned progress indicator grading system using "P/NP" or grades depending on the program
Classes for Immigrants	• Share information about progress indicators through the consortium website and consortium-wide task groups
CTE	• Develop common student progress indicators as part of a larger plan to align Industry Sectors across the consortium • Workgroups composted of consortium faculty, college instructors, and business representatives in each industry sector pathway will use a variety of resources to measure student progress.

7. Report data on the major outcomes for each program area

Data will be collected on the major student outcomes that have been identified by each of the five areas. At this time such outcomes begin with reporting student engagement in programs with high retention rates and consistent attendance. Improving one's ability to participate in his/her child's education and increased ability to

participate in the community and at a job are also important program outcomes. Other indicators of outcomes include completion of courses, secondary equivalency credentials and diplomas, certificates, certifications, and obtaining citizenship. Outcomes related to employment, training, and post-secondary transition include transitioning to laddered adult education programs; obtaining and sustaining employment or a job promotion; military recruitment due to high ASVAB scores; achieving successful scores on assessments including licensing tests and college placement tests; and enrolling in postsecondary institutions.

Faculty task groups will discuss alignment of major outcomes for each area and update them as needed. Data will be presented at these meetings on an on-going basis, in order to ensure that program areas activities are on track with expected outcomes.

Program Area	Activities and/or Strategies
ABE/ASE	• Determine and share major ABE/ASE outcome indicators among agencies on an ongoing basis • Completion of GED prep and basic skills certificates, official passing of HS equivalency exams, earning of diplomas • Demonstrated readiness into college and employment • Entrance into college and college placement scores, etc. • Achieving high ASVAB test scores
Classes for Immigrants	• Share information about major outcomes through the consortium website and consortium-wide task groups • Acquisition of literacy skills – including increased participation in child's education and increased ability to participate in the community and at the job • Certificates awarded (passing a level, program completion, career certification or licensing) • Transitions to CTE, HSC, ABE, and postsecondary education • Employment (obtaining/retaining a job, promotion, gaining workforce skills) • Obtaining citizenship –including voting for the first time and civic participation • Learner results indicated on the CASAS Update Record form (green) – learner results categories listed on the form: work, personal/family, community, and education
Adults with Disabilities	• Retention rate, completion rates, sustainable employment, and certificate awards
CTE	• Passing course/program, program certificate, • State and industry certification • Employment, job promotion

	• College acceptance and placement into college degree applicable courses • Enter externship and apprenticeship program

8. Create viable and effective communication paths

The primary communication paths for the consortium will be the regional adult education website, the consortium office, regularly scheduled ongoing task group meetings, and ad hoc meetings as needed. These communication paths will also serve to develop links and rapport with higher education institutions with the goal of creating articulation agreements and providing seamless entrance into college and the workplace.

The regional adult education website will act as a hub for faculty and staff, in addition to students. The website will feature an option where registrants can view information about curriculum, transitional support, program outcomes, consortium forms, professional development trainings, catalogs and brochures, and a shared directory as well as forums for discussion. This website will be kept up-to-date by program leaders and the IT coordinator.

As previously mentioned, there will be at least two types of consortium-wide task groups. One will be the faculty task group created for each of the five program areas. The purpose of these task groups will be to support curriculum, transition and alignment needs, and they will meet as needed to accomplish this goal. Some activities may include sharing of instructional materials and resources among members. The second type of task group will be a more broad-based consortium advisory group which will meet quarterly to review data, discuss progress indicators, and present programmatic updates. In addition to the regular meetings of these faculty-level task groups and advisory group meetings, members will be encouraged to visit other program areas' task groups to create and disseminate cross-program collaboration, knowledge, and best practices. For example, this group, along with the Consortium coordinator, will organize events for consortium students such as college visits, visits from partners, and activities relating to college enrollment and success. Meetings with higher education, workforce and community partners would also be an activity of this group.

Program Area	Activities and/or Strategies
ABE/ASE	• Establish an ongoing communication structure (meetings, listservs, website portals) for sharing resources and information among consortium members and groups that include faculty, staff, and higher educational partners. • Determine structure and strategy for sharing student academic records among consortium members.

	• Create an online resource that provides students with instructional programs, support services, and pathway resources that exist for all consortium agencies; online professional resources for faculty and staff targeted at transitions; shared directory.
Classes for Immigrants	• Communication among counselors from all consortium members • Form an advisory group of program representatives throughout the consortium. • Share information about instructional materials, assessments, progress indicators, and major outcomes through the consortium website and consortium-wide task groups • Regular meetings of consortium members & member sharing on regional website. • Shared professional development training for teachers that is consortium-wide. • Representatives from higher education institutions to visit classrooms to promote their programs.
CTE	• Establish a consortium Transition/Consortium Coordinator position to establish ongoing rapport and communication with higher education institutions, training programs and workforce facilities, and community partners (advisory, college and career days, seminars, speakers) • Political outreach (i.e. City/County/State officials) • Consortium open house events to inform the community about programs and services • Establish an IT Coordinator position (website, program info, college info; student tracking consortium database)
Apprenticeship	• Work with local ROP programs, within the consortium region, to offer pre-apprenticeship programs to high school students to prepare them to enter apprenticeship programs upon graduation from high school.

9. Strengthen existing pathways, establish articulation agreements, and create new, relevant pathways

Transition strategies leading to postsecondary education or the workforce will be developed based on the pathways identified in the Alignment and Pathways Initiative. Once this initiative is complete the consortium will have focused pathways for students who are interested in pursuing specific college or career goals, will develop new pathways, as appropriate, and will have established the student services infrastructure to support students with attaining these goals (see #10).

At present a number of articulation pathways exist within the member districts of the consortium, but they are not formally outlined. The Alignment and Pathways Initiative will identify and promote these connections. Consortium office staff will then work to ensure that students create educational and workforce training plans that take advantage of these opportunities, including transitioning into Apprenticeship programs as a career pathway. In addition, structured processes will be created for transition of students from other adult education programs and feeder high schools into and through programs within these pathways.

Students will develop transitional plans in conjunction with counselors or educational advisors. The website will act as a resource for these transitional plans as will counselors and the consortium office. In addition, students' prior academic and vocational background will be addressed in the plans. Based on his/her unique educational history, each student will be informed of what his/her starting point would be in their preferred pathway(s) rather than having a uniform starting point for all students.

Articulation agreements will be an integral aspect of the transitional pathways plan for the consortium. Current articulation agreements with Mt. SAC include the child development program at HLPAE and welding at PUSD/ACE. It is the intent of consortium agencies for similar articulation agreements to be created to support additional relevant programs throughout the region. In addition to formal articulation agreements, consortium faculty have also identified the need for clear alignment between adult education coursework and credit coursework. These links will become stronger as the Alignment and Pathways Initiative progresses. The Initiative will define and articulate the pathways. In the situations where there is need for improvement, faculty will make efforts to align the curriculum with college coursework. Optimally, these links will become articulation agreements and students will be eligible for college credit based on work completed in a wider variety of disciplines and programs. The expansion of articulation agreements is an excellent opportunity and incentive for adult education students to have an early start to their post-secondary education. The aforementioned ad hoc meetings with college representatives will promote relationships between the consortium and the colleges, in particular with Mt. SAC, to create and promote these articulation agreements.

New, relevant pathways leading to college and the workplace may also be created, as needed, and include certificate programs, bootcamps, and courses through the consortium-wide cross-discipline faculty workgroups described in the previous section. Depending on the nature of the pathway, it may incorporate more than one consortium member or may include unique course offerings in specifically chosen locations. For example, a new CTE logistics program with embedded basic skills may have a sequence of courses offered at three nearby member sites to allow students to complete the pathway near their home, but also to ensure the viability of the pathway

with each member optimizing, but not overwhelming, its faculty, resources, and facilities. Similarly, a bootcamp may be offered at several geographically targeted sites in the area to alleviate student transportation issues. On the other hand, a course or sequence that would be beneficial to each site may still be offered at each site if there is demonstrated need by the program and/or community. ESL level classes are one such example of courses that are needed throughout the consortium.

Program Area	Activities and/or Strategies
ABE/ASE	- Align noncredit/adult ed coursework content with college coursework for a variety of disciplines. - Create new relevant pathways leading to college and the workplace that include noncredit certificates, bootcamps, and courses, etc. through consortium-wide cross-discipline faculty workgroups (specifically CTE). - Expand official college articulation agreements among consortium members to include a wider variety of disciplines and programs. - Include online professional resources for faculty and staff targeted at transitions.
Classes for Immigrants	Define ESL exit level - design and promote, on a regional level, clear pathways to postsecondary education or workforce training
Adults with Disabilities	- Establish, expand and increase current programs through job readiness skills training for adults with disabilities (including assessment, job skills training, - Provide supportive transitional programs for post-secondary education (Higher Education), independent living skills, social skills and job readiness skills - Establish meaningful bridge programs that will support individuals as they transition upwardly in abilities - Transition to the workforce through competitive, supportive or noncompetitive employment. Develop partnerships fostering upward mobility to employment where partners provide experiential job opportunities or internships. - Create bridge programs between Mt. SAC, IRS, and BPACE utilizing referrals from situational and formal testing/assessment. - Set up transition program for deaf students assisting them in moving into credit post-secondary program
CTE	- Use of industry certifications for advanced college standing - Participate in establishing a State articulation between colleges and consortium CTE courses - Align industry sector pathways with internship, externship,

	and apprenticeship opportunities provided through business and industry partners
	• Workgroups composted of consortium faculty, college instructors, and business representatives in each industry sector pathway will use a variety of resources to transition students to college or career, in part measured by the number of student transfers between consortium members and to credit college programs.
	• Align industry sectors across consortium:
	○ Workgroups composted of consortium faculty, college instructors, and business representatives in each industry sector pathway will use a variety of resources to review and revise curriculum, determine pre-requisites, align assessments, measure student progress, align outcomes, and transition students to college or career.
	○ Establish reciprocity of courses within consortium
	○ Create online or distance learning opportunities where appropriate with each industry sector pathway
Apprenticeship	• Matriculation agreement between apprenticeship providers and regional community college. This will allow students to earn college credits for certain components of the apprenticeship program. Currently there is a pilot project between an apprenticeship program and community college back east. If this pilot is effective it should quickly be duplicated within our consortium region.
	• Develop pathways that would enable students to take pre-apprenticeship classes in high school, obtain high school diplomas/HSE preparation from adult schools to meet program requirements, and for HSE students to take pre-apprenticeship classes in adult education programs.
	• Basic Skills Boot Camps for K-12 and ROP students who wish to enter apprenticeship programs but lack the basic skills needed to pass the entrance assessment for the apprenticeship program

10. Embed access to student services

Student services is a key element of the consortium plan for integrating existing programs and creating seamless transitions.   Counselors in the consortium office will be part of the Alignment and Pathways Initiative and will be given opportunities to meet and share information about existing and new programs, best practices in student services, and strategies for follow up. All program areas also indicated a strong need for every member site to have career and academic counseling services accessible to adult

education students. On-site counselors will not only provide support to assist students in persisting, completing programs, and pathway transition, but they will do so in part by practicing proactive counseling and being present to students in the classrooms. Site counselors will also ensure communication among counselors is consistent.

The Consortium Office is vital to the strategy to facilitate easy access to student services. With the ability to receive consortium-wide information at one location, students will be able to create comprehensive pathway plans that target their educational and/or workforce goals. For example, a student could visit the CO and leave with a plan to enter a CTE program at a nearby site or be provided with the steps needed to attend a college test-prep bootcamp at different member sites. In addition, the consortium counselors will act as a resource for counselors at individual sites for information and student referrals as well as postsecondary and workforce liaisons. They will coordinate and implement college fairs, outreach, career days, job seminars, and financial aid seminars specifically targeted to adult education and noncredit students. One such activity planned is to arrange each semester with Mt. SAC credit student services representatives to hold a specialized orientation for adult students that complete the steps to enrollment. Furthermore, counselors or the transition coordinator will assist students with job exploration and employment placement. Apprenticeship will also develop open houses to promote their programs to local prospective student groups, including high schools. The centralized website will also ensure that information is disseminated accurately and will allow for smooth transitions and planning for students throughout the consortium.

Accessible, ongoing embedded student services are critical for students to realize their goals, although support staff intends to continue outreaching to students after goals are achieved. Follow-up will involve contacting students following program completion or exit to monitor outcomes that include educational attainment, employment, and civic participation, and to further assist as necessary.

Program Area	Activities and/or Strategies
ABE/ASE	• Establish post-secondary and workforce liaisons dedicated to transitioning adult education students to college and employment. This will include college fairs, outreach, career days, job seminars, financial aid seminars specifically targeted to noncredit/adult ed students. • Create with Mt. SAC credit student services an orientation each semester that includes all steps to enrollment (application, registration, assessment and counseling appointment). • Hire at least two full-time counselors per agency to facilitate matriculation to post-secondary and transition

	into the workforce. • Regular visits to classrooms by counselors; proactive counseling
Classes for Immigrants	• Student services counselors available to all consortium members. • Appointment of student services coordinator for the consortium. • For follow-up, contact students following program completion/exit to monitor outcomes (educational attainment, employment, and civic participation) and to further assist as necessary.
Adults with Disabilities	• Develop clearly identified pathways to services.

CTE	• Establish a student services position to assist students with navigating successful transition to school while balancing work, family obligations, etc.
	• Comprehensive Student Services Center for Consortium
	  o Staffed with a transitional coordinator and at least 2 educational counselors/advisors
	  o Information/resources on all Consortium programs
	  o Verification of foreign credentials
	  o Financial Aide information, access to computers
	  o Career counselors
	  o Workforce liaison- Job Placement Services
	• Counselors at all member sites are participants in regular meetings with other counselors across Consortium

Apprenticeship	• Provide counseling to students in managing barriers to persistence and completion (transportation, child care, financial, medical, etc.) • Provide counseling services and/or orientations for students who wish to matriculate to the community college upon completion of their apprenticeship program • Hold open houses to inform high school students, their parents, ROP students and pre-apprenticeship students about apprenticeship programs. Include union officials and community college counselors for transition assistance.

Tables 3.1: Program Area Detailed Implementation Strategies

Table 3.1a: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants
Consortium Planning and Transition Support Services for all programs

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Planning and Support Services-**Center**	• Create a Consortium Student Services Center, staffed with at least 2 counselors and all Consortium coordinators that is a "one-stop" for student resources on all Consortium programs and opportunities	See below	See below	AB86 Advisory Group		Fall 2015
Planning and Support Services-**Coordinator**	• Appoint a student services coordinator for the consortium • Hire a Consortium Articulation Coordinator • Establish a consortium Transition Coordinator position to promote business and industry relationships leading to internships and externships	Develop a job description for a student services consortium coordinator and hire	89,363	Consortium Office	• Annual evaluation by advisory group	Job description by the end of spring 2016, hire for fall 2016
Planning and Support Services-**Counseling**	• Establish a Student Navigator position to work with students in managing successful transition to school while balancing work, family obligations, etc.	Counselor	88,534	Consortium Office	• Effective communication between coordinator and consortium, student progress and transition between programs • Student surveys • Use of Student support services	2016

| Planning and Support Services-**IT Support** | • Establish an IT Coordinator position to manage the consortium website and communication needs.
• Create a consortium website for Pathways, Career planning, program requirements, online assessments and availability of resources for the community
• Create online or distance learning opportunities where appropriate with each industry sector pathway
• Create a student tracking database throughout consortium (i.e. use to track enrollment, competency, develop metrics etc.)
• Create online resources and shared directory that provides students with instructional programs, support services, contact tools, and pathway resources that exist for all consortium agencies (one website for all); includes online professional resources for faculty and staff targeted at transitions. | Website host, website developer/contributors | 85,509 | Website developer/contributors-one lead developer with contributions from all school sites | • Annual evaluation by advisory group
• Website analytics, Community feedback, admission rate, relationship between community and consortium, support from community to consortium | Beginning fall of 2015 and ongoing |
| Planning and Support Services-**Clerical** | • Office support staff | | 67,121 | | • | |

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Planning and Support Services-**Professional Development**	• Create new relevant pathways leading to college and the workplace that include noncredit certificates, bootcamps, and courses, etc. through consortium-wide cross-discipline faculty workgroups. • Faculty workgroups review programs to create articulation agreements between colleges and adult schools to promote smooth transition and opportunity for credit transfer and pre-requisite placement • To maximize transitions and pathways, ABE/ASE consortium members should attend other consortium team meetings to share resources and establish program and course standards. • Share information about instructional materials, assessments, progress indicators, and major outcomes • Workgroups composted of consortium faculty, college instructors, and business representatives in each industry sector pathway will use a variety of resources to review and revise curriculum, determine pre-requisites, align assessments, measure student progress, align outcomes, and transition students to college or career.	Lead faculty person, collate list of needs, contact OTAN/CalPro to determine possible PD, dates, times, locations	15,000	Lead faculty person who contacts all school sites; lead faculty person should rotate every two years	Survey feedback from faculty at each site annually	To be implemented in fall 2015

Planning and Support Services-**Equipment**	• Copier • Printer		5,000			
Planning and Support Services-**Supplies**	• Various office supplies		2,000			
Planning and Support Services-**Indirect Costs**			14,101			

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants (ABE/ASE)

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
College and career readiness	1. Integrate emerging college and career readiness standards into consortium members' coursework to promote successful transitions to the workforce and college. 2. Create capstone math, writing, and contextualized basic skills/ CTE courses across consortium agencies that will assist students in being more college and workplace ready.	Faculty non-instructional and counselor funding; professional development and conferences; materials related to emerging standards; instructional materials such as textbooks and educational software , institutional research support	22,500	Faculty from consortium agencies; K-12 counselors, ABE/ASE administrators from participating districts and college; advisory partners (for CTE/voc classes and programs)	• Student surveys • Course syllabi • Minutes, agendas, and sign-in sheets • Faculty surveys • Graduation or completion rates • Transition rates and college placement outcomes • Employment data • Partner feedback (survey or focus groups)	
Creating new pathways	Create new relevant pathways leading to college and the workplace that include noncredit certificates, bootcamps, and courses etc. through consortium-wide cross-discipline faculty workgroups (specifically CTE).	Faculty non-instructional funding; professional development and conferences	109,000	Faculty from district and college consortium agencies; ABE/ASE administrators from participating districts and college; advisory partners ; college and district curriculum approval processes	• New pathways, certificates, courses are established • Partner feedback • Minutes, agendas, and sign-in sheets • Transitional rates (college and work) • Participation rate and completers of certificates • College placement rates	

Official articulation agreements	Expand official college articulation agreements among consortium members to include a wider variety of disciplines and programs.	Faculty non-instructional funding, computers, articulation consultant funding; clerical support and transitional support (for paperwork)	13,000	Faculty from district and college consortium agencies; ABE/ASE administrators from participating districts and college	• New articulation agreements in a wide variety of disciplines • Student interest or participation • Student matriculation into workforce or college	
Student support	Establish post-secondary and workforce liaisons dedicated to transitioning adult education students to college and employment. This will include college fairs, outreach, career days, job seminars, financial aid seminars specifically targeted to noncredit/adult ed students.	Materials for career and college fair, speaker support, transportation costs for students; funding for college and workforce liaison; advertising and marketing budget, institutional research support	124,000	ABE/ASE administrators from participating districts and college; college and workforce contact	• Hiring and collaborating with a college and workforce liaison • Student surveys • Transition rates (college and workforce) • Establish yearly events calendar of student support events including online advertising	
Counseling support	Hire at least two full-time counselors per agency to facilitate matriculation to post-secondary and transition into the workforce.	Funding for full-time academic counselor and career counselor	460,822	ABE/ASE administrators from participating districts and college	Hiring of at least 2 full-time counselors at each site (1 college and 1 career)	
Cross-disciplinary communication	To maximize transitions and pathways, ABE/ASE consortium members should attend other consortium team meetings to share resources and establish program and course standards.	Faculty non-instructional funding; professional development, institutional research support	75,000	Faculty from district and college consortium agencies; K-12 administrators;	• Minutes, agendas, and sign-in sheets • Faculty feedback (survey or focus group)	

Orientation to programs and introduction to college and the workforce	Establish a standard format for orientations among consortium agencies for incoming adult students (online and in person). These orientations will include initial educational plan and goals as well as transitional goals.	Counseling hours, student specialist funding, computers, videographer, and technical assistance for establishing online orientations, faculty non-instructional funding; advertising and marketing costs, institutional research support	100,000	Counselors from participating consortium district and college agencies; Instructional faculty from participating consortium district and college agencies; administrators,	• Standard orientation format established, including video • # of completed educational plans • Student surveys	
Online support for students to access information for pathway resources.	Create online resources and shared directory that provides students with instructional programs, support services, contact tools, and pathway resources that exist for all consortium agencies (one website for all); includes online professional resources for faculty and staff targeted at transitions.	Web design support; IT support; support staff for updating website content; faculty non-instructional funding; professional development training; institutional research support	100,000 In Table 3.1a	Consortium faculty and counselors, ASE/ABE administrators and IT personnel from participating districts and college	• Establishment of webpage • Web page views • Follow-up on where student got info • Online survey • request for information	
Credit/noncredit alignment	Align noncredit/adult ed coursework content with college coursework for a variety of disciplines.	Faculty non-instructional funding; software, computers, professional development, instructional materials such as college textbooks	2016-17 Budget (TBD)	Faculty (adult and credit) from district and college consortium agencies	• Syllabi • Minutes, agendas, and sign-in sheets • Faculty feedback (survey or focus group) • Transitional rates (work and college) • College placement outcomes • Certifications • Graduation rates	

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants (Classes for Immigrants)

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Educational pathways	Develop a regional website	Website host (Google Sites?), website developer/contributors	52,400 In Table 3.1a	Website developer/contributors- one lead developer with contributions from all school sites	Annual evaluation by advisory group	Beginning fall of 2015 and ongoing
	Communication among counselors from all consortium members	Bi-annual meetings of counseling staff with rotating host schools as part of work assignment	50,300	Bi-annual meetings of counseling staff with rotating host schools as part of work assignment; hosts develop the agendas for info sharing	Post-survey and reflection feedback at the end of each meeting, collated by the host (or as assigned by host)	Beginning fall of 2015 and ongoing
	Form an advisory group of program representatives throughout the consortium	Bi-annual meetings with representative administrators, coordinators, faculty and counseling staff ; Release time (or as part of work agreement)	11,000	Representative administrators, coordinators, faculty and counseling staff from all school sites.	Post-survey and reflection feedback at the end of each meeting, collated by the host (or as assigned by host)	Beginning fall of 2015 and ongoing
Alignment	Finalize an alignment of classes and levels	ESL Levels Designations Table; post on the consortium website	15,400	Table is a combined effort of all consortium members; posted by lead website developer	Annual review and feedback by faculty	To be completed in fall 2015
	Share information about instructional materials, assessments, progress indicators, and major outcomes	List of common instructional materials used at each school site; post on the consortium website	13,000	List is a combined effort of all consortium members; posted by lead website developer	Annual review and feedback by faculty	To be completed in fall 2015 and updated annually

Transition strategies among consortium participants' systems	Define ESL exit level – design and promote, on a regional level, clear pathways to postsecondary education or workforce training	At bi-annual meetings of counseling staff, a publication (flow chart) is designed and later published for handout to students	71,200	Counseling staff at bi-annual meeting; reviewed by consortium advisory group	Annual review and feedback from counseling staff	To be completed by the end of spring 2016 and updated annually as needed
	Consortium-wide professional development for teachers	Lead faculty person, collate list of needs, contact OTAN/CalPro to determine possible PD, dates, times, locations	47,200	Lead faculty person who contacts all school sites; lead faculty person should rotate every two years	Survey feedback from faculty at each site annually	To be completed in fall 2015 and updated annually
	Appoint a student services coordinator for the consortium	Develop a job description for a student services consortium coordinator and hire	In Table 3.1a	Consortium advisory group	Annual evaluation by advisory group	Job description by the end of spring 2016, hire for fall 2016

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants (Adults with Disabilities)

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Provide supportive transitional programs for post-secondary education (Higher Education), independent living skills, social skills and job readiness skills	• Write curriculum • Hire staff and faculty • Identify facilities • Purchase equipment • Design marketing strategy	• Curriculum • Faculty • Facilities • Counselors • Classroom Aides • Classroom supplies • Adaptive technology • Support staff	70,356	• Mt. SAC • HLPUSD • BPACE	• #of course offerings and certificates • # of students enrolled • # established Ed Plan • # of support staff • # of community partners • Supply inventory • # of Faculty • Student Learning Outcomes (SLOs)	Begin planning Summer 2015 Curriculum development Fall 2015 Limited offering in Spring 2016 Fall 2016 program expansion
Create bridge programs between Mt. SAC IRS, BPACE utilizing referrals from situational and formal testing/assessment	• Write curriculum • Hire staff and faculty • Identify facilities • Purchase equipment • Design marketing strategy	• Situational test • (actual work skills assessment) • Common assessment tool • Workability formal testing	54,500	• Mt. SAC • HLPUSD • BPACE	• # of test preformed • # of referrals for specific job training • # of referrals for specific vocational classes/certification	Fall 2016
Set up transition program for deaf students assisting them in moving into credit post-secondary program	• Write curriculum • Hire staff and faculty • Identify facilities • Purchase equipment • Design marketing strategy	• Curriculum • Faculty that sign • Facilities • Counselor that sign • Classroom aides that sign • Classroom supplies	11,000	• Mt SAC	• Number of course offerings and certificates • Number of students enrolled • Established Ed Plan • Number of support staff • Number of community partners	Begin planning summer 2015

Establish, expand and increase current programs through job readiness skills training for adults with disabilities (including assessment, job skills training)	• Write curriculum • Hire staff and faculty • Identify facilities • Purchase equipment • Design marketing strategy	• Curriculum • Faculty • Facilities • Counselors • Classroom Aides • Classroom supplies • Adaptive technology • Support staff • Marketing	2016-17 Budget (TBD)	• Mt. SAC • HLPUSD • BPACE	• #of course offerings and certificates • # of students enrolled • # established Ed Plan • # of support staff • # of community partners • Supply inventory • # of Faculty • Student Learning Outcomes (SLOs)	Begin planning Summer 2015 Curriculum development Fall 2015 Limited offering in Spring 2016 Fall 2016 program expansion
Alignment of: • Placement • Curriculum • Assessments	• Partner with regional center • Utilize students' historical data and IEPs • Counseling • Oral interview • Testing	• Faculty • Counselors	2016-17 Budget (TBD)	• Mt. SAC • HLPUSD • BPACE	• # of students placed • # courses aligned across region • # assessments available to schools • Retention rate • Completion rate • Sustainable employment certificates awarded	Begin planning Summer 2015
Establish meaningful bridge programs that will support individuals as they transition upwardly in abilities	• Write curriculum • Hire staff and faculty • Identify facilities • Purchase equipment • Design marketing strategy	• Develop meaningfully relationships to align with Employment First goals • Meet guidelines to qualify to be a vendor with Regional Center	2016-17 Budget (TBD)	• Mt. SAC • HLPUSD • BPACE	• # of community partnerships • Parent/guardian involvement • Become vendored with Regional Center • Expand relationship with Department of Rehabilitation	• Summer 2016 • Summer 2016 • Fall 2015 • Fall 2015

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Life skills programs providing training in, home care, meal preparation, laundry, financial management, and mobility, etc.	• Write curriculum • Hire staff and faculty • Identify facilities • Purchase equipment • Design marketing strategy	• Curriculum • Faculty • Facilities • Counselors • Classroom Aides • Classroom supplies • Adaptive technology • Support staff • Marketing • Supportive coaching curriculum fading to independent living skills coaches	2016-17 Budget (TBD)	• Mt. SAC • HLPUSD • BPACE	• #of course offerings and certificates • # of students enrolled • # established Ed Plan • # of support staff • # of community partners • Supply inventory • # of Faculty • Student Learning Outcomes (SLOs)	Begin planning summer, 2015 Curriculum development fall 2015 Limited offering in spring of 2016 Fall 2016 program expansion
Transition to the workforce through competitive, supportive or noncompetitive employment	• Write curriculum • Hire staff and faculty • Identify facilities • Purchase equipment • Design marketing strategy • Develop partnerships fostering upward mobility to employment where partners provide experiential job opportunities or internships • Identify students as transitional to credit classes or CTE • Develop clearly identified pathways to services	• Curriculum focusing on work attributes and job seeking skills • Utilizing existing job placement office specializing in job placement for AWD • Adaptive devices • Job modifications • ADA compliance (access) and transportation • Travel training • Counseling services including referrals to Disabled Student Services • Liaison Non-Credit DSPS counselor • Guidance staff at all sites	2016-17 Budget (TBD)	• Mt. SAC • HLPUSD • BPACE	• # of jobs acquired and sustained • # of certificates issued • Competitive pay rate per hour	Spring 2017

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants (CTE)						
Transition to be Addressed	**Strategy/Approach to be Employed**	**Resources Needed**	**Estimate of the Cost**	**Responsible Parties (specific school districts and/or community colleges)**	**Methods of Assessment**	**Timeline**
Articulation with Colleges	• Hire a Consortium Articulation Coordinator • Faculty workgroups review programs to create articulation agreements between colleges and adult schools to promote smooth transition and opportunity for credit transfer and pre-requisite placement • Use of industry certifications for advanced college standing • Participate in establishing a State articulation between colleges and consortium CTE courses	Consortium Funding Articulation Coordinator Faculty Workgroups (college and consortium members)	9,600 In Table 3.1a	Consortium Partner colleges	Clearly defined articulation agreements and pathways among Consortium members and with postsecondary	Spring 2016

Partnerships with business and industry	• With input from business advisory groups, faculty workgroups will embed job readiness industry skills and successful transitions to work in curriculum • Establish a consortium Transition Coordinator position to promote business and industry relationships leading to internships and externships • Align industry sector pathways with internship, externship, and apprenticeship opportunities provided through business and industry partners	Faculty Workgroups (college and consortium members) Collaboration with industry partners, apprenticeship programs, and job Placement Coordinators	109,600 In Table 3.1a	Transition Coordinator, Consortium, Business partners	Evaluation of on-going relationship with industry (business feedback) Numbers of students completing internships, externships and apprenticeships	Spring 2016
Community Outreach	• Consortium open house events to inform the community about programs and services • Create a consortium website for Pathways, Career planning, program requirements, online assessments and availability of resources for the community	Student Navigator IT Coordinator Student Services Counselors/Advisors Articulation Coordinator	56,000 In Table 3.1a	Consortium Community Partners	Website analytics, Community feedback, admission rate, relationship between community and consortium, support from community to consortium	2016

| Alignment of Industry Sectors across Consortium | • Workgroups composted of consortium faculty, college instructors, and business representatives in each industry sector pathway will use a variety of resources to review and revise curriculum, determine pre-requisites, align assessments, measure student progress, align outcomes, and transition students to college or career.
• Establish reciprocity of courses within consortium
• Create online or distance learning opportunities where appropriate with each industry sector pathway | Faculty Workgroups (college and consortium members)

Collaboration with industry partners, apprenticeship programs, and job Placement Coordinators

IT Coordinator | 14,000 | Faculty Workgroups (college and consortium members)

Job placement coordinator and IT coordinator | Feedback from industry advisory committee.

Successful student completions of online opportunities

Number of student transfers between consortium members and to credit college programs | 2016 |

Student Placement and Planning	• Establish program pre-requisites for industry sector pathway that students must meet (as appropriate by program). • Establish basic skills (Math, Reading, Writing) placement assessments (ex TABE, CASAS, Roads-to Reading, CAHSEE, college placement ex. SSSP/SAT/ACT tests, etc.) defined by industry sector pathway and skill level (as required by program) • Define and align industry sector pathways for students to understand entry points for each student population served • Each student will establish an initial career and/or postsecondary credit plan with a career/guidance advisor. Include understanding of courses and skills needed at the college level. • Students complete college placement assessment to determine math and English skill level (Student Success and Support Assessment that is articulated across all community colleges)	Faculty Workgroups (college and consortium members) Collaboration with industry partners, apprenticeship programs, and job Placement Coordinators Student Services Counselors/Advisors	215,657	Consortium (admissions, Financial Aid, counselors, etc)	Effectiveness of transition between programs with in the consortium and admission rates Student surveys regarding understanding of personal pathway	2016

Coordination of Student Support Services	• Create structured processes for transition of students from within other adult education programs (Ex ESL, ABE, GED) and feeder high schools into and through CTE to college or work. • Establish a Student Navigator position to work with students in managing successful transition to school while balancing work, family obligations, etc. • Create a Consortium Student Services Center, staffed with at least 2 counselors and all Consortium coordinators that is a "one-stop" for student resources on all Consortium programs and opportunities	Consortium Funding Student Navigator Student Services Counselors/Advisors Facility for Consortium Student Services Center	195,000	Student support Coordinator. Student Navigator and IT Coordinator	Effective communication between coordinator and consortium, student progress and transition between programs Student surveys Use of Student support services	2016
Embed contextualized basic skills in CTE Pathways to accelerate student progress toward college and career goals	• Use CASAS as a tool to measure the level of contextualized basic skills support needed for each student • Workgroups of CTE Faculty will utilize ABE/ESL colleagues and business partners to review curriculum by industry sector pathway and embed contextualized basic skills and successful transitions to college work • Utilize student support services to present information to students re college opportunities	Faculty Workgroups (college and consortium members) Articulation Coordinator Collaboration with ABE, ESL, and business partners	197,876	Curriculum and development coordinator, Faculty Workgroups (college and consortium members)	Alignment of CTE curriculum and assessment process (ABE, ESL, and business partners) CASAS Basic Skills gains Student placement into college-level (transferrable) coursework	2016

Information Access (Students, Community, Consortium members)	• Establish an IT Coordinator position to manage the consortium website and communication needs. • Create a consortium website for Pathways, Career planning, program requirements, online assessments and availability of resources • Create a student tracking database throughout consortium (i.e. use to track enrollment, competency, develop metrics etc.) • Create a comprehensive information orientation that includes consortium options by industry sector pathway. (Delivery options may include web-based, handouts, face-to-face)	Consortium Funding IT Coordinator Student Services Counselors/Advisors Student Navigator	In Table 3.1a	Consortium	Website analytics Feedback from users (Ex. Surveys, comments, interviews)	Spring 2016

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants (Apprenticeship)						
Transition to be Addressed	**Strategy/Approach to be Employed**	**Resources Needed**	**Estimate of the Cost**	**Responsible Parties (specific school districts and/or community colleges)**	**Methods of Assessment**	**Timeline**
Creating new pathways	Matriculation agreement between apprenticeship providers and regional community college. This will allow students to earn college credits for certain components of the apprenticeship program. Currently there is a pilot project between an apprenticeship program and community college back east. If this pilot is effective it should quickly be duplicated within our consortium region	No additional resources would be needed, once an MOU is established and a matriculation agreement signed this component could be implemented	100,000	Apprenticeship supervisor and community college matriculation coordinator	• Number or students earning college credit from apprenticeship program • Number of students enrolling at the community college upon completion of their apprenticeship program	
Student Support	Supportive services should be available to ensure that students can complete their program without having to worry about the barriers that a large majority of them face (transportation, child care, financial, medical, etc.) Counseling services and/or orientations for students who wish to matriculate to the community college upon completion of their apprenticeship program	Funding for transportation grants and a resource center that can provide information on no/low cost child care and healthcare, housing, utility assistance, etc. Current apprenticeship staff and/or ABE staff should be able to cover and maintain the resource center Counselors and/or Ed Advisors to assist students in enrolling at the community college	120,000	Current staff employed by the apprenticeship program and ABE providers within the consortium region	• Number of students who receive resources and referrals • Number of students who meet with a counselor/ed advisor to enroll at the community college • Number of students who matriculate	

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| Outreach and Orientations | Outreach to high school students at K-12 districts within the consortium will be conducted to provide information on apprenticeship programs

Apprenticeship program staff will hold open houses to inform high school students, their parents, ROP students and pre-apprenticeship students about apprenticeship programs. Union officials will be on hand to talk about employment opportunities available after graduation and community college counselors and/or educational advisors will be on hand to talk about the matriculation process | Funding to provide refreshments for open houses and orientations | 122,000 | Apprenticeship program staff and community college counselors and/or educational advisors | • Number of individuals who attend the orientations and open houses
• Number of students who attended the events and enrolled into an apprenticeship program
• Number of students who attended the event, enrolled in the apprenticeship program, completed the program and matriculated to the community college | |

College and career readiness	Work with local K-12 school districts within the consortium areas (high schools) to educate and prepare students to enter apprenticeship programs Work with local ROP programs, within the consortium region, to offer pre-apprenticeship programs to high school students to prepare them to enter apprenticeship programs upon graduation from high school Basic Skills Boot Camps for K-12 and ROP students who wish to enter apprenticeship programs but lack the basic skills needed to pass the entrance assessment for the apprenticeship program	Liaison to work between the apprenticeship program supervisor and the local K-12 school districts and ROP Funding for refreshments for meetings that would include apprenticeship supervisor, liaison, K-12 career technicians and counselors, and union apprenticeship officials Faculty to teach basic skill "boot-camps" for high school and ROP students who want to enter apprenticeship programs	2016-17 Budget (TBD)	Faculty from consortium agencies Career Technicians and Counselors from K-12 district high schools within the consortium	• Enrollment numbers (those enrolling from feeder K-12 and ROPs) • Number of students who pass the apprenticeship assessment test	

Objective 4

Plans to address the gaps identified pursuant to paragraphs (1) and (2).

An important note regarding funding as MOC for adult schools is scheduled to end on June 30, 2015.

The regional plans outlined in this narrative have been developed with the assumption that the current Adult Education Maintenance of Capacity (MOC)/base funding level to sustain existing adult education in the schools will be continued through a dedicated stream. As a result, all of the strategies in this plan are new or expanded activities.

If dedicated funding is not provided to sustain adult education currently offered by the schools, then the first priority in our regional plan will be to assure that our existing adult education programs in the schools are sustained, thus avoiding the creation of a devastating new gap in our region. The current cost to maintain capacity for existing adult school programs in the region is $43,154,679.00 for the five AB86 categories. These funds include state apportionment, non-federal grants, and fees charged to students. Due to categorical flexibility many districts left their adult schools with less money than needed to keep the doors open. These districts instituted fees for some of their classes to make up the difference. These fees should be considered part of their maintenance of capacity since the schools rely on them on a year to year basis. Depending on the outcome of SB173 policy recommendations concerning fees, any eliminated fees will need to be covered during the course of K-12 adult education funding.

Additionally, in order to sustain these vital, existing programs, our new and expanded strategies and activities will be proportionally limited or eliminated, depending on funding provided to our local consortium. The lack of dedicated funding to sustain current adult school programs would negatively impact the consortium and restrict strategies to develop regional plans and transition pathways.

Table 4a: Current Operating Costs for Existing Adult School Programs in the Region

District	MOC for 2013-14
Baldwin Park Unified School District	5,853,884
Bassett Adult School	1,612,439
Charter Oak (part of Tri-Community)	2,336,282
Covina Valley (part of Tri-Community)	2,500,000
Hacienda La Puente Unified School District	24,624,478
Pomona Adult and Career Education	4,199,756
Rowland Unified School District	1,948,597
Walnut Unified School District	79,243
Total	**43,154,679**

Overview

Across the consortium there is a need to expand existing programming, add courses, and develop new programs to serve the wide-ranging needs of the community. This includes the five areas presented as well as Parent Education and Programs for Older Adults. When planning how to address gaps, educators in the consortium are examining present-day needs and designing workable solutions to these issues. This section will include specific goals for each of the five areas and, although each area has its own focus for growth, there are common themes that will be required for program expansion such as scheduling, technology, curriculum design, assessment, student services, access, pathways, hiring, professional development, facilities, partnerships, communication, and distance learning needs.

Adult Basic Education and Adult Secondary Education

The overarching gap in Adult Basic Education and Adult Secondary Education is one of access, consortium members cannot offer enough courses for all who are in need of remediation or adult secondary certification and/or who have low literacy levels. The first step to addressing this gap is to add classes that are scheduled at flexible times throughout the academic year. In addition, plans for expanding course offerings will need to take into account the barriers to access that students have identified and then seek to remedy these issues whenever possible. In the process of adding courses, there will be a need for improving counseling and assessment services; hiring additional instructors, tutors, and support staff; creating professional development to ensure staff, particularly new staff, are well prepared; and obtaining classroom technologies and textbooks that are up-to-date and relevant to the instructional programs.

In order to reduce the number of students on waitlists and increase access to programs, it is first essential to expand course offerings and, wherever applicable, reduce course costs. Classes would need to be offered throughout the year in the mornings, afternoons, and evenings with options for intensive weekend courses for working students. In the short-term the added classes will focus on basic skills development and remediation, while long-term goals will include not only contextualized basic skills courses that support other consortium offering but also transition courses to promote students entering college and the workforce. The number of students enrolling in new courses, and a corresponding decrease in the number of students on waitlists, would be used to measure the progress in closing the gap. In addition, existing metrics including certificate completion, including high school diplomas; attendance rates; student satisfaction, as measured through surveys; and course completion rates to track course and program efficiency.

In order for students to attend these new classes, it will be critical to address students' identified barriers to attendance including child care needs and transportation issues. One of the primary barriers, as described in Objective 2, is a lack of child care at sites throughout the region. Since students miss class when they do not have reliable child care it is essential to (re)establish child care programs at adult education sites. Child care offerings would likely be a result of a partnership with agencies/programs such as Head Start, Parent Education, and/or the Mt. SAC Child Development Center. Transportation needs can be addressed in three ways: 1) provide bus passes by partnering with bus companies or other partners to give student discounts or free passes; 2) improve parking options at primary campuses; and 3) (re)open satellite campuses that allow students to walk to their classes.

While expanding course offerings is a promising start to remedying the gaps seen in the consortium region, it is also essential to ensure that the courses offered support high-risk populations including linguistically diverse students and students with disabilities. Services will be needed to support linguistically diverse students including aligning curriculum to reflect English language learners' needs, providing modified vocabulary for teachers in content courses to help ELLs keep up with technical and academic language, and designing assessment procedures to determine students' readiness for Adult Secondary Education courses. Similarly, services for students with disabilities will need to be enhanced. This will include developing a resource of information and partnerships with agencies for referral, providing training to counselors and instructors on how to support students with various disabilities in the classroom, and obtaining resources that could include special equipment, software, or materials such as large print books.

Even at present the assessment services and counseling options available at many consortium member sites are not adequate, and with a growing student population this disparity will only become greater. As a result it will be essential to add hours for career and academic counselors; provide professional development for counselors to attend college and career workshops and conferences; create areas for career information, resources, and financial aid; and develop free or low cost access to career testing. In addition, assessment services will need to be improved and assessment created at each site. This will require redesigning existing facilities to accommodate the centers and, once established, they will need furniture, upgraded air conditioning/heating at many sites, proctors, and computers. As a result of these enhancements, it will be possible to offer more workplace certifications, including typing certification, and ensure that students have a distraction-free environment in which to complete their assessments.

The expansion of course offerings will also result in a need to hire instructors and staff and provide them relevant professional development opportunities, whether as

individual sites or as a consortium. This is particularly true for specialized courses and those with emerging state standards such as contextualized basic skills, computer literacy courses, courses integrated with state common core standards, and transitional courses. While the examination of Objectives 3 and 5 will further inform the specific needs for contextualized, common core, and transitional courses, it is evident that instructor training and collaboration with stakeholders outside of the department will be critical elements of the course creation process. In addition, more staff will be needed to support the growing student population and ensure that administrative tasks are completed in a timely manner. Likewise, more tutors will be needed to provide one-on-one support to students as well as provide specialized tutoring sessions for new programs when needed. Faculty satisfaction surveys and a comparison of professional development opportunities provided this year compared to last would measure amelioration of the professional development gap.

In addition to gaps in course offerings, there are significant gaps related to technology and technology skills instructions. These gaps are becoming more evident as community members come to our programs seeking computer literacy skills and/or distance or blended educational opportunities. In order to meet students' needs, it is essential that every primary site have a computer lab with at least 25 computers that are networked and licensed for educational software programs such as PLATO. These computer labs would be used to offer computer literacy courses and assist students taking computer-based assessments including the 2014 GED. In addition, each classroom needs updated technology that may include projectors, laptops for instructors, WiFi/internet access, interactive white boards, student response clickers, and tablets. These technological advancements will also support students who come to our program in pursuit of distance or blended learning opportunities, which will be developed in the long-term. Students can be better supported instructionally through the use of course management systems and websites as supplements to classroom instruction. Also, distance learning opportunities will make courses accessible to students who are not able to come to campus.

Additional solutions to resolving gaps in the consortium region include: obtaining current and relevant textbooks; offering GED testing at Mt. San Antonio College, the last member to not offer testing; improving communication within the consortium; fundraising and encouraging partners to assist with GED scholarships; creating marketing materials to inform the community of our programs and services; and hiring administrators to oversee programs as needed.

Table 4.1: Implementation Strategies to Address the Gaps (ABE/ASE)

Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Access/Scheduling	Add more classes and class hours ensure day, evening hours, and weekend	State apportionment funding	273,793	Member districts	Comparison of course offerings; number of students on waitlists; enrollment data	August 2015 - ongoing
Hiring	Additional instructors, counselors, administrators, instructional and support staff (assessment, registration, custodial, security staff)	State funding	524,523	Member districts	Hiring documents	August 2015- ongoing
Access	Childcare	Childcare access and partnerships with daycare or college child development	134,000	Member districts	Increased access and enrollment for students with children	January 2016 – ongoing
Curriculum	Enhance curriculum to align with emerging standards, contextualization, increase support to ELLs and students with disabilities, distance learning, online classes	Faculty non-instructional funding	165,400	Member districts	improved student outcomes; faculty peer coaching workshops; development of new course and curriculum	August 2015 - ongoing
Professional development	Training for faculty and staff on curriculum pedagogies, student success for various student populations, distance learning	Professional development funding	74,684			
Equipment	Purchase/upgrade computers; adaptive technology, classroom equipment projectors, instructor laptops, interactive whiteboards, access to WiFi/Internet	Instructional equipment funding	286,400	Member districts		January 2016- ongoing
Materials	Purchase relevant and up-to-date textbooks/ e-books/ supplementary materials software	Instructional supply funding	244,000	Member districts		January 2016 - ongoing
Communication	Create marketing and outreach materials	Marketing funding	211,000	Member districts	Increased enrollment and orientations	January 2016 and ongoing

Classes for Immigrants

The primary gap as relates to Classes for Immigrants is a lack of leveled, transition, and Community Based English Tutoring (CBET) course options in the consortium region. In addition, programs have been functioning at the minimum level of staffing support needed, which has resulted in high student to counselor ratios, difficulty maintaining waitlists, and a lack registration support at off-campus sites. Faculty reductions have also led to instructors who are working split shifts and varying hours with insufficient technical and administrative support. As a result, it will also be essential to examine staffing needs and how to improve programmatic support. Additional plans such as updating technology, providing professional development to new and existing faculty and staff, and creating specialized programs for high-risk populations will also be discussed.

Currently, there is a need to increase the number of ESL leveled classes offered at sites throughout the consortium. Many programs have a waitlist and are unable to serve all of the students who wish to enroll in classes. In order to accommodate as many students as possible there has been an increase consortium-wide of multi-level courses. These classes, which enroll a variety of students with an often wide range of proficiency in oral and written English skills, have yielded high student outcomes, but have also placed difficult burdens on the teachers and prevented students from receiving an optimal learning environment as material is often either too difficult or too easy for them. Adding leveled classes will assist with creating consistent hours of scheduling, offering students more options, reducing waitlists, allowing instructors to work less fragmented schedules, and planning for transitional courses to promote college and career readiness. In areas where it is not feasible to offer leveled classes at each site, it would be advantageous to place classes strategically at contiguous sites with each offering a different level so students could easily progress from one class to the next. A broader course schedule, along with child care options, would also allow students to attend classes at times that are accessible thereby increasing enrollment and retention.

Transition courses to college and career are also essential to assisting students with options after they complete the highest English as a Second Language level class. Bridge classes are needed between ESL and ABE/ASE, vocational programs, and credit. There is a particular need to provide more options for students who have a goal to obtain employment upon program completion and do not intend to transfer to credit programs. A "next step" for these students would be enrollment in such workforce prep options, as the CTE and pre-apprenticeship programs that are available throughout the consortium. Creating these pathways for students would involve coordinating a series of meetings with ESL and CTE representatives throughout the consortium to familiarize themselves with available programs within the region and collaboratively develop clear

career pathways for students who do not transition into credit. And, at the same time, it is also important to develop additional credit transition programs similar to the articulation agreement between Mt. SAC's ESL and AMLA departments to ensure that non-native English speakers have access to the full range of educational opportunities available.

There is also a need for hiring additional instructors, counselors, and support staff and this need will grow as course offerings increase. Instructors will be essential to the development of new courses and full-time positions would improve consistency, engagement, and the knowledge base. Counselors are currently needed to serve all of the students in existing classes. Programs are encouraging students to meet with counselors in order to develop short-term plans and transition goals, but more counselors will be required to make this possible. Improved counseling access and services will also promote the identification and creation of pathways, such as those to adult secondary programs, CTE, and college. Supplemental support staff members are particularly essential in the areas of registration and assessment. In addition, when technological gaps are resolved, technological assistants will be needed to oversee new computer labs and provide technological support.

Over the past five years the number of school-based CBET classes has decreased significantly and there is community support for reestablishing these courses. The CBET program focused on teaching parents the necessary skills to help their children with homework as well as on reading to and with their children and staff in the Rowland Unified School District have noted a correlation between CBET no longer being offered and lower test scores at the elementary schools. In areas where CBET classes are still held, students and teachers have requested that hours be increased.

Additional plans to address the gaps identified in Objective 2 include adding technology, professional development, and specialized classes. Technology is currently limited at most ESL sites, including main campuses, and existing technology is in need of upgrades. Computers will need to be purchased and each main campus requires a computer lab that can accommodate a class. Language skills can be developed through English language software programs as well as additional language labs, which will need to be accessible to students. Professional development will focus on technological advances, modern approaches in ESL instruction, and practical training for new faculty and staff. A variety of specialized classes will also be created to support students who are interested in transitioning to college or career, pre-literacy students who might benefit from smaller group instruction, and hybrid learning courses where students can access English language software off-campus.

Table 4.2: Implementation Strategies to Address the Gaps (Classes for Immigrants)

Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Access/Scheduling	Additional leveled classes	More instructors, more classroom space, instructional materials, additional support staff, PD for new hires, initial marketing to the communities, child care for students, distance learning options	262,938	Administrators, school board, OTAN/CALPRO (for PD), Tech support/team, Leadership team at each school, curriculum committee (faculty)	Data on class size/enrollment, # of classes offered, decreased wait list	Sept. 2015 & ongoing
Hiring	Hire more support staff	Registration staff, testing staff, counselors (academic and career), office space for staff, training for staff to better serve students, child care/sitters for students, transportation information/arrangements for students (bus passes & schedules)	630,935	Administrators, school board, Leadership team at each school site	Level of service survey	Sept. 2015 & ongoing
Technology	Purchase/update classroom technology	Computers, tablets/laptops, software, Wi-Fi access, SMART Boards, PD for instructors, tech support staff, regional website development	486,114	Administrators, school board, OTAN/CALPRO (for PD), Tech support/team, Leadership team at each school site, curriculum committee (faculty)	Purchase records, inventory, tech usage record/schedule, tech support log	Jan. 2016 & ongoing
Access/Scheduling	Additional transition classes	Transitional classes curriculum, instructors, counselors (academic and career), instructional materials, updated technology, PD	17,423	Administrators, school board, OTAN/CALPRO (for PD), Tech support/team, Leadership team at each school site, curriculum committee (faculty)	Curriculum designed, enrollment, # of classes, transfer rate starting Sept. 2017	Sept. 2016 & ongoing

Adults with Disabilities

The gaps identified by the consortium and the Regional Center highlight the need for additional programs in the region, particularly on the East side. At this time Mt. San Antonio College and Baldwin Park are developing proposals to become vendored and provide greater services to adults with disabilities. In addition, the HLPAE IRS Program is interested in growing and serving more students through their relationship with the Regional Center.

Hacienda La Puente IRS Program

As mentioned in Objective 2, the HLPAE IRS program plans not only to expand their services to 25 more individuals, but also re-establish the Pathways to Success ABE program, Work Sample Evaluation, and "Situational Assessment". Situational Assessment can be part of a program designed to assess an individual or a small group of students in a "real work" setting to determine the individual's readiness or potential for a particular vocation or job assignment. The Work Sample Evaluation can provide information to assist the student in selecting a vocational direction and can provide feedback to the referring entity or agency with regard to the individual's potential for success in a particular career field. Information obtained through this tool falls within the areas of work activity type skills, cognitive functions, social skills, "soft" skills, attendance/punctuality, physical ability, and vocational interest. The Situational Assessment can take place over a ten to fifteen day period of successive work days and can be rotated between the various career/program areas. As part of the Employment Planning Services as accredited via the Commission on Rehabilitation Facilities (CARF), IRS can provide the assessment to those individuals referred by the Department of Rehabilitation for career planning or to assess readiness in a program area at IRS. All students are paid during their involvement at IRS and a detailed written evaluation progress report is provided regarding the outcome of the assessment.

Mt. SAC Proposed Program for Deaf and Hard of Hearing Students

The creation of specialized programs at Mt. San Antonio College, such as one for Deaf students, has not met funding criteria in the past given the small population. While accommodations are funded per the Americans with Disabilities Act there have not been additional funds for program creation even though the need has been present for many years. Since programs like this one proposed to serve Deaf students have not been formed in the region in the past and, as is already happening at credit classes at the College, it will likely attract students from a broad geographical area. The proximity to California School for the Deaf, Riverside will also be beneficial in marketing to prospective students.

The program for Deaf students itself will begin with a class of approximately 15 students in two classes and grow as need dictates. This will require writing curriculum, hiring instructors, and securing classroom space. The instructor will need at least two support staff (ratio of one instructor to five students) for optimal instruction. Tutors will need to be trained and hired for supplemental tutoring sessions. The instructor will also need a budget to design the class for visual learners, including acquiring whiteboards, tactile materials, and interactive software programs. The classroom will also need moveable tables and chairs to create ideal visual line of sight options for communication purposes. Computers will also be necessary and will be placed on the periphery of the classroom.

As language is a key element of the course design, students must use or be developing sign language and written English communication skills. Not every student will start at the same level of American Sign Language (ASL), however, since other countries use different types of sign language and even students schooled exclusively in the United States may have been educated with other manually coded English methods. ASL will be the primary language used in the classroom, but students will need opportunities to develop their skills. A collaborative course with ESL will provide written English instruction along with ASL skill development. This class has already been submitted for approval to the Academic Senate. Final approval by the Chancellor's Office is anticipated by 2015-16.

Mt. SAC Proposed Program for Intellectually Disabled Students

Mt. San Antonio College is developing a series of educational courses that focus on employability with an experiential job training component on the College to promote job readiness and independent living skills. These specialized classes will provide students with the skills needed to transition into more integrated and independent living and working environments in the community. Moreover, students will be provided pathways toward a series of certificates that focus on Employability, Workplace Preparation, Independent Living Skills, and/or Micro Enterprise (*see Appendix Table A3 for details*).

In order to enroll, students will need to demonstrate that they are able to benefit from the program and make measureable progress. These criteria include being able to use the restroom, feed, and dress self independently; communicate wants and needs; maintain regular attendance; and follow a one-step direction. Students will be able to enroll continuously provided that they meet the attendance requirement and demonstrate measurable progress. New students will participate in an initial interview/intake/orientation with a counselor which will provide them with an overview of the program. Students will develop an educational plan with assistance from the counselor and will select appropriate classes to meet their goals. Students will then

meet with their counselor on an annual basis to review their progress, reestablish long-term goals, and select classes for the following year.

Crucial to a portion of the program's success it will be necessary to fulfill the requirements to become a vendor of San Gabriel/Pomona Regional Center. Once Mt. SAC is vendored additional components of the program will be available. Such additions include classroom support and utilization of the campus as an experiential job training site. Partnerships with off-campus sites, including locations within Walnut USD, will also be utilized to improve access for students. The career exploration program design begins with 25 students who will participate in 20 hours a week of on-campus job training. An Employment Support Professional (ESP) will provide onsite support of students engaged in the job training and multiple part-time positions will be required depending on the necessary student to staff ratio. In addition, a full-time Vocational Coordinator, under the supervision of the Director of Continuing Education, will secure job training opportunities campus wide and coordinate the placement and supervision of students with an ESP. The Coordinator will also provide support for permanent job placement opportunities both on and off campus.

Baldwin Park (BPACE) Proposed Courses

BPACE is interested in re-establishing their program for adults with disabilities and focusing on life skills, such as providing training in independent living, pre-employment, social, and computer skills as well as functional academics. There is also a proposal to create classes to assist individuals with brain injury including re-cognitive training, memory skills development, and life skills. Lastly, there is an interest in developing classes to assist students with high-level autism and/or Asperger's that would focus on transitions to college and employment as well as independent living. All three programs would require accessible bathrooms and classrooms. The staff to student ratio would be 1:6 in the life skills classes and 1:8 in the Acquired Brain Injury and Adults with Asperger's and Related Disorders classes. An accessible computer lab would enhance the program.

Table 4.3: Implementation Strategies to Address the Gaps (Adults with Disabilities)

Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Access	Re-establish "Pathways to Success" ABE program at HLPAE IRS Social skills, life skills curriculum.	Teacher Inst. Aide Professional Development	70,000	HLPAE-IRS	Pre-test Post test Progression to levels	3 months after funding approval
Assessment for individual student program placement	Re-establish a 10 to 15 day Work Sample Evaluation program.	Work Sample Evaluator (Teacher) Inst. Aide Update current curriculum and assessment tools/tests. Professional development	60,000	HLPAE-IRS	Work Sample Evaluation Reports. Number of weekly student referrals to evaluate program. Number of successfully placed students in region programs.	3 to 6 months after funding approval
Access	Re-establish IRS Situational Assessment Program	Teacher Aide Job Developer Professional Development	20,684	HLPAE-IRS	Staff observation of practical hands-on vocational experiences in work settings with written reports of progress.	One month after funding approval
Access	Create program at Mt. SAC for Deaf/Hard of Hearing Students	Curriculum Facilities Instructors Tutors Prof. Dev. Materials Technology	91,500	Mt. SAC	Pre and Post Testing	Initial curriculum (4 classes) submitted May 31, 2014. Begin developing and offering professional development workshops for college faculty and staff beginning October 2014. Identify and order materials for classes and

						professional development by April 2015. Recruit instructors, and tutors by June 2015. Create video textbooks and support materials throughout the 14-15 academic year by June 2015 Develop day to day lesson plans by June 2015. Write additional curriculum by May 31, 2015. Offer first classes Fall 2015. Second round of classes starting Fall 2016.
Access	Create program at Mt. SAC for intellectually disabled students	Vendored Curriculum Facilities Instructors Tutors Coordinator Counselor ESP Prof. Dev. Materials Technology Partnerships Assessment	128,000	Mt. SAC	# of Courses offered # of Certificates offered # of Enrollment Course Retention Rate Sustainable Job Placement	Begin planning June, 2015 Curriculum development Fall 2015 Limited offering in Spring 2016

| Access | Create programs at BPACE for adults with disabilities
1) Life skills class
2) Course aimed at helping students with Asperger's or high level autism succeed in workplace
3)Class for adults with brain injuries | Vendored
Curriculum
Facilities
Instructors
Tutors
Prof. Dev.
Materials
Technology | 143,907 | BPACE | Number of students enrolled in program
Number or courses offered
Course retention rate
Number of students successfully complete the program | Begin planning June, 2016

Curriculum development Fall 2016

Limited offering in Spring 2017 |

Career and Technical Education

Addressing Gaps in Existing Programs

The gaps in the region for CTE are primarily related to the high cost of courses that students must pay in order to enroll as well as the limited financial aid options available to them. In addition, equipment and materials in many programs are outdated and there is a need for improved assessment, career, and academic support for student. Programmatic offerings also need to be examined to ensure that students are being provided with year-round course options as well as opportunities to transition directly into the workplace. Also, to address material and equipment needs, CTE programs would create a replacement plan to upgrade materials and equipment on a cyclical basis, informed by industry standards.

A state funding stream for CTE programs would allow for lower student fees and would thereby improve access. Costs to students are so high that they are currently acting as a barrier to enrollment for many prospective students. For example, the cost for a Microsoft Word course at HLPAE is currently $75, the CNA program is $1,165, and the Food Service and Hospitality/Culinary Arts program is $6,500. In addition, financial aid options are limited and this prevents access due to lack of transportation, limited funds for books, parking, and other educational necessities. Grant funding would improve financial aid options and could reduce overall student costs, but support staff and liaisons are needed to create grant applications and secure funding. Allowing students to borrow textbooks from the classroom and/or access materials online would assist students who cannot purchase their own. In addition, scholarships and fee waivers would help support students who are not able to fund their education.

A major gap exists with regard to limited course offerings and scheduling. The alignment of funding, staffing, and resources is not adequate to provide students with complete program access and support from entry level through job placement. In order to improve this, it is necessary to increase the number of CTE course sections; include additional levels of advanced coursework and modules; coordinate and align pathways and programs across the consortium; and designate a Consortium Articulation Coordinator. This position would coordinate curriculum discussions and articulation agreements within Pathways across the consortium and with the Mt. SAC credit programs to create more agreements like the HLPAE Child Development program that articulates to Mt. SAC. In addition, transitional schedules/modules do not allow students to continue with their occupational pathway during the times of year when no classes are offered. This can be resolved by creating short-term modules, coordinated with the consortium to move students more quickly to completion; forming cohorts of students within the consortium; offering courses at nontraditional times of the

day/week/year; and providing Distance Learning options where appropriate for specific coursework, such as theory, within a program.

At present there is also a lack of alignment of basic skills prior to placement which has resulted in some students not being able to complete or progress through their programs. In order to address this it is necessary to align the basic skills assessments used for placement and create contextualized basic skills (vocabulary, reading, and math) in CTE programs to support students with limited English proficiency, those with low literacy levels, and those with limited basic skills.

Students are also in need of improved career and academic services, particularly as related to transition to the workplace. As a means of improving transitions it is critical for students to have access to a Career Center and counseling services.   In addition, specific employment skill development needs to be embedded into each program include résumé building, interview techniques, online applications, job searches, and customer service. It will also be necessary to develop externships and apprenticeships through expansion of partnerships with small and medium-sized businesses. Students also need support in transitioning into the workplace through work-based learning opportunities and Job Coordinators could assist student in making connections with local business partners.

The regional consortium will play a key role in developing strategies for improving marketing, recruiting, access, and services to students. It would be ideal to coordinate pathway information on programs offered throughout the consortium as an outreach tool and guide for students to advance to meet their educational and career goals. For example, a consortium website listing all programs and link as well as advertisements/brochures of individual members listing programs across the consortium and contact information would assist prospective students in identifying relevant programs. As a means of building relationships across the consortium these mailings could be sent out to locations within each district as well as surrounding cities. Such targeted mailings would include senior centers from which prospective older adult education students could be drawn and high schools so counselors can inform students of opportunities. In addition, partnerships and relationships with city officials and business will be an asset at the consortium as well as program levels. The development of a consortium CTE advisory to coordinate business and industry partners would assist in engaging our partners, especially related to internships, externships, and apprenticeships.

New Program Creation

Based on employment forecasts for the San Gabriel Valley and Los Angeles County, additional consortium programs are needed to meet identified employment

projections. In the short-term the CTE program would expand and offer additional programs:

- Logistics: The program would be developed within the consortium and would be open to students with limited skill sets. It would be a short-term, module-based program.
- Personal Care Aides/CNA/Home Health Aides/Medical Pathway: These programs would be offered consortium-wide and members would focus on creating pathways throughout the region.
- Culinary Programs: These programs would expand to the East side of the consortium where there are currently few offerings in this field.

In the long-term areas of priority include Green Technology (including HVAC) and Biomedical/ Bioengineering with a pilot program created at one consortium site with an articulation agreement with Mt. SAC credit.

Table 4.4: Implementation Strategies to Address the Gaps (CTE)

Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Access/ Scheduling	Increase number of CTE course sections and offerings (Offer coursework at nontraditional times of the day/week/year); Create new programs in Logistics, Biomedical/Bioengineering, Personal Care Attendant, Culinary, Green Technology	Designated state apportionment (not categorical)	100,000	State pass through to Consortium	Increased enrollment, student completions and outcomes, employment rates	Jun-15
Access/Hiring	Hire instructors and support staff (instructors, counselors, and support staff including assessment, coordination, industry liaisons)	Designated state funding (not categorical)	871,891	Member districts	Program development, Increased enrollment, student completions and outcomes, employment rates	Jun-15
Professional Learning	Training for faculty and support staff in development of programs, contextualized coursework, online training,	Professional development funding	162,718			
Technology/ Equipment	Upgrade technology and materials to industry standard on a cyclical basis (leasing or buy-back)	State instructional equipment funding/ consortium funding	700,224	Member Districts create systems for tracking inventory	Employer/advisory feedback, tracking of materials and inventory	2015-16
Articulation/ Pathways Development	Coordinate and align pathways/programs across consortium. Standardization of critical skills sets across consortium programs; articulation coordinator	Faculty non-instructional funding and funding for support staff	50,000	Member districts	Rate of transition between program, rate of student persistence and completion, transition to postsecondary, job placement/advancement	2016-17
Curriculum Development	Include additional levels of advanced coursework, distance learning, options; Advisory Input, Instructor Input	Faculty non-instructional funding	254,979	Member districts	Rate of student persistence and completion, transition to postsecondary, job placement/advancement	2016-17
Communication Alignment/Marketing	Create and disseminate (mail) schedules, brochures, and notices with consortium information;	Marketing and outreach funding	4,000	Designated staff within member districts	Surveys re effectiveness of communication	2016-17

Pathways support	Develop Externships (work-based learning opportunities) and Apprenticeships; job placement specialist	State/Consortium funding	120,000	Consortium	Placement rate in training and apprenticeships	2017-18
Availability of classroom materials/instructional supplies	Purchase class sets of materials (e.g. textbooks available for use). Replace consumable materials	State Instructional supply funding	2016-17 Budget (TBD)	Instructor input on materials needed (by member district and program specific)	Increased student retention rate, instructor surveys on materials.	Jun-15
Pathways Coordination/Communication	Hire a designated Consortium Articulation Coordinator (alignment and articulation)	Consortium funding	2016-17 Budget (TBD)	Consortium	Clearly defined articulation agreements and pathways among Consortium members and with postsecondary	Spring 2016
Communication	Create consortium website for Pathways, Career planning, program requirements, online assessments, and availability of resources; hire designated Technology staff	Funding for independent contractor/ web designer, and IT specialist	2016-17 Budget (TBD)	One member district IT staff (or portion)	Website metrics, surveys	2016-17
Financial Affordability/Student Access	Lower student fees/ Scholarships & fee waivers; affordability of student materials, text books, and equipment	Not requesting state or consortium dollars Categorical funding; Foundations/ endowments, donations; sponsorships, volume ordering of supplies and materials	2016-17 Budget (TBD)	State pass through to Consortium	Increased enrollment, student completions and outcomes, employment rates; Surveys, examination of courses offere	Jun-15
Partnerships	Work more with city officials and business (e.g. City of Industry Manufacturers Council)	Not requesting state or consortium dollars Designated Consortium representatives, Steering Committee	2016-17 Budget (TBD)	Consortium (designated reps)	Increased job placement/training rates, Advisory participation	2016-17

Programs for Apprenticeship

Given the limitations with developing new programs identified in Objective 2, the HLPAE Programs for Apprenticeships are currently focusing on recruiting well-qualified students for their programs as well as creating pathways linking K-12 schools, pre-apprenticeship programs, apprenticeship programs, and community colleges. The pathways to community colleges would also include aligning with credit vocational programs with the goal of offering apprenticeship courses for college credit.

Partnerships with K-12 are a critical element of the pathways to apprenticeship programs, as well as the pre-apprenticeship programs currently offered by Pomona Adult School and Covina Valley. Outreach efforts will be wide-ranging and include quarterly meetings where information will be disseminated to educational partners in the region, events hosted at HLPAE attended by apprenticeship program sponsors, professional development, and working with adult schools to incorporate their services into apprenticeship programs. The HLPAE events, such as Open Houses, will be geared toward K-12/Adult Education students and will provide them with information and demonstrations by available occupations so students from a young age can see what options are available to them in the region. These events will be offered in conjunction with increased communication with high school counselors. Improved relationships with high school counselors will increase awareness and benefits to middle and high school students with regard to career training offered by CTE and apprenticeship programs. In addition, pre-apprenticeship programs would create a pathway for high school/ adult education students by offering a dual enrollment program. This program would cover elements that include basic safety, computer skills, physics and electricity, applied construction/trades math, hand tools, power tools, construction drawing, materials handling, sustainability awareness, and soft skills. Students would also be informed about vocational training pathways to apprenticeship or community college programs.

The goal of offering apprenticeship programs for college credit will require partnerships with community colleges, national accreditors, employers, and apprenticeship sponsors to develop alignment plans and curriculum. In addition, given that the federal government is currently discussing the topic of issuing credits for apprenticeships, it will be essential to advocate for the needs of students and programs. If these efforts are successful and courses can be offered for college credit, it will then be necessary to examine how teacher credentialing minimum qualifications differ between existing programs and colleges. This is a long-term need, but will be integral to ensuring that students have optimal access to college and career pathways through the issuance of college credits.

Table 4.5: Implementation Strategies to Address the Gaps (Programs for Apprenticeship)						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Curriculum/ Pathways/ Partnerships	Align courses to issue college credit (once approved by federal government)	Instructors Facilitator/ Grant writer	100,000			
Communication/ Pathways/ Partnerships	Improve communication and pathways for students interested in apprenticeship programs (K-12)	Marketing Webmaster Outreach	2016-17 Budget (TBD)			
Communication/ Pathways/ Partnerships	Conduct open houses to show programs to prospective students	Transportation Guest Speakers Food	2016-17 Budget (TBD)			

Objective 5

Plans to employ approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education.

The programs in the Mt. SAC Regional Consortium are continually examining new approaches for improving student instruction and services. Some programs have already implemented strategies for integrating contextualized basic skills and career technical education, compressing courses to reduce delivery time and improve student outcomes, and developing individualized basic skills coursework that supports students' career or college pathways. This section will examine how existing best practices in the nation as well as within the consortium can act as a framework for implementation of future strategies to accelerate students' progress and outcomes.

Consortium-wide metrics will be developed and consistently used across the consortium for student placement, assessment, and outcomes. This effort will be aided by the common database, which will be utilized for monitoring and tracking student progress and benchmarks. This shared data system, along with cross-program meetings and established standards, will allow for robust metrics and conversations regarding next steps for reaching outcomes.

Accelerated Instruction

Accelerated programs will be developed based on best practices identified in both current research and within the region. Strategies will focus on both curriculum and course design in order to aid students in completion.

The Mt. San Antonio College noncredit basic skills program recently implemented bootcamps designed to accelerate noncredit students' knowledge of math and English so they could be better prepared to take the Mt. SAC Placement test and subsequently enter college. Data show that the majority of participating students had improved placement scores after completing the bootcamp. In addition, completers who subsequently enrolled in a credit level English or math course outperformed their peers. Thus, this model will be utilized within the consortium as an example of best practices. Bootcamps are currently proposed in CTE for aligned basic skills contextualized instruction; in Adult Diploma programs for CAHSEE prep; in ABE/ASE for preparing students for college-level coursework; and in preparing students for Apprenticeship programs.

Approaches for modifying curriculum to accelerate learning will vary by program. ABE/ASE faculty task groups will examine course outlines and materials to determine

strategies for streamlining curriculum in different subject matter areas to focus on "threshold concepts" and necessary college and career readiness skills. This will enable to students to grasp the targeted concepts more efficiently and will reduce unnecessary course time.

Strategies for acceleration will also include modification of course design and delivery. The CTE task group will be examining their course delivery modalities by industry pathway for the purpose of creating linked modules rather than single course programs when appropriate. This will allow students to challenge modules that they have already taken in other like programs or through alternate coursework, thereby allowing them to complete the program in less time. There will also be flexibility for students to make level progress through programs based on their completion of standards rather than seat time. An example of this is certificates earned after each module.

Adult Secondary Education, specifically Adult High School Diploma (AHSD), programs will also employ similar alternate coursework alternatives to accelerate students' progress. Through the use of credit-by-exam options, AHSD students will be able to challenge courses that they have taken at unaccredited institutions, in foreign countries, and through other site-approved circumstances. These exams will be equivalent to course final exams and consist of a comprehensive overview of the entire course material. An instructor or counselor must refer students to take the exam and students will only be allowed to take the exam once.

Both CTE and AHSD programs will also create a formal process and standardized guidelines for recognizing and giving credit for students' previous work experience. After completing a documentation process, students may be eligible to receive advancement in coursework based on competency demonstration (CTE) or work experience credits (AHSD).

In addition, short-term courses will also be utilized to streamline student placement and completion. AHSD programs will develop short-term direct instruction classes in high school subjects that will be supplemented with independent study and individualized instruction. These direct instruction classes will allow students to finish the courses in shorter periods of time and accelerate students' program completion. Classes for Immigrants include plans to develop shortened courses with clearly communicated competencies and topics based on real-life learning situations, and meaningful application of skills demonstrated through student projects and in exit level exams. Adults with Disabilities will re-establish the Situational Assessment program at HLPAE, which will allow students to be placed in appropriate classes and/or programs in a more efficient manner.

Individualized Instruction

Adult Basic Education and Adult Secondary Education programs will develop plans to augment instructional time focused on specific student competency needs. In order to accomplish this instructional time will be built into curriculum and will support students' identified needs and provide students with learning strategies. This time will be supplemented with computer-assisted instruction and will involve innovative pedagogy, hands-on/kinesthetic, and group work instructional methods. Instructional time will also be made available to review students' Adult Learning Plans (ALPs) that target competency-based areas of learning needs. It is also anticipated that the ALPs will accelerate student outcomes.

In Classes for Immigrants, students in need of additional instructional support will be aided through individualized instruction. This strategy will focus on assisting students with acquiring competencies or skills that they were not able to acquire in the regular classroom and will provide them with a chance to practice their skills in a one-on-one situation. Ideally these tutoring services will be developed at each school site; however, referrals will be made to nearby locations if needed. Faculty and staff in tutoring centers will meet with students individually and study space such as ESL libraries, labs, and study centers will be available for students to study independently. Student progress can be measured through completion of activities that are individualized to the skill reviewed in the tutoring session, such as grammar, pronunciation, and listening. Alternative course delivery systems will also be developed, including online and distance learning.

Counselors and educational advisors will work with students to develop an individualized educational plan and to identify the competencies and courses necessary to achieve their goals. Consortium counselors will work with site counselors to develop a preliminary educational plan form and training strategy. The counselors and educational advisors at each site will then meet with students one-on-one starting with intermediate-low students. Counselors and educational advisors will also visit ESL classes (intermediate and higher) to present pathways to CTE, ABE/ASE, and postsecondary education.

The Adults with Disabilities program will design individualized instruction plans for students based on results from a review of the student's academic history, counseling assessments, and/or the Situational Assessment test. This could include online learning and independent study as well as experiential learning opportunities. Different paces will be offered and evaluated individually by counselors, faculty, or staff based on each student's progress indicators and acquisitions of modular skills.

Contextualized Learning

Adult Basic Education and Adult Secondary Education

ABE/ASE will work with faculty task groups in the other four program areas to identify needs and opportunities for contextualized instruction. This could include co-teaching strategies with some similar components to the I-BEST methodology and cross-program curriculum development. For example, the Mt. SAC ABE program currently offers a career development course in conjunction with its In-Home Support Services class. Participation in this contextualized coursework will ensure that once students complete the class they have the requisite skills to gain and retain meaningful employment.

There are also opportunities within ABE/ASE for contextualized learning. Technology will be incorporated into the instruction of basic skills to enhance students' employment skills. In addition, career preparation and career development will be integrated into ABE through short-term workshops and career assessments.

Classes for Immigrants

Contextualized learning environments will be designed to combine language acquisition skills with study skills, critical thinking skills, and workplace readiness skills such as technology, keyboarding, multimedia, and soft skills, for the purposes of promoting and facilitating academic and career advancement. These unique learning environments will be developed and carried out by faculty, students, counselors, administration, the Consortium Coordinator, and cross-program task groups including ASE, CTE, and Apprenticeship. Student goals will be prioritized through survey, polling, and group discussion. Collaborative efforts will be made between staff and administration to ensure that teaching and learning environments are based on current research and evidence proven strategies. The Consortium Coordinator will visit school sites and provide feedback and suggestions across the consortium to promote best practices. There will also be regular sharing and training regarding the standards and competencies mentioned above as well as research and evidence driven teaching strategies.

Regular progress reviews of student growth will provide students with feedback about their progress in achieving competencies and help to accelerate their progress. The progress report card or form will be developed by a collaborative faculty task group. A schedule of regular meetings will be established between the instructor and student at 8 to 9 week intervals to note progress towards learning objectives.

Enrollment in these learning communities will be focused on providing student accountability in attendance, school accountability in number of students placed in a

classroom, proper placement of students upon entry, and limits to repetition of courses. These procedures will help accelerate learning and ensure timely completion of goals. Clear registration policies will be developed, including explicit guidelines related to placement testing, wait lists, enrollment caps, and repetitions of courses where needed.

Member sites will provide working technology to support a contextualized learning environment for the participating students. This learning environment will focus on incorporating the interface and applications of technologies into the many aspects of everyday life. Technology integration will also provide individualized instruction in ESL, literacy, and basic skills and will accelerate acquisition of specialized skills needed to transition into the workforce or postsecondary education.

A bridge program will be developed for advanced level ESL students to prepare them for CTE, ABE/ASE, and postsecondary education. Faculty and staff will review the Alignment and Pathways Initiative to determine optimal pathways for ESL students. Instructors will then share information about those pathways with students and incorporate counseling support to refer students to the appropriate programs that align with their college and/or career goals.

Adults with Disabilities

Adults with Disabilities programs in the region, including the proposed programs at Mt. SAC and BPACE, are focusing on expanding and increasing current contextualized learning opportunities through job readiness skills training for adults with disabilities. These programs will provide supportive transitional programs for postsecondary education, independent living skills, social skills, and job readiness. Meaningful bridge programs will also be established that will support individuals as they progress in skills and abilities. Faculty and staff will collaborate with ABE/ASE programs in the region to ensure that they can accommodate adults with disabilities, particularly with regard to adequate adaptive equipment, room design, and staffing of aides. Cross-discipline task groups will also involve CTE faculty and courses will be designed for students who are able to bridge to CTE programs. These courses will be targeted to specific CTE programs and will include soft skills development as well as specific CTE tasks.

Contextualized instruction for AWD will incorporate "best practices" related to the student population. These include contextualized instruction through experiential job training, job coaching, behavioral analysis techniques, addressing individual learning styles, communication skills, smaller group/class sizes, adaptive equipment, and soft skills such as punctuality, hygiene, attire and attitude.

CTE

Contextualized instruction in CTE programs will emphasize higher order thinking and will focus on industry key concepts and standards. The CTE faculty task group, in collaboration with other program task groups, will identify the basic skills necessary for success in each of the specific industry pathways. The task group will then design curriculum to include these skills and will apply them to the specific competencies. In the case that specific basic skills apply to multiple programs a core bootcamp course will be designed. This course will vary depending on the needs of the industry pathway(s), but one example is a bootcamp math course for the Health Sciences.

Apprenticeship

For the purposes of this objective, Apprenticeship will be approached from the "Apprenticeship Readiness" standpoint. Given the limitations with the Apprenticeship model, the consortium has greater autonomy over Apprenticeship Readiness standards and strategies than over the content of existing Apprenticeship courses. Strategies and plans will be developed in conjunction with Apprenticeship partners and cross-disciplinary task groups comprised of consortium members, as well as with representatives from adult schools in areas where consortium-based apprenticeship programs are offered.

In order to improve students' preparation and eligibility for Apprenticeship programs, contextualized instruction, which includes bootcamps and alignments with local adult schools will be enhanced. Bootcamps will be utilized to improve students' math and critical thinking skills in a compressed model. ABE/ASE programs will offer these bootcamps both in the regional consortium area as well as in areas where consortium-based apprenticeship programs are held. Apprenticeship will also collaborate with ABE/ASE and CTE programs to develop and enhance contextualized learning focused on Apprenticeship Readiness skills. Thus, students will receive a foundation of career knowledge that could assist them in Apprenticeship. This will enable Apprenticeship to pull from a pool of well-prepared students who are looking to continue on their CTE and/or career pathway into Apprenticeship programs.

Tables 5.1: Program Areas Detailed Work Plans for Implementation Approaches

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals (ABE/ASE)

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Align with consortium members to provide more opportunities for short-term compressed ABE/ASE courses (CAHSEE Prep, HSE Prep, ASVAB Prep, HS Diploma subjects, basic skills and CTE prep bootcamps, computer technology, contextualized courses)	Create faculty workgroups across program areas to develop a prioritized plan/approach for implementing short-term compressed courses. Establish a professional learning community that will create a depository of sample/model curriculum that shows effective compressed coursework. (Make this available online for participating faculty and admin; hold faculty workshops where some of the best practices/curriculum is modeled and faculty can gain hands on experience. Curriculum development projects such as a Faculty Inquiry Group, Action Research Group that will streamline ABE/ASE curriculum across all subject matters to focus on "threshold concepts," pacing, and necessary college and career readiness skills.	Time, consortium faculty non-instructional funding, workspace, editing and grading software, PD funds, computers, learning software, IT and web support	21,000	Faculty, admin, college faculty and workforce advisory	Meeting minutes, agendas, sign in sheets, revised curriculum	

Allow for other credit earning options (HS Diploma) such as credit-by-exam, use of college credit courses, adult school courses, work experience	Create a professional learning community among consortium faculty members to evaluate options; sharing records, faculty workgroup to identify equivalencies for high school credits among consortium members.	Time, consortium faculty non-instructional funding, workspace, software, PD funds, IT support	22,000	Faculty, admin, college faculty and workforce partners	Shared database of equivalency options	
Opportunities for individualized, instructional time that targets students' learning needs and best learning strategies, as well as responds to gaps in learning.	Create a faculty workgroup determine how to identify students experiencing gaps in learning and how to deliver differentiated/individualized instruction in ABE/ASE classrooms (workgroup), including contextualized courses. Faculty members can research group to identify existing successful practices. Shared resources	Additional instructors, tutors, professional development for tutors, faculty non-instructional funding, PD on differentiated instruction	2,400	Faculty, admin	Student completion rates and satisfactory progress (pre- and post-test), student learning plan/records, faculty agendas, minutes, sign-in sheets; tutor logs	
Ensure that technology skills are embedded into curriculum (necessary skills for transition)	Identify necessary skills for transitions such as keyboarding, online testing, computer skills, presentation skills, social media skills, and experience in learning management system (LMS).	Time, consortium faculty non-instructional funding, workspace, software, PD funds, IT and web support, Research support, software funds for distance learning, computer software, hardware, bandwidth, network ability.	13,795	Faculty, admin, college faculty and workforce advisory, IT,	Course outlines, purchase orders, minutes, sign in sheets, certificate issued, grades, student portfolios and display of student work samples	

Create shared online and distance learning opportunities for students, including coursework and tutorials that may count for credits.	Establish website and coursework with consortium faculty workgroup	Time, consortium faculty non-instructional funding, workspace, software, PD funds, IT and web support, Research support, software funds for distance learning coursework	2016-17 Budget (TBD	Faculty, admin, college faculty and workforce advisory, IT,	Functional website and available online courses, # of page views and usage levels, student completions, student survey	

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals (Classes for Immigrants)

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Learning environments based on contextualized learning	Incorporation of student goals into the class through survey, polling and group discussion. Collaborative efforts between staff and administration to ensure that teaching and learning environments are based on current research and evidence proven strategies. Lead teacher or coordinator within the regional consortium who will visit school sites and provide feedback and suggestions. Consortium-wide sharing of strongest programs. Schools that provide research based texts and working technology to support a contextualized learning environment for students which incorporates the interface and application of technology. Regular training and sharing regarding Common Core, CASAS, EFF, and Model Standards and research and evidence driven teaching strategies.	• Regular review of teaching practices • Room environments conducive to group work as well as individualized instruction • Training for administration and staff on current best practices • Purchase of research based and competency based texts	8,000	Instructors, administrators, advisory group	Student success and participation in class activities via progress review Successful acquisition of skills applicable to real life as demonstrated in student projects and exit level tests. Teacher survey Student survey	Beginning fall of 2015 and ongoing

Regular progress review to accelerate student progress	Develop a progress report card/form. Students meet with their instructors every 8 to 9 weeks to note progress towards meeting learning objectives.	• Paper progress report forms/cards that are consistent between classes • Teacher record book • CASAS test reports • Additional pay if instructors meet with students outside of class	6,000	Instructors	Student survey Retention/drop rates CASAS test reports Exit level tests	Beginning fall of 2015 and ongoing
Counseling and individualized educational plans	Develop a preliminary educational plan form and training for counselors at the consortium level. Counselors / educational advisors meet with students 1-on-1 at each school site (start with intermediate-low students). Counselors and educational advisors visit ESL classes (intermediate and higher) to present pathways to CTE, HSC, ABE, and postsecondary education.	• Orientation to explain program • Student handbook • Office space • Counselors and educational advisors • Training for counselors and advisors to better serve ESL population • Collaboration between programs within the consortium – understanding by teachers, students and administrators of who offers which programs • Visuals and translators for pathways presentations	194,622	Counselors and educational advisors (consortium-wide)	Counselor appointment hours Transition rates	Beginning fall of 2016 and ongoing
Tutoring / remedial instruction for individualized instruction	Develop tutoring services at each school site / consortium-wide. Tutoring instructors meet with students individually. Offer study space for students to study independently (e.g. ESL library, lab, study centers).	• Tutoring instructors • Lab with staffing • Online tutoring, training for online tutoring teachers and staff • Study space / study centers • Student volunteers for study centers	6,000	Tutoring coordinator	Usage/attendance Success rate / test scores Student feedback	Beginning fall of 2015 and ongoing

Managed enrollment procedures to accelerate student learning	Develop clear registration policies-including placement testing, wait lists, enrollment caps and when to end open enrollment.	• Policy meetings • Support staff – registration staff, counselors • Procedural handbook	6,000	Registration staff	Attendance Success rates Student feedback	Beginning fall of 2015 and ongoing
Technology integration for individualized instruction and accelerated learning	Identify and purchase appropriate technology tools for the level and facility. Instructors learn about technology use in the classroom by attending workshops and conferences. Instructors develop and present tech-integrated sample lesson plans to colleagues in the consortium.	• Instructors who know technology • Vendors • Paid technology workshops for instructors • Staff training • Sufficient bandwidth and technological devices • Agreements with the K-12 district to share bandwidth and to work in collaboration with the adult schools' technology needs	9,000	Tech committee consisting of instructors, IT, administrators	Tech usage log Teacher survey Student survey	Beginning Jan. 2016 & ongoing
Transitions programs utilizing contextualized learning	Develop a bridge program (adv. level) to prepare students for CTE, HSC, ABE, and credit courses. Identify strong programs (advanced or accelerated ESL classes, HSC, ABE and CTE) in the consortium and share information with students and instructors.	• Curriculum • Instructors • Program information (Advanced/accelerated ESL, HSC, ABE, CTE) • Counselors and educational advisors	43,000	Instructors, counselors, administrators, and consortium advisory group	Student enrollment Tracking of student progress within school and consortium	Beginning fall of 2016 and ongoing

Accelerated courses	Develop leveled courses with specific objectives (competency-specific) as identified by CA Model Standards as well as exit tests.	• Curriculum • Instructors • Classroom space • Marketing	16,719	Coordinator and instructors	Enrollment Exit tests scores CASAS scores	Beginning fall of 2016 and ongoing

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals (Adults with Disabilities)

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Testing assessment of current skills	• Develop a common or correlated assessment process between agencies including but not limited to Work Sample Evaluation and/or career counseling	• Faculty • Facilities • Counselors • Work samples • Adaptive technology • Career Interest Inventory	30,000	Mt SAC, HLPUSD, BPACE	# of students assessed and placed in programs	Begin planning Summer 2015
Deaf language scaffolding and general knowledge classes	• Write curriculum • Hire staff and faculty • Identify facilities • Purchase equipment • Design marketing strategy	• Curriculum • Faculty that sign • Facilities • Counselor that sign • Classroom aides that sign • Classroom supplies	2016-17 Budget (TBD)	Mt. SAC	Student success as noted in grades and completion of program Students transition to Mt SAC classes	
Life skills classes/groups	• Write curriculum, contextualized instruction, addressing learning styles and disability limitations, behavioral analysis techniques, smaller group sizes • Hire staff and faculty • Identify facilities • Purchase equipment • Design marketing strategy	• Curriculum • Faculty • Facilities • Counselors • Classroom Aides • Classroom supplies • Adaptive technology • Support staff • Marketing	2016-17 Budget (TBD)	Mt. SAC, HLPUSD, BPACE	• #of course offerings and certificates • # of students enrolled • # established Ed Plan • # of support staff • # of community partners • Supply inventory • # of Faculty • Student Learning Outcomes (SLOs)	Begin planning Summer 2015 Curriculum development Fall 2015 Limited offering in Spring 2016 Fall 2016 program expansion

Socialization skills classes/groups	• Write curriculum • Hire staff and faculty • Identify facilities • Purchase equipment • Design marketing strategy	• curriculum • Faculty • Facilities • Counselors • Classroom Aides • Classroom supplies • Adaptive technology • Support staff • Marketing	2016-17 Budget (TBD)	Mt. SAC, HLPUSD, BPACE	• #of course offerings and certificates • # of students enrolled • # established Ed Plan • # of support staff • # of community partners • Supply inventory • # of Faculty • Student Learning Outcomes (SLOs)	Begin planning Summer 2015 Curriculum development Fall 2015 Limited offering in Spring 2016 Fall 2016 program expansion
BPACE Asperger's soft skills classes	• Write curriculum • Hire staff and faculty • Identify facilities • Purchase equipment • Design marketing strategy	• curriculum • Faculty • Facilities • Counselors • Classroom Aides • Classroom supplies • Adaptive technology • Support staff • Marketing	2016-17 Budget (TBD)	BPACE		Fall 2016
Counseling support	Employ specifically trained counselors in job placement of AWD and to identify individual job strengths and interests.	• Counselors • Counseling offices • job developers • assessment staff • career counselor	2016-17 Budget (TBD)	Mt. SAC, HLPUSD, BPACE	# of counselors Correct placement of students by acceleration of skills	Fall 2016

Supportive job clubs, interviewing skills	• Peer support groups, advertise/market clubs • Parental/guardian support • Mock interview	• Location/facility • Community location that is accessible and within travel distance • Staff and faculty	2016-17 Budget (TBD)	Mt. SAC, HLPUSD, BPACE	Multiple Job clubs established strategically located throughout the district Successful job placement	Spring 2017
On the job training	Experiential job learning opportunities	• Community oriented job training sties	2016-17 Budget (TBD)	Mt. SAC, HLPUSD, BPACE	Resume building # of internships and externships available	Spring 2017
Situational Assessment	Individualized instruction based on Situational Assessment, counseling assessment	• Work Sample Evaluation • Updated work sample assessment tools • Singer • Valpar • JEVS • Evaluator (teacher) • Aide	2016-17 Budget (TBD)	HLPUSD	# of students who complete assessment	3 months after funding approval
Online courses	Develop curriculum for AWD students keeping in mind Universal Design principles	• Curriculum writers • Teacher monitoring	2016-17 Budget (TBD)		Acquisition of modular skills Course completion	6 months after funding approval

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals (CTE)

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Develop Common Metrics for student placement, assessment, and outcomes	Create a consortium-wide database system for tracking student progress and benchmarks. Create benchmarks to be used in metrics Professional Development for instructor use of database to measure student progress and determine interventions	IT Coordinator Funding for faculty Professional development funding	12,000	Consortium	Comparison of CTE program completion rates and time to completion of accelerated program as compared to traditional timelines.	2017
Contextualized basic skills into CTE courses	• Emphasis on higher-order thinking & focus on industry key concepts and standards • Identify the basic skills necessary for success in each specific industry. Include these in the curriculum, applied to specific competencies. • Identify basic skills that apply to multiple programs and then create a core bootcamp course which teaches students these specific skills. (Ex. Bootcamp math for the Health Sciences).	Specialized Training for faculty to learn new industry demands and emerging technologies CTE, ESL, ABE/ASE Faculty workgroups for contextualized basic skills module and bootcamp development.	12,000	Industry partners Consortium Faculty	Maintaining current training rates, skills, and demands of industry	2016

| Individualize instruction for CTE students so that those completing competencies can move to next level in program | • Create open-entry, open-exit CTE instructional modules allowing students to self-pace.
• Flexibility for students to make level progress through CTE programs based upon their completion of standards (not seat time). Example is certificates earned after each module.
• Create a formal process and standardized guidelines for student work experience to apply for advancement in coursework (based upon competency demonstration) | Faculty workgroups for module creation and restructuring of all curricula into a modular format.

Industry partner participation in module creation

Faculty and industry workgroup to establish guidelines for competency-based work-experience credit toward program completion | 2016-17 Budget (TBD) | CTE faculty

Articulation Coordinator

Consortium members | Tracking numbers of students who accelerate based upon competency completion

Greater student employability | 2017 |

Compressing programs into shorter time periods for accelerated movement into college and career	• Combine online coursework with in-program coursework where applicable in each CTE industry sector • Standardize program length in programs within each industry sector, meeting standards of industry requirements. • Cohort students in each industry sector pathway to guarantee student placement and transition from entry to completion. This will remove the barrier of seat availability. • Offering courses in non-traditional schedules to accommodate working students • Use Distance Learning in programs where applicable • Focused curriculum on power topics and industry requirements • Use of instructors in a greater number of roles including guidance and mentoring	IT infrastructure to support online coursework Faculty teams to review curriculum and develop modular units, distance learning units, and online coursework Student Navigator to manage cohorting of students Facility availability Professional Development for faculty	2016-17 Budget (TBD)	Program Directors within Consortium	Student time to completion Student surveys	2016

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals (Apprenticeship)

Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline	
Pre-Apprenticeship Programs (Accelerated)	K-12 school districts, Adult Ed Providers and ROP's will continue and/or look into offering pre-apprenticeship programs as a way to accelerate student's progress into entering an apprenticeship program. The pre-apprenticeship program can provide opportunities for students to be more successful in their apprenticeship program as well as provide skills needed to earn income while enrolled in the apprenticeship program	Additional educational providers who are willing to offer pre-apprenticeship programs Additional faculty Curriculum	50,000	Each program Director would have to determine if their institution had the ability to offer and/or expand pre-apprenticeship programs	• Development of new programs • Course Curriculum • Enrollment • Completion rates	
Contextualized Education	Apprenticeship staff, Adult Ed providers and Union officials will work together to determine if an opportunity to incorporate a pre, during or post basic skills program exist	Current staff will be utilized, only a meeting facility and cost of refreshments will be needed	2016-17 Budget (TBD)	Apprenticeship and Adult Ed staff	•Meeting minutes • •Course curriculum	

Objective 6

Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

Professional development strategies will focus on disseminating information that is relevant and beneficial to practitioners, particularly with regard to alignment and acceleration. Plans will also include a variety of professional development activities that meet the needs of faculty and staff throughout the consortium. A key element of the professional development efforts in the region will be the establishment of cross-program teams and Professional Learning Communities (PLCs). Members of the consortium will work with the Consortium Office to obtain training on gaps that they have identified. The Consortium Office will then work with external agencies, such as OTAN and CALPRO, to create professional development or will work with consortium members to offering it regionally. Members will also be encouraged to participate in conferences and meetings held by professional organizations in specific program areas or the field of adult education.

A priority in the consortium is establishing new models and instructional strategies for contextualized and/or accelerated teaching and learning. Professional development will include attending trainings and workshops, identifying best practices in the consortium and in research, and working cross-program to create relevant approaches for contextualized instruction. Trainings and workshops will be held for all consortium members that examine contextualized, accelerated, and individualized learning. Topics will include curriculum compacting and pacing; developing delivery models for instruction; strategies for embedding basic skills into the curriculum; designing or selecting evaluations and assessments; approaches for differentiated instruction that includes scaffolding, collaborative instruction, team teaching, and buddy systems; and assisting instructors in developing pathways so they can act in a mentoring capacity. Within the consortium, coordinators and faculty will also identify successful local and regional practices. They will then share these best practices in "open house" training sessions where teachers are invited to observe classes in action at different sites. This will foster communication and encourage alignment of best practices throughout the consortium. Finally, cross-program professional development sessions will be held to present research and best practices with regard to accelerating learning and promoting student outcomes. The topics will vary based on current student and program needs.

Alignment to college and career is another critical area for professional development. College pathways will be reinforced through professional development related to practices in basic and secondary skills that build the "college readiness" skills.

Training and workshops will be held on topics of research-based instructional learning strategies and College and Career Readiness standards (CCRS) to assist faculty in understanding the level of skill needed to become "college ready". Consortium-wide trainings will also cover the implementation and preparation for all new high school equivalency tests (GED, TASC, HiSET) and will include pre- and post-test strategies, customization of learning plans, and strategies to accelerate learning. Cross-program meetings will also be developed where instructors, faculty, staff, and administrators can share information about skills that students need in order to complete academic or career pathways. These will also act as opportunities to identify ways that basic skill areas can be embedded across program areas. Counselors, both from the Consortium Office and member sites, and other stakeholders will discuss the development of educational pathways and disseminate information via the regional website, newsletter, and in-person.

Professional Learning Communities will be established to facilitate professional development, communication, and team building among faculty and counselors in the region. Members who have attended workshops can share information and guide the group. Demonstration lessons will be presented and instructors will be invited to observe successful practices. Research based strategies will also be presented and will cover topics including college readiness, soft skills and critical thinking development, Socratic seminars, and career assessments. The efforts of these committees, which might include lesson plans, post-lesson plans, or videos, will be posted on the regional website for dissemination. Cross-program communities can also be created based on topics of interest that are relevant to student success and accelerated learning. One example would be the creation of bridge programs to develop strategies for students to move from one program to another along a college or career pathway.

As highlighted in Objective 4, there is a gap between the technological infrastructure that currently exists and the technological needs of our students. However, in order to implement the strategies that would benefit students, it is first necessary to train faculty and staff on technological use and integration. Faculty and staff will be encouraged to attend trainings hosted by external agencies such as OTAN and CALPRO. Individuals who attend these trainings will then be asked to "share out" with their colleagues in meetings or via the consortium website. Hands on trainings will be created in collaboration with IT for relevant topics including technology in the classroom, distance learning software, social networking, learning management systems, and updating software. Faculty and staff will also be trained on new and emerging instructional technology such as tablets/phones, interactive whiteboards, apps, netbooks, and computers. Given the increased emphasis on technology, it will also be critical that faculty and staff are aware of issues related to technology such as plagiarism, copyrighted materials, and privacy. In addition, each program will need to

identify the new technology that is emerging in their areas and create professional development strategies for training staff.

It will also be critical to develop skills building intercultural competence among faculty, staff, and administrators. Overall, professional development will focus on culturally responsive teaching, training in understanding cultural mores, developing curriculum that supports cross-cultural and generational differences, and diversity and equity training. Ideas for promoting culturally relevant professional development opportunities include inviting students to share their experiences with faculty and staff through multi-cultural days and/or videos in which they present their cultural norms and experiences. Trainings will also be developed to meet the specific needs of English Language Learners, Adults with Disabilities, and other high-risk populations that have been identified in the narrative. Faculty will be provided with strategies for supporting these students in the classroom and for developing program-wide approaches including assessment testing and pathways development.

Tables 6.1 & 6.2: Program Area Detailed Current Professional Development & Collaborative Plans

Table 6.1: Current Professional Development (ABE/ASE)

Topic	Professional Development Strategy	Program Area Addressed	Estimated Cost to Implement Consortium-wide
Professional Learning Communities and Regular Faculty Meetings	Faculty meet on a regular basis to discuss curriculum, student needs, pedagogy, updated standards, additional professional development opportunities, state-wide instructional mandates and needs, and other topics as needed.	ABE/ASE	Included in earlier objectives
Conferences, workshops, and webinars	ACCE, CASAS, OTAN, TIMAC, OTAC, CALPRO Faculty and staff go to conferences and share out information they learned. Some workshops involve instructors becoming authorities on technological advancements and subsequently training their colleagues at the district.	ABE/ASE	---
Flex Days and other specialized offerings related to departmental outcomes	Examples include the Mt. SAC ABE PIE (Planning for Institutional Effectiveness) Day which reviewed the College's strategic plan and oriented faculty and staff with the process and outcomes. Flex Days are also designed to support faculty development and strengthen departmental curriculum, goals, outcomes, and strategic plans.	ABE/ASE	---
Curriculum Meetings	Faculty collaborate to develop curriculum, refine existing courses, and align materials with standards.	ABE/ASE	---
Advisory Groups	Advisory groups meet quarterly at some sites to develop departmental strategies and plans, particularly as they relate to accreditation and departmental goals. Advisory groups may consist of only member site faculty and staff or may include partners.	ABE/ASE	---
Strengthening Student Success Conference	California community college professionals have an opportunity to engage in discussion on strategies for completion, basic skills progression, acceleration, and transfer.	All community college areas	---

Table 6.2: Collaborative Professional Development Plan (ABE/ASE)

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
College and Career Readiness (Common Core)	Activities: Training in College and Career Readiness standards (Common Core); integrating standards into English, math, and across curriculum; development of curriculum that targets critical skills for college and career. Delivery mode: online, webinar and face-to-face meetings, classroom observations, sharing of best practices, professional learning community to develop CCR curriculum, demonstrations Frequency: Semester or Monthly PLC meeting, workshops, and webinars	ABE/ASE, ESL, AWD, CTE	Included in earlier objectives
HSE Preparation	Activities: Training on all California Equivalency Exams – GED, TASC, HI-SET; training on diagnostic, pre- and post-tests, and customization of learning plan. Delivery mode: conference attendance, webinars, best practices and materials sharing, PLC to develop curriculum, demonstrations, team teaching Frequency: Semester, bi-monthly or monthly meetings and webinars	ASE	---
Teaching strategies/Pedagogy	Activities: Sharing of research based instructional strategies relevant to the adult populations served (including scaffolding, differentiated instruction, those that serve students with learning disabilities, learning styles, common core, acceleration and short-term courses, culturally responsible teaching, cross-generational) Delivery mode: demonstrations, observations, PLC, sharing of best practices, lesson plans, and materials, develop videos of best teaching strategies, sabbaticals Frequency: Semester, bi-monthly or monthly meetings and webinars	All areas	---

Soft skills Training/Career Development	Activities: Develop curriculum that meets employer and college/adult ed program standards; development of critical thinking skills for work; Socratic seminars; training on administering career assessment Delivery Mode: sharing of best practices, lesson plans, and materials; demonstrations, webinars, hands-on training Frequency: Annually/as needed	All areas	---
Contextualized courses	Activities: Training in different models of contextualized coursework and gather best practices; develop contextualized basic skills coursework in Logistics and other industry pathways; identify partners and facilities needed for contextualized courses and training. Delivery Mode: PLC with different faculty disciplines to develop contextualized curriculum, shared lesson plans and best practices, team teaching, webinars Frequency: Initially-with task group meetings; Follow-up will be quarterly	ABE/ASE, CTE, ESL	---
Technology in the Classroom	Activities: Increase faculty knowledge on use of technology in coursework and programs; training on equipment and software (basic skills software, GED Prep software, adaptive technology, scanners, interactive white boards, tablets, cell phones, Learning Management Systems, school portals, Internet, projectors, MS Office, presentation software, social networking, APPS, Chrome Books); PD on developing curriculum with integrated technology, training on how to teach students to use technology and software. Delivery mode: demonstrations, observations, PLC to develop curriculum, webinars Frequency: As needed	All areas	---

Table 6.1: Current Professional Development (Classes for Immigrants)

Topic	Professional Development Strategy	Program Area Addressed	Estimated Cost to Implement Consortium-wide
Back-to School/Orientation Days	Held to kick-off school year. Includes all staff and admin. General school policies are discussed and breakout sessions are held for specific programs.	General adult ed., District, Dept. specific	Included in earlier objectives
Flex Days	Curriculum and Program development day offering various workshops presented by staff member; teachers choose their workshop, share ideas, successes and problem-solve. Workshop topics chosen based on teacher surveys.	ESL, VESL – program specific	---
Monthly Staff Meetings – for programs	Curriculum, assessment, progress reporting, lesson planning to incorporate student learning objectives (SLO's), teachers share and problem solve. Invited guests present – ex) vendors, IT person on technology, etc.	ESL, VESL, Citizenship, EL Civics, technology	---
Conferences, workshops, and webinars	OTAN, CALPRO, TIMAC, OTAC, EL Civics, CCAE Teachers participate in workshops, some teacher trainings are held in Sacramento where teachers bring back learned skills and teach staff. Some are through webinars.	ESL, VESL, Citizenship, El Civics – with participation from CTE, ABE/ASE, and coordinators, counselors.	---
Professional Learning Communities	Teachers form small groups with a group leader to build lesson plans, work on assessments, etc. – monthly meetings. Counselors and coordinators of consortium could suggest areas of improvement to be the focus of group.	ESL, VESL, EL Civics – groups work on areas of need of specific program.	---
Curriculum improvement and trainings	Topics based on teacher surveys. Teachers problem solve, share in lesson planning and demonstrations. Experts invited to guide group in areas of need.	ESL, VESL, EL Civics – groups work on areas of need of specific program.	---

Table 6.2: Collaborative Professional Development Plan (Classes for Immigrants)

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Practices in basic and secondary skills that build College and Career Readiness Skills	Trainings and workshops on topics of research based strategies College and Career Readiness Standards and soft skills. Consortium-wide lesson planning – in person meetings, or on consortium website to develop lesson plans, post lesson plans and possibly videos. Establish a meeting place for Professional Learning Committees in person or on website. Community College representatives inform programs at K-12 sites to help them incorporate college and career readiness skills. Create bridge classes – offer at specific sites coordinated with CTE programs or with post-secondary programs to make it easy for students to complete programs.	Specific programs ESL, VESL, EL Civics, citizenship and with CTE and ABE/ASE programs with which they will share pathways	Included in earlier objectives
Team Building/Soft Skills/Critical Thinking/Study Skills/Career Assessment	Consortium-wide meetings where teachers share successful practices, lesson plan, and share ideas. Teachers who have attended workshops in the areas listed, share information and guide group. Demonstration lessons are presented. Teachers are invited to observe successful practices. In across program meetings teacher learn from CTE which skills are most needed and develop ways to embed them into the program. Counselors and coordinators guide the development of program, defining educational pathways and sharing of information as leaders to the teachers via a website, newsletter or in person meetings.	Specific programs ESL, VESL, EL Civics, citizenship and with CTE and ABE/ASE programs with which they will share pathways	---
Technology Use and Integration	Attend OTAN, TIMAC, and OTAC trainings. Teachers within consortium who attend trainings share back to other members of the consortium in meetings or on consortium website. Successful practices are open to observation and sharing by all consortium members, for example Baldwin Park's use of Chrome Books, or Rowland's use of Moodle. All trainings are publicized on consortium website and all teachers in consortium are invited to attend.	ESL, VESL, Citizenship, El Civics as well as CTE, ABE/ASE	---

New models and instructional strategies for contextualized and/or accelerated teaching and learning	Attend trainings and workshops on contextualized learning, ways to accelerate and individualize teaching. Within the consortium, coordinators identify successful practices. Invite teachers to observe classes in action. Consortium coordinators help to align programs and bring them to a standard level through planning trainings, observation and reviewing programs within the consortium and identifying areas of weakness and strengths. Review student success and progress through assessment, outcomes and enrollment in accelerated programs. Share practices of individualization within programs and strategies to contextualize learning through use of soft skills and College And Career Readiness Skills. Work in coordination with CTE and ABE/ASE to accelerate learning and give students what they need to succeed in the path they have chosen. Plan class offerings within the consortium that will benefit students most and streamline programs through eliminating duplication and providing needed classes at appropriate sites. (Align pathways)	ESL, VESL, Citizenship, El Civics as well as CTE, ABE/ASE	---
Skills building intercultural competence among faculty, staff, and administrators	Host multi-cultural days and invite staff to come and participate. Students and staff can be the hosts and presenters at these meetings. Staff/students from various cultural backgrounds can make short videos on native cultural customs and post on consortium website or speak to groups. A multi-cultural day should be planned consortium-wide so that staff becomes more familiar will cultures within our region/or presented on the website.	All participants in the consortium	---

Table 6.1: Current Professional Development (Adults with Disabilities)			
Topic	**Professional Development Strategy**	**Program Area Addressed**	**Estimated Cost to Implement Consortium-wide**
Workshops offered through district	• Newsletters • Listserv • Ongoing development and evaluation of curriculum • Methods in evaluating individuals using progress indicators and acquisition of modular skills • Awareness of services available in region		Included in earlier objectives
Outreach	• Belong to industry manufacturers councils • Go to meetings of Chamber of Commerce • Go to meetings of Board of Directors and Regional Center • Attend Service club meetings • Attend Board meetings at Regional Center		---
Training	• Attend Works Services Conferences sponsored by Dept of Rehab • Stay up-to-date on current trends with social security/Medicare benefits and how they fit into employment • Training in current and emerging adaptive technology such as Kurzweil (textbook to e-format). Firefly		---
Online Curriculum	• Expand Mt SAC professional development addressing AWD making available to consortium members. Topics: Universal design, disability specific topics ie autism spectrum, behavioral issues, media captioning and alternate media, sensitivity training for those working with AWD		---

Table 6.2: Collaborative Professional Development Plan (Adults with Disabilities)

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Common needs, best practices, latest trends, updates on laws, federal and state, report writing skills, grant applications, community needs, de-escalation training, CPR/ first aide updates yearly training, job coaching certification	• Biannual training meetings across region • breakout seminars • hands-on training • conferences • newsletters • web-based delivery • build listserv including all possible partnerships keeping all partners informed Participants: Made available to all consortium members • faculty • staff • managers • Participate in professional organizations such as APSE Association of people Supporting Employment First, CAPED California Association Post-Secondary Education and Disability, COE Council of Occupational Education, CDSA California Disability Services Association • Share and host web-based training opportunities for professional development • Create community liaisons, community advisory committees, committees including parents/care providers and conservator focus groups • Vendor advisory committees to expand employment opportunities for our population	• Maintain certifications • Address new requirements	Included in earlier objectives
Awareness of services available in region	• Newsletters sharing what is new within the region • Create professional organizations for staff serving adults with disabilities to network statewide		---
Team building, critical thinking, problem solving, study skills, soft skills and career assessment	• Meet and greet between faculty and staff • All consortium members gather to gain understanding of the services offered within the region such as social skills, living skills, computer skills, work skills, soft skills • Networking through Regional Center and State Department of Rehabilitation (need CARF Accreditation presently available at IRS)		---
Technology use and integration to enhance and expand technology in instruction	• Regional meetings • Training in Universal Design • Training in current and emerging technology • Training in how to identify and create online courses		---

Explore new models and instructional strategies	• Community based supportive employment opportunities allowing students to interact with the community in which they live/work • Job shadowing • Creation of experiential training and use of internships and externships at Mt SAC campus, Hacienda La Puente and Baldwin Park for student training and hands on contextualized training • Development of community based supportive employment opportunities allowing students to interact with community		---
Teacher/staff sensitivity training	• Common needs • best practices • latest trends • updates on laws, federal and state • report writing skills • grant applications • community needs		---
Committee to investigate and expand employment opportunities for AWD	• create liaisons, community advisory committees including parents care providers and conservators	• Employment	---
Collaborative Workday offered biannually	• Common needs • best practices • latest trends • updates on laws, federal and state • report writing skills • grant applications • community needs		---
CPR/AED first aid training and certification	• Newsletter • Invitation • Listserv • Websites		---

Table 6.1: Current Professional Development (CTE)

Topic	Professional Development Strategy	Program Area Addressed	Estimated Cost to Implement Consortium-wide
Varies by site			

Table 6.2: Collaborative Professional Development Plan (CTE)

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Practices in basic and secondary skill that build the "college readiness" skills	• PD in Common Core – Understanding the level of skill needed to be considered "college ready" • PD with college instructors/faculty to understand what skill gaps/challenges currently exist for incoming students • PD in curriculum updates and teaching materials		Included in earlier objectives
Team building, critical thinking, problem solving, study skills, soft skills, and career assessment	• PD in evolving class management & instructional strategies (teaching to the next generation of students) • PD in legal requirements and certifications in industry sectors • PD with industry (through advisories) to understand which soft skills are most critical for student success in the workplace • Membership and engagement with professional communities PD on awareness of student barriers to learning		---
Technology use and integration to enhance and expand technology in Instruction	• PD on current applications and use of technology for instruction (apps, note-taking, Interactive boards, phones/tablets, Moodle/Blackboard/Sakai etc.) • PD on plagiarism/copyrighted materials, privacy • PD on new technology emerging in CTE industry sectors		---
New models and instructional strategies for contextualized and/or accelerated teaching and learning	• PD on curriculum compacting & pacing (modular/bootcamps) • PD on assessment and rubric development • PD regarding embedding Basic Skills into the curriculum (strategies & understanding of content) • PD for instructors in pathways for students so they can act in a mentoring capacity		---

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Table 6.1: Current Professional Development (Apprenticeship)

Topic	Professional Development Strategy	Program Area Addressed	Estimated Cost to Implement Consortium-wide
Conferences	Attendance at apprenticeship conferences for all faculty and staff who directly work with apprenticeship programs and students	ABE/ASE & CTE	Included in earlier objectives
Task Force meetings between apprenticeship stakeholders	Regular meetings take place between apprenticeship program monitors (LEA), apprenticeship faculty and apprenticeship union officials to discuss programs, policies and procedures	ABE/ASE & CTE	---

Table 6.2: Collaborative Professional Development Plan (Apprenticeship)

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
PLC's	PLC's would be made up of faculty, staff and union officials and used to enhance program curriculum and program improvement as well as address any gaps	ABE/ASE & CTE	Included in earlier objectives
Annual Apprenticeship Program Awareness Day	Once a year, preferably at the end of spring semester, an "Apprenticeship Program Awareness Day" will be held to inform staff, students, parents, community members, and anyone else about apprenticeship and pre-apprenticeship programs that are available to them. Apprenticeship program staff would be on hand to inform individuals about the programs and answer questions. Adult Education providers will be on hand to talk about basic skills component and community college professionals will cover the matriculation process.	ABE/ASE & CTE	---
Semester Meetings	Meetings where apprenticeship, pre-apprenticeship, basic skills, community college and union professionals can come together to talk about program success, areas for improvements and get informed about any new policy or procedure programs that might impact the programs and students they serve.	ABE/ASE & CTE	---

Objective 7

Plans to leverage existing regional structures, including, but not limited to, local workforce investment areas.

The Mt. SAC Regional Consortium Members have worked with numerous partners, many of which have had long-standing relationships with one or more of the member districts. These partner organizations include, but are not limited to:

- Local Worksource centers and Workforce Investment Boards (WIBs)
- Employment Development Department (EDD)
- Local Library and Literacy Programs
- Department of Rehabilitation
- Chambers of Commerce throughout region
- Business and industry partners
- Post-secondary institutions
- Local military branch recruiters

The consortium reached out to current and future partners through a partnership event during which the overarching goals of the consortium AB86 planning and narrative were shared with attendees. The partnership event provided an opportunity for stakeholders in the region to come together and discuss potential means of leveraging existing regional structures and resources in a manner that will strengthen the consortium work. Partners were selected for the event based on prior collaboration with existing programs as well as potential to create and improve future programmatic offerings and explore resource collaboration. Some key plans that emerged from the event included:

- Leveraging resources with the MCS-Worksource Center and Goodwill Industries to ensure that students served through EDD obtain assistance with transportation, childcare, book, and tuition costs
- Sharing facilities with various community agencies, including the Covina Library, City of La Verne, and Casa Colina.
- Gaining professional development opportunities through the Covina Library offerings and the Casa Colina Center for Rehabilitation
- Collaborating with counselors to attend career fairs and different apprenticeship programs in order to understand career opportunities
- Working with Waste Management to obtain supplies for events
- Continue outreach to employers and industry leaders and promote similar meetings to ascertain what employers' needs and how to optimize training

Existing and future partner relationships will help inform planning and implementation processes as the consortium moves forward by providing a foundation of partnerships upon which to improve, integrate, and expand educational and support services to adults in our region. For example, we anticipate that our relationships with local worksource centers, WIBs, and EDD will help us plan strategies and leverage their resources to improve transitions into the workforce. Our partnerships with area chambers of commerce, businesses, and industry groups will help us better align our curriculum with industry and employment standards or certifications, which in turn will help increase student employability. These relationships will also help us improve and expand strategies for workforce entry such as expansion of internship opportunities, and on the job experience.

In the future, partners can be added to the consortium by contacting any of the member districts with a request to join or any member district may recruit a partner. The following section will highlight key partnerships that currently exist and/or would benefit each area group.

Adult Basic Education and Adult Secondary Education

Adult Basic Education and Adult Secondary Education member districts have many partnerships in the region, including with established relationships with Goodwill Industries Worksource Center, the South Bay Workforce Investment Board, Los Angeles County Workforce Investment Board, and local high schools. Over the past five years partnerships for some members have decreased as program offerings have been reduced. Previous partnerships were highly valued by local member districts and efforts will be made to reestablish these relationships as well as strategically adding new partners. One such example is partnering with local libraries to offer literacy programs for adults with low literacy and to provide similar offerings for adults with disabilities in the region.

The ABE/ASE programs often serve as the first point of entry for dislocated, unemployed, underemployed, and displaced individuals referred by these agencies via the Title I Workforce Investment Act (WIA), Employment Development Department (EDD) and the Department of Public Social Services (DPSS). Participant referrals receive case management, basic skills remediation, short-term contextualized basic skills, career development, and college advising services that improve job readiness and support enrollment into credit programs. In some programs ABE/ASE case managers also have ongoing communication with the state and county public service agency officials to ensure that WIA, EDD, and GROW participants who are attending member districts are receiving adequate support and are in compliance with state and federal requirements. Local business and industry leaders also serve as class speakers and mock interviewers.

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ABE/ASE programs are planning to leverage their resources in the future to strengthen existing partnerships and develop new connections with potential partners. As outlined in objectives 2 and 4, a lack of transportation and/or childcare are two of the most critical barriers to entry for students. These barriers could be reduced, and possibly eliminated, through collaboration with local agencies. Bus and transit agencies will be asked to consider providing assistance with bus passes. Mt. SAC currently partners with the local transit agency to offer limited bus passes for qualified students, but students would benefit from this program being expanded. Childcare needs can be addressed by partnering with child development programs and/or resources. In addition, member districts will continue to be active on advisory groups and in advocacy efforts throughout the region.   Partnerships will be created with more colleges in the region to promote articulation agreements and transfer options for adult education students. Military recruiters will also be asked to join as partners in districts that have ASVAB Preparation programs. Partnerships can also be pursued with job sites that would allow students to work while still attending ABE/ASE programs.

Classes for Immigrants

ESL programs at member districts collaborate with many local community institutions to provide additional resources to students. These include local hospitals and clinics, mental health services, food banks, Los Angeles County Office of Education, immigrant rights groups, as well as the local police force. These resources have been invaluable contacts and have positively impacted students in region. There is also the opportunity for additional partnerships, such as one between the Covina Library's literacy program and local member districts.

Previous to the budget cuts, many member sites offered ESL classes at community institutions such as low-income housing complexes, libraries, or churches. The majority of these courses are no longer offered due to a lack of funding, although RUSD still offers courses at some churches in the community. In addition, ESL classes were previously offered at some large workplaces where employees received English instruction before or after work. The Classes for Immigrants workgroup recognizes the importance of community relationships and has a goal of reestablishing these community-based courses once funding allows.

In conjunction with the ESL courses at Mt. SAC, students are encouraged to join in service learning projects that benefit the campus and local community. One project is an annual Thanksgiving food basket drive in, which approximately 40 classes sponsor C.A.R.E. (Cooperative Agencies Resources for Education) single students and their children with food for Thanksgiving and everyday needs. Additionally, due to increased need the noncredit ESL faculty teamed up with the Disabled Student faculty to create a specialized series of classes for deaf entitled ESL for Deaf 1 and ESL for Deaf 2. At

this time, there is a similar collaboration to design curriculum for ESL for Welding to assist CTE students. These partnerships build ties between the noncredit and credit to make the move to credit classes more seamless.

In the future, with increased funding, consortium adult schools could provide Vocational ESL (VESL) courses at centers where CTE classes are offered. The Mt. SAC VESL Career Paths program provides students an opportunity to strengthen their English language skills and their use of technology before they transition into credit classes and the workforce. The VESL program articulates with AMLA and provides VESL students with registration priority for the intermediate writing course (AMLA 42W) and the advanced writing course (AMLA 43W). In addition, the VESL program holds an annual retreat where VESL staff, AMLA staff, and VESL student alumni work collectively to further facilitate the VESL students' academic success.

Adults with Disabilities

The Innovative Rehabilitation Services (IRS) program at Hacienda La Puente currently partners with the Regional Center, the Department of Rehabilitation, and regional businesses and industry for job placement. IRS is vendored for services by the Regional Center and has CARF accreditation through the State Department of Rehabilitation. Some examples of hands-on experiential work settings include the Sheriff's Training Academy, Regional Services Center in Whittier and the food services staff provides lunches to a variety of off-site programs including a private elementary school, middle school, senior centers, and catered events.

Mt. San Antonio College's program includes partnerships with Community Based Organizations (CBOs), cities, and non-profits. The City of La Verne and Easter Seals of Southern California currently provide classrooms and instructional facilities that meet ADA guidelines. Additionally, multiple vendors of San Gabriel/Pomona Regional Center, Easter Seals, and the Department of Rehabilitation presently provide referrals for students. With the development of the enhanced program for Adults with Disabilities at Mt. SAC there will be increased potential for partnerships. These include, but are not limited to, opportunities for internships, referrals, and curriculum alignment. Business and industry partners will be resources for experiential learning, San Gabriel/Pomona Regional Center will work with Mt. SAC to become vendorized, the Department of Rehabilitation will be assist with program design, and other agencies, such as Casa Colina, chambers of commerce, libraries, and other community partners will provide student referrals, means to market the program, and ensure transitions to college and career.

Career and Technical Education

Career and Technical Education programs have a variety of community partnerships that are individualized for each industry sector pathway. CTE programs utilize and build upon partners who offer internships, externships, and apprenticeships. A complete list of CTE partners can be found in the table below. In addition to business and industry partners, other partnerships include the Industry Manufacturers Council (IMC) -a resource for access to business input and partnerships- and private governmental employment agencies such as EDD and CalWORKs.

CTE Advisory boards are also in place for each of the major industry sectors. These Advisory Committees meet two times a year and are comprised of employers related to the CTE field of study. Partners inform the schools of trends in the industry, workforce needs, employee expectations, and updates in the field that, in turn, inform curriculum changes.

Business and industry partnerships are critical to the success of program completion. Students are placed in partner businesses through internships and externships as a means of completion of clinical hours and hands-on experience, which are requirements for program completion. In addition, member districts work with local businesses to provide students with post-program vocational pathways. Local partners are also featured as guest speakers in various programs.

Current engagement strategies and future plans to leverage regional structures include utilizing professional associations (such as the American Association of Medical Assistants), collaborating with alumni/graduates successfully working in their CTE fields, and developing innovative instructional formats. These instructional formats could include "hacker spaces" where students would be able to utilize facilities and/or resources from a local business in the student's field to promote opportunities to gain hand-on experience in that industry. This could be funded through scholarships granted by partners, as could other opportunities to gain access to complex and expensive techniques.

Programs for Apprenticeships

The Apprenticeship programs offered through HLPAE partner with various coordinators, program directors, and business owners throughout Central and Southern California. In addition, Programs for Apprenticeships are routinely monitored by the State Division of Apprenticeship Standards and have remained current with updates in each of the industry sectors. Stakeholders routinely attend meetings with various partners to ensure they are compliant with State requirements.

The Apprenticeship task group also plans to expand partnerships to include high schools and adult schools in the regions where apprenticeship programs are currently offered. This would include developing pathways that would enable students to take pre-apprenticeship classes in high school, obtain high school diplomas/HSE preparation from adult schools to meet program requirements, and for HSE students to take pre-apprenticeship classes in adult education programs. The goal of all of the above pre-apprenticeship programs is to prepare students who are on a vocational track to enter directly into an apprenticeship program upon graduation from their HSD/HSE program. The matriculation from high school to apprenticeship programs would involve a relationship between the HS Counselors and local apprenticeship programs. Tours and open houses would be conducted for students and their parents, as well as HS Counselors so that they could learn more about the programs and determine if they would like to enroll. The goal is to ensure that local feeder schools are aware of the programs, the enrollment criteria and the benefits. Pre-apprenticeship programs at the schools could also play a role in this area.

Another future partnership is with community colleges. In an effort to assist apprenticeship students in continuing to move up the career ladder, a matriculation agreement could be formed with local community colleges that offer AA/AS degrees in similar programs. Once students complete their apprenticeship program they would be guided to take courses at the community college to earn a degree. This would afford them the opportunity to earn more as well as seek higher level positions in their industry (supervisory and management). Because the apprenticeship enrollment process is handled by the Unions, not the LEA (HLPAE), it would need to be determined how this process would be facilitated.

Table 7.1 Leverage of Existing Regional Structures from Partners (ABE/ASE)					
Partner Institution Supporting Regional Consortium	**Program area to be addressed (1-5)**	**Tasks/Activities Needed to Implement Support of the Program**	**Member Counterpart(s) ***	**Partner Contribution****	**Timeline**
EDD		Communication (partnership meetings, labor market analysis,) MOUs, Counseling support, Develop onsite training as needed, increasing access to available facilities,	Sites based on interest and needs		
GAIN		Communication (partnership meetings, labor market analysis,) MOUs, Counseling support, Develop onsite training as needed, increasing access to available facilities,	Sites based on interest and needs		
CALWORKS		Communication (partnership meetings, labor market analysis,) MOUs, Counseling support, Develop onsite training as needed, increasing access to available facilities,	Sites based on interest and needs		
High Schools		Counselors contact, high school minors who can enter adult diploma programs Test prep. ASVAB, SAT , CBEST, bootcamps (college placement). TOEFL Communication with individual high schools in districts to determine their needs with our resources.	Sites based on interest and needs		

Table 7.1 Leverage of Existing Regional Structures from Partners (Classes for Immigrants)

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
Covina Family Literacy	Program Area 2	Discuss future referrals	Tri-Community	Basic ESL Literacy Tutoring	TBD
Pomona Hope	Program Area 2	Contacts, partnering	Pomona	Literacy, premises, contacts	TBD
Bassett Park Center	Program Area 2	Use of facilities agreement, contact	Bassett Adult School and neighboring districts	Classroom space	TBD
American Language Program (credit ESL) at Mt. SAC	Program Area 2	Faculty representatives in our advisory group for VESL classes	Mt. SAC	Noncredit ESL has articulation agreements with our advanced levels and AmLa levels so our students do not need to retake a placement test. Also, we have a priority registration arrangement for our noncredit students so they have spaces in AmLa classes.	TBD
LA County Library in Baldwin Park	Program Area 2	Contacts, funding for literacy programs	Baldwin Park and neighboring	Literacy classes, educational materials	TBD

				districts		
San Gabriel Valley Conservation Corps	Program Area 2	Partnering with various programs such as Youthbuild	All Sites	Post High School Transition Education – contacts/program participation	TBD
Local Churches	Program Area 2	Contacts, use agreements	All sites	Classroom space	TBD
Los Angeles County Office of Education	Program Area 2	Contacts	All Sites	Additional instruction in literacy	TBD
Mt. SAC Student Services and Credit Programs -CARE -DSP&S -CTE	Program Area 2	Service learning projects Curriculum design (for special needs students and welding students in need of English language support) Pathways to college	Mt. SAC	College transition Community involvement Mutual partnerships with programs to improve student outcomes	TBD

Table 7.1 Leverage of Existing Regional Structures from Partners (Adults with Disabilities)

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
Regional Center	3AWD	• Implement steps for Vendorization • Review application process • Expectations of being a vendor of RC • Work on Program design • Establish community need (focus employment first) • Work with Regional Center in the planning stages • HLPUSD-IRS is vendorized with Regional Center for services	Mt SAC HLPUSD BPACE	• Referrals • support services including transportation • liaison between the state and consumer • marketing • outreach • ongoing advisory role such as curriculum design etc. liaison between vendor services	Summer 2015 Begin planning phases and application process
City of La Verne	3AWD	• Classroom/instructional facilities that meets ADA guidelines • Fulfillment of College's Use of Facilities Agreement and safety checklist for off-campus classroom sites Develop an augmentation agreement which outlines duties and responsibilities of instructors and offsite facility staff	Mt SAC	• Space • Advertisement • Safely • Facility support staff • Adaptation to class schedule Support of nondiscriminatory	Current

Easter Seals	3AWD	• Classroom/instructional facilities that meets ADA guidelines • Fulfillment of College's Use of Facilities Agreement and safety checklist for off-campus classroom sites Develop an augmentation agreement which outlines duties and responsibilities of instructors and offsite facility staff	Mt SAC	• Space • Advertisement • Safety • Facility support staff • Adaptation to class schedule Support of nondiscriminatory policy	Current
Casa Colina (CC)	3AWD	• Work with CC to design and develop curriculum Stay current with latest research on AWD	Mt SAC	• Referrals Advisory role	Summer 2015 begin planning phase
Dept of Rehab	3AWD	• Work on Program design • Establish community need (focus employment first) • Work with Dept of Rehab in the planning stages • CARF (Commission on Accreditation of Rehabilitation Facilities) HLPUSD-IRS is CARF accredited	Mt SAC HLPUSD BPACE	• Referrals • support services including transportation • liaison between the state and consumer • marketing • outreach • ongoing advisory role such as curriculum design etc. liaison between vendor services	Summer 2015 Begin planning phases and application process
Other agencies such as: • Chamber of	3AWD	• Partner with Regional Center • Partner with Chamber of	Mt SAC	• Marketing • Ongoing advisory	Current Expanded role

Commerce • County libraries • County Office of Education • Industry Employer Groups • Literacy Coalitions • Economic Development Regions • County Social Services – CalWorks Employment Development Department (EDD)		Commerce to identify worksites, employment opportunities within each community • Develop an Industry Employer Group • Meet with Service clubs • Meet with Parent groups Gather Community members for advisory boards	HLPUSD BPACE	role • Liaison between vendor services • Referrals	summer 2015

Table 7.1 Leverage of Existing Regional Structures from Partners (CTE)

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
See Appendix Table 4A	CTE (4)	Contracts in place. Ongoing task/activities includes site for clinical training.	Mt. SAC CNA and CHHA programs	Facilities and staff	Currently active
See Appendix Table 4A	CTE (4)	Ongoing task/activities includes guest speaker and tours.	Mt. SAC IHSS program	Facilities and staff	Currently active
See Appendix Table 4A	CTE (4)	Provides PUSD with insight into current trends, industry standards and job opportunities.	PUSD/ACE & Kaiser Permanente	Facilities and staff	Currently active
See Appendix Table 4A	CTE (4)	Review program courses and provide feedback of the training procedures and outline new industry trends Provide training, internship, and externship opportunities for students Provide job opportunities for program completers	Baldwin Park USD	Facilities and staff	Currently active
Rotary Club of Industry Hills	CTE 4	Apply for grant money for individual teachers	Hacienda La Puente	Provides grants to instructors	
IMC (Industry Manufacturing Council)	CTE 4	Contact members within the IMC council Make sure that these members are on	Hacienda La Puente	Update of the community events, internships/externships,	

City of La Puente Hibu/Yellowbook EDD Olypmic Staffing Ajilon Professional Staffing		our community as well as program advisory committees Check with companies for job openings		jobs	
Cosmetology See Appendix Table A4	CTE 4	Hacienda La Puente	Hacienda La Puente	Supply chemical use in classroom and salon, student support, in-service for students to be aware of the latest products and techniques used in today's market	
Auto See Appendix Table A4	CTE 4	Keep in good standing Invite them to be members of community and program advisory committees	Hacienda La Puente	Members of advisory committee Lectures to students, hire, talk employment, give discount to students for equipment, parts and tools Intern/externship in the smog area(allow students to train in this area) Discounts for equipment and tools for students	

Dental See Appendix Table A4	CTE 4	Advisory members Get partners to sponsor intern/externship programs for students. Create a good rapport with partners in hopes of hiring students	Hacienda La Puente	SGVDF workings with students to help with dental care for children in the community. Members of the Advisory Committee and when available will sponsor an externship program Lectures on specialty areas to students	
Health Careers See Appendix Table A4	CTE 4	Advisory Members Assist in student learning	Hacienda La Puente	Curriculum is current, meets industry standard Assist in job placement Internship program	
Computer Networking Repair See Appendix Table A4	CTE	Advisory Members Internship program	Hacienda La Puente	Establish Internship program with partners in hopes of hiring students.	
Major Appliance See Appendix Table A4	CTE	Members of advisory board Establish a relationship between consortium and partners: Invite partners to lecture on current techniques and market trends. Work with partners to give students discount on parts, and appliances	Hacienda La Puente	Donation of Appliance Training, use of computer technology to troubleshoot with access to partner's computer technology Establish a good relationship between consortium and partner	

		Partners to allow student access to partner's computer information for schematics and techniques on how to repair appliance. Work with students to open business account for those wishing to open their own business.		for the purpose of hiring our students.	
Welding See Appendix Table A4	CTE – 4	Advisory members Work with students to gain up-to-date technology and experience on today's equipment. Special lectures and demonstration on techniques	Hacienda La Puente		

Table 7.1 Leverage of Existing Regional Structures from Partners (Programs for Apprentices)

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
Agencies overseeing Apprenticeship programs, including: • Training Laborers-Southern California • Fire Fighters Sacramento • Various coordinators	5	Coordinate efforts to ensure that programs are being run in accordance with the State Division of Apprenticeship Standards		Regular meetings and informal communication	TBD
Regional Committees overseeing Apprenticeship programs	5	Coordinate efforts to ensure that programs are being run in accordance with the State Division of Apprenticeship Standards		Regular meetings either on a quarterly or monthly basis, depending on the program/agency.	TBD
State Division of Apprenticeship Standards	5	Coordinate with DAS to issue funds to programs and ensure compliance		On-going communication and updates on program changes.	TBD

Appendix

An important note regarding funding as MOC for adult schools is scheduled to end on June 30, 2015.

The regional plans outlined in this narrative have been developed with the assumption that the current Adult Education Maintenance of Capacity (MOC)/base funding level to sustain existing adult education in the schools will be continued through a dedicated stream. As a result, all of the strategies in this plan are new or expanded activities.

If dedicated funding is not provided to sustain adult education currently offered by the schools, then the first priority in our regional plan will be to assure that our existing adult education programs in the schools are sustained, thus avoiding the creation of a devastating new gap in our region. The current cost to maintain capacity for existing adult school programs in the region is $43,154,679.00 for the five AB86 categories. These funds include state apportionment, non-federal grants, and fees charged to students.   Due to categorical flexibility many districts left their adult schools with less money than needed to keep the doors open. These districts instituted fees for some of their classes to make up the difference. These fees should be considered part of their maintenance of capacity since the schools rely on them on a year to year basis. Depending on the outcome of SB173 policy recommendations concerning fees, any eliminated fees will need to be covered during the course of K-12 adult education funding.

Additionally, in order to sustain these vital, existing programs, our new and expanded strategies and activities will be proportionally limited or eliminated, depending on funding provided to our local consortium. The lack of dedicated funding to sustain current adult school programs would negatively impact the consortium and restrict strategies to develop regional plans and transition pathways.

Objective 1

Table A1: CTE Offerings

There are seven participating consortium members who contributed to collection of data on the types of educational programs offered in the region. Overall, fourteen California industry sectors are represented within the CTE programs offered.

<u>Agriculture and Natural Science</u>:
The two programs offered in this sector are not related but both lead directly to employment opportunities.

> **Hacienda La Puente**
> Landscape Gardener - school certificate
> *(Ornamental Horticulture pathway)*

> **Mt. San Antonio College**
> Floral Design - Chancellor certificate
> *(Ornamental Horticulture pathway)*

<u>Building Trades and Construction:</u>
Offerings in this sector, which results in a state certificate, are limited to only 2 districts. The Cabinetmaking and Wood Products, Engineering and Heavy Construction, Engineering and Heavy Construction, and Residential and Commercial Construction pathways of this sector are not represented.

> **Bassett**
> State Certified Electrician - state certificate
> *(Mechanical Construction pathway)*

> **Baldwin Park**
> Commercial and Residential Electrical
> *(Mechanical Construction pathway)*

<u>Education/Child Development and Family Services:</u>
Offerings in this sector are limited to only 1 district and a single program offering resulting in employment in a child care center or licensing for a home day care center. The program has an articulation agreement with the Mt. SAC credit Child Services program. Consumer Services, Education, and Family and Human Services pathways are not represented.

> **Hacienda La Puente**
> Child Care Profession - school certificate
> *(Child Development pathway)*

<u>Energy and Utilities</u>:

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Two districts offer a total of three classes in this sector and three different pathways. The classes teach the basic skills and lead to entry-level employment along with preparation for industry certifications.

> **Bassett**
> Water Technology - state certificate
> *(Public Utility pathway)*
>
> Heating Ventilation and Air Conditioning - national certificate
> *(Residential and Commercial Energy and Utilities pathway)*
>
> **Hacienda La Puente**
> Major Appliances - state and national certificate
> *(Electromechanical Installation and Maintenance pathway)*

Engineering and Design:
Offerings in this sector are limited to one consortium member; however there are three courses offered beginning with a basic core course and then advanced course work, which leads to a Chancellor certificate.

> **Mt. San Antonio College**
> Electronic Technology – Chancellor certificate
> Electronics Communication – Chancellor certificate
> Industrial Electronics – Chancellor certificate
> *(Engineering Technology pathway)*

Finance and Business:
Five members each offer a course in basic accounting concepts leading to entry-level positions for employment.

> **Baldwin Park**
> Bookkeeper
> Accounting
> *(Accounting Services pathway)*
>
> **Covina Valley**
> Bookkeeper - school certificate
> Introduction to QuickBooks 2013
> Introduction to Sage 50
> *(Accounting Services pathway)*
>
> **Hacienda La Puente**
> Accounting Clerk/Bookkeeper - school certificate
> *(Accounting Services pathway)*
>
> **Mt. San Antonio College**

Bookkeeping - Chancellor certificate
(Accounting Services pathway)

Pomona Unified
Office Occupations/Accounting Clerks - industry certificate
(Accounting Services pathway)

Health Science and Medical Technology:
The Health and Medical sector represents the largest concentration of CTE programs within the consortium, with 7 members having robust programs, some of which overlap. The programs range from entry-level training to advanced skills leading to state level certification. Programs are not currently coordinated among districts. Major areas of emphasis include Health Informatics therapeutic pathways, which involve office skills or direct patient care.

Baldwin Park
CNA – state certification
EKG Technician - school certificate (national certification available)
Pharmacy Technician - State license
Medical Assistant – Clinical/Administrative – state & national certificate
(Therapeutic Services pathway)

Bassett
Medical Assisting
Physical Therapy Aide
(Therapeutic Services pathway)

Medical Billing
(Health Informatics pathway)

Covina Valley
Medical Coding 1, 2, 3 – national certificate
Medical Billing 1, 2 – national certificate
Medical Terminology 1, 2
Medical Transcription and Medical Front Office Assisting – national certificate
Clinical Medical Assistant
Electronics Health Records Specialist –Online Program
Medical Interpreting Training Program Level I & II
 (Health Informatics pathway)

Hacienda La Puente
Caregiver – school certificate
CNA – state certification
Acute Care – school certificate
Home Health Aide – state certification
Continuing Education CNA/MA - state certification

Pre-LVN – certificate
LVN – state and school certificate
Dental Assistant – state and national certificate
Pharmacy Technician – state and school certificate
CPR – BLS – AHA certification
Psychiatric Technician – state and school certificate
Optical Technician and Lab Technician – state and school certificate
Medical Assistant – school certificate
Medical Terminology – certificate
Medical Secretary – school certificate
(Health Informatics pathway)

Mt. San Antonio College
In-Home Support Services – school certificate
CNA – state certification
Acute CNA – Chancellor certificate
Home Health Aide – state certification
(Therapeutic Services pathway)

Pomona Unified
Medical Billing and Coding – industry certificate
(Health Informatics pathway)
Medical Assistant - industry certificate
(Therapeutic Services pathway)

Walnut Valley
Medical Assisting – certificate
(Therapeutic Services pathway)

Hospitality, Tourism, Recreation
Offerings in this sector are limited to 2 districts with comprehensive certificate programs leading to employment in the Hospitality, Tourism and Recreation industry.

Hacienda La Puente
Food Service and Hospitality/Fast Food Worker – school certificate
(Food Service and Hospitality pathway)

Hospitality, Tourism and Rec/Custodial Building Maintenance – school certificate
(Hospitality, Tourism and Recreation pathway)

Food Service and Hospitality/Culinary Arts - school certificate
(Hospitality, Tourism and Recreation pathway)

Baldwin Park
Food Service and Hospitality/Culinary Arts - school certificate & state license
(Hospitality, Tourism and Recreation pathway)

Information Technology:

There are 6 school districts that offer a wide range of certifications in this high demand industry of Information Technology. All six overlap in program offerings including Office Admin Support, Computer Networking support.

Baldwin Park
Computer Repair- school certificate
A + Essentials - COMPTia certificate
Microsoft Certified System Administrator - certificate
Microsoft Certified Professional

Bassett
Office Assistant / Administrative Assistant
Information Support Services / Computer Applications
(Information and Support Services pathway)

Covina Valley
Office Industrial Training – industry certificate
Introduction to Cloud Computing – Google
 (Information and Support Services pathway)

A + Essentials - COMPTia certificate
Microsoft Certified System Administrator - certificate
Network + Certification – industry certificate
Hardware technician – school certificate
(Network Communications pathway)

Web Design – school certificate
Graphics Designer – school certificate
Mobile Developer Certificate
Certified Ethical Hacking Certificate
(Media Support Services pathway)

Hacienda La Puente
Administrative Assistant – school certificate
Typist / Keyboarding Computerized – school certificate
General Office Clerk – school certificate
Introduction to Computer – school certificate
Microsoft Excel – school and industry certificate
Microsoft Word – industry and school certificate
Microsoft Access – industry and school certificate
Intro to MS Office – industry and school certificate
Microsoft PowerPoint – industry and school certificate
Microsoft Publisher – industry and school certificate
Illustrator course - school certificate

Photoshop – school certificate
(Information and Support Services pathway)

Computer Repair / Networking – industry certificate
(Network Communications pathway)

Web Page Design – school certificate
(Media Support Services pathway)

Mt. San Antonio College
Office Computer Application –Chancellor Approved
Administrative Assistant—Chancellor Approved
(Information and Support Services pathway)

Pomona Unified
Office Occupations/General Office Clerk//Receptionist-Industry Certificate
Office Occupations/Clerk Typist/Office Assistant-Industry Certificate
Office Occupations/Word Processor/Typist-Industry Certificate
Office Occupations/Secretary/Executive Assistant-Industry Certificate
Office occupations-Industry Certificate
(Information and Support Services pathway)

Manufacturing and Product Development
Currently, there are four school districts offering manufacturing and product development certificates. The two programs that are offered by both districts are Machinist and Welding

Covina Valley
Combination Welder training – Basic and Certified
Electrical and Beginning Electrician training
Heating and Air Conditioning Installer – Servicer 1 & 2
Upholsterer

Charter Oak
Cabinet Maker

Hacienda La Puente
Mechanical Construction/ Product Assembler-School Certificate
Machinist-School Certificate
(Machine and Forming Technology pathway)

Welding-School Certificate
(Welding Technology pathway)

Pomona Unified
Arc & Gas Welder-Industry Certificate

(Welding Technology pathway)

Machinist/CNC-State Certificate
Master CAM-Industry Certificate
(Machine and Forming Technology pathway)

Marketing, Sales and Service:
The three programs offered in these two school districts are not related but they all lead directly to employment opportunities.

Covina Valley
Real Estate Agent – certificate
Notary Public and Loan Document Signing Specialist Class
(Professional Sales and Marketing pathway)

Hacienda La Puente
Applied Office Skills – school certificate
Customer Service – school certificate
(E-Commerce pathway)

Public Services
There are 6 school districts offering certificates in the area of Public Services. In addition, Bassett and Hacienda La Puente offer certificate programs in private security.

Baldwin Park-
Cosmetology-State Certificate
Barbering-State Certificate

Hacienda La Puente
Cosmetology-State School Certificate

Pomona Unified
Cosmetology-State Certificate
Cosmetology 1-State Certificate
Barbering-State Certificate

Bassett
Advanced Private Security Training-State Certificate
(Protective Services pathway)

Hacienda La Puente
Academy Security- Advanced Private Sec Academy- State School Certificate
(Protective Services pathway)

Covina Valley
Court Reporting-State Certificate

English 1, 2, 3-Industry Certificate
Legal Terminology and Court and Deposition Procedures-Industry Certificate
(Legal and Government Services pathway)

Transcription

Transportation

Offerings in this sector are limited to 2 districts and a single pathway.

Baldwin Park
Automotive-State, National, Industry Certificate
(Vehicle Maintenance, Service and Repair pathway)

Hacienda La Puente
Automotive-State, National, Industry Certificate
(Vehicle Maintenance, Service and Repair pathway)

Table A2: Apprenticeship Program Offerings at HLPAE

Apprenticeship programs currently being offered through HLPAE are:

- **Brick Tenders** – An introduction to the field of brick tending including, safety, scaffolding, and material distribution and handling skills. Also included are techniques and procedures for: rigging & signaling, estimating, cutting and bending rebar, traffic control and forklift operation. *224 hours of classroom and laboratory RSI including 200 hours of core curriculum, 16 of electives, and a mandatory 8 hour voice orientation class.*
- **California Fire Fighters** – Prepares students for paramedic and fire fighting careers. *RSI and OJT are combined. Paramedic requires 2 years; Fire Fighter Paramedic requires 4 years; Fire Fighter I requires 6000 hours or 3 years; After Fire Fighter I: Fire Fighter II requires 6000 hours or 3 years; Fire Suppression Technician requires 4000 hours or 2 years; Wildland Fire Fighter Specialist requires 3000 hours or 1.5 years; Fire Fighter Diver requires 7000 hours or 3.5 years; Fire Equipment Specialist requires 8000 hours or 4 years.*
- **Cosmetica Cosmetology and Barbering UAP** – Prepares students for the California State Board of Barbering and Cosmetology Licensure and a career in barbering or cosmetology. Students learn techniques based on demonstration and practical application, including safety and public health rules and regulations. *Two years or 3200 hours of OJT in conjunction with 240 hours of RSI; pre-apprenticeship of 39 hours.*
- **Electrologist UAP** – Prepares students for a career in the profession of Electrology and the California Board Licensure. Curriculum includes the Cosmetology Act rules and regulations and other areas related to general sciences, health and safety, and electrolysis. *Two years or 3200 hours of OJT in conjunction with 216 hours of RSI.*
- **Laborers Cement Mason** – Prepares students for pouring, placement, and finishing concrete and to be a skilled worker, proficient in all work ethics and processes of a Cement Mason. *440 hours of RSI, including a mandatory 8 hour voice orientation class and certification courses.*
- **Laborers Landscape Irrigation and Fitter –** Prepares student to be a skilled worker in all the work processes of a Landscape and Irrigation Fitter. *288 hours of RSI, including a mandatory 8 hour voice orientation class.*
- **Laborers Southern California** – Prepares student to be a skilled worker in all the work processes of a Construction Craft Laborer. *224 hours of RSI, including 88 hours of core instruction, 126 hours of electives, and a mandatory 8 hour voice orientation class.*
- **Southern California Floor Covering Crafts** - Prepares student for occupations in the floor covering industry including, but not limited to, various carpets and

their application and installation, linoleum laying and hard surface application, cove and sheet vinyl, scribing, seaming, and blue print reading. *608 hours of classroom and laboratory RSI in conjunction with 4 years of6400 hours of OJT.*

- **Southern California Glaziers and Glassworkers Industry** – Prepares students in the occupation of Glaziers and Glassworkers including, but not limited to, safe work practices, tools, machinery and equipment, scaffolding and fall protection, storing, moving, carrying, and cutting glass, blue prints, storefronts and curtain walls. *560 hours of classroom and laboratory RSI in conjunction with 4 years 8000 hours of OJT.*

- **Southern California Pavement Stripers and Highway** – Includes operation of a variety of equipment used to install thermoplastic and paint striping stenciling, tape delineations, raised pavement, traffic signs and road slurry and seal coat. Apprentices will learn to prepare surfaces to be striped, perform highway maintenance, read and interpret blueprints, perform traffic safety and control in compliance with APWA, ITE, CTE and ATSSA approved methods. *360 hours of classroom and laboratory RSI, including 256 hour of core curriculum and up to 216 hours of offered electives, in conjunction with 2.5 years or 3800 hours of OJT.*

- **Sprinkler Fitters United Association Local 709** – Trains apprentices for occupations in the fire sprinkler fitter industry including, but not limited to health and safety, Ridgid 300, identification, care and use of hand tools, ladders, scaffolds, reading sprinkler drawings, sprinkler heads and systems, certification in CPVC installation, knot typing and rigging, fire pump installation-startup-certification and maintenance, backflow prevention, installation of underground systems, building plans, isometric drawings, architectural, structural, mechanical and drawings, and arc welding. *720 hours of mandatory RSI.*

- **Tile and Marble Finishers- BAC Local No. 18** – An introduction to the field of Tile Finishing including, safety, scaffolding, material distribution and handling skills, including techniques and procedures, mortar mixing procedures and roughing in. *Two years or 4000 hours of OJT in conjunction with 288 hours of classroom and laboratory RSI.*

- **Tile Laying Local 18** – A comprehensive program that includes the application of a variety of hand tools and equipment used to install tile, as well as the materials of the trade and their application for both commercial and residential jobs. Apprentices will learn to prepare surfaces to be tiled, read and interpret blueprints, and perform other trade related tasks. *Four years or 8000 hours of OJT in conjunction with 576 hours of classroom and laboratory RSI.*

Objective 4

Table A3: Mt. SAC Experiential Job Training Certificates

Once vendored and established, students in the Mt. San Antonio College experiential job program for students with intellectual disabilities will be able to pursue certificates including:

- Employability Certificate for Students with Disabilities
  - This sequence provides skills necessary to enhance employability of students with disabilities. It offers a foundation of basic skills that increase the direct and indirect job skills necessary for obtaining and maintaining employment. Among the skills that students will develop are the ability to: communicate effectively on the job; locate job opportunities; problem solve; set goals; remain safe; utilize transportation resources to and from work; manage personal finances; use computer technology; develop and maintain appropriate interpersonal relationships; and advocate for personal rights.
- Workplace Preparation for Students with Disabilities Program
  - This sequence provides skills necessary to enhance employability of students with disabilities. It offers a foundation of basic skills that increase the direct and indirect job skills necessary for obtaining and maintaining employment. The skills that students will develop include the ability to: locate job opportunities; problem-solve; set appropriate vocational goals; develop a budget and manage personal finances with the use of computer technology.
- Independent Living Skills
  - This sequence provides a comprehensive program for adults with developmental disabilities to improve the social, academic, personal, prevocational and vocational capabilities. The skills that students will develop include the ability to: live more independently, to improve social interactions and healthy living.
- Micro Enterprise
  - This sequence provides skills necessary to enhance self-employability of students with disabilities. It offers a foundation of basic skills that increase the direct and indirect skills necessary for establishing and maintaining a micro enterprise. The skills that students will develop include the ability to: locate micro enterprise opportunities; problem-solve; set appropriate vocational goals; develop a budget and manage personal finances with the use of computer technology.

Objective 7

Table A4: Detailed List of CTE Partners

Partner	CTE Industry Sector	BPACE	Bassett	HLPAE	Mt. SAC	Pomona	Rowland	Tri-Community	Walnut
Accurate Welding Test Lab	Welding			x					
Adore Salon						x			
Advanced Entertainment	Welding			x					
Aesthetics International						x			
AET	Welding			x					
Ajilon Professional Staffing	Industry Manufacturing Council (IMC)			x					
All About Taxes	Finance and Business					x			
Alpha Omega	Automotive			x					
Amicha Mia Salon						x			
Andre Barnwell, FIDM, Community & Educational Affairs (Los Angeles)	Cosmetology	x							
Anil Gupta, MD (West Covina)	Health Science and Medical Technology	x							
A-Top Dental Group	Dental			x					
AZZ Medical Supply						x			
Bassam Mouazzen, MD (Glendora)	Health Science and Medical Technology	x							
Baulmer Engineering						x			
Baumann Engineering	Machinist					x			
Beautiful Bella Salon Milano						x			
Bejarano Smog	Automotive			x					
Bertha Castaneda Greater Covina Medical Group & Regal Medical Group (Covina)	Health Science and Medical Technology	x							
Best Buy	Computer Repair and Networking			x					
Best Buy/Pacific Sales	Major Appliance			x					
Cali Cuts						x			

Partner	CTE Industry Sector	BPACE	Bassett	HLPAE	Mt. SAC	Pomona	Rowland	Tri-Community	Walnut
Care Coordinator Visiting Angels (Glendora)	Health Science and Medical Technology	x							
Certified Welding Inspector	Welding			x					
City of La Puente	Industry Manufacturing Council (IMC)			x					
Cleaver Family Wellness Clinic (El Monte)	Health Science and Medical Technology	x							
CNC Industries Inc	Machinist					x			
Coast Appliance Parts & Supply	Major Appliance			x					
Conservation Corps						x			
CYFC						x			
Danielle Flagg, Stylist	Cosmetology	x							
Dentistry & Braces	Dental			x					
Dependable Medical Supply						x			
DeRosa Vice President Picasso's (Irwindale)	Culinary Arts	x							
Director of Banquets & Catering Pandora on the Green, Rocco Room (Pasadena)	Culinary Arts	x							
Dr. John Sudick	Dental			x					
Dr. Stu Rubin	Dental			x					
Dr. Young Kim	Dental			x					
East Valley Community Health Center (Pomona)	Health Science and Medical Technology	x							
East Valley Hospital (West Covina)	Health Science and Medical Technology	x							
EDD	Industry Manufacturing Council (IMC)			x					
Eddies Barber Shop						x			
edkin	Cosmetology			x					
EHR Support SynerMed	Computer Repair and Networking			x					
Electrolux/Frigidaire	Major Appliance			x					
Fade Inn Barber						x			
G.E.L & Associates	Welding			x					
Good Will SC						x			

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Partner	CTE Industry Sector	BPACE	Bassett	HLPAE	Mt. SAC	Pomona	Rowland	Tri-Community	Walnut
Great Chips						x			
Greater Covina Medical Group & Regal Medical Group (Covina)	Health Science and Medical Technology	x							
Greater El Monte Hospital	Health Science and Medical Technology			x					
Hair Personality						x			
Harry Verni, Health Educator, Heritage Medical Group (Diamond Bar)	Health Science and Medical Technology	x							
Henry Gonzalez Owner/Executive Chef Spaggi's Restaurant (Upland)	Culinary Arts	x							
Hibu/Yellowbook	Industry Manufacturing Council (IMC)			x					
High Rail Connections						x			
Home Health Services						x			
Howard's	Major Appliance			x					
IMS Metals	Welding			x					
Inland DME-Supplies						x			
J C Penney Salon	Cosmetology			x					
J. Majich Welding & Fabrication	Arc and Gas Welder					x			
J.C. Penny Salon						x			
Jazz Beauty Supply						x			
Joseph Kwak Pharmacy Manager, Walgreens, (Baldwin Park)	Health Science and Medical Technology	x							
JWR Wellness	Medical Assistant					x			
Kaiser Permanente						x			
Kaiser Permanente (Baldwin Park)	Health Science and Medical Technology	x							
Kelly's Cuts						x			
Kimbal Midwest	Automotive			x					
Lab Corp	Medical Assistant					x			
Lincoln Electric Company	Welding			x					

Partner	CTE Industry Sector	BPACE	Bassett	HLPAE	Mt. SAC	Pomona	Rowland	Tri-Community	Walnut
Los Angeles County Hospital	Health Science and Medical Technology			x					
Los Angeles County Offices of Education						x			
Marc Hamilton	Culinary Arts	x							
Mario Jimenez Pharmacist Knoll's Prescription Pharmacy (Baldwin Park)	Health Science and Medical Technology	x							
Mark Berube Service Manager Longo Toyota (El Monte)	Automotive	x							
Matheson 5 Start Gas & Gear	Welding			x					
Matheson Gas	Arc and Gas Welder					x			
Max Gateway Barber Shop						x			
Methodist Hospital	Health Science and Medical Technology			x					
NAMI East San Gabriel Valley	Health Science and Medical Technology			x					
NOV (National Oilwell Varco	Finance and Business					x			
Novo Nordisk Inc	Medical Assistant					x			
Olympic Staffing	Industry Manufacturing Council (IMC)			x					
Ortega & Wilson Inc	Health Science and Medical Technology			x					
Pacific Precision						x			
Papillion Salon						x			
Pep Boy	Automotive			x					
PHI	Health Science and Medical Technology			x					
Pilgrim Place Assisted Living, Claremont					x				
Polyco Business Solution	Finance and Business					x			
Pomona Chamber of Commerce						x			
PWC	Arc and Gas Welder					x			
Rao Atluri, MD (Baldwin Park)	Health Science and Medical Technology	x							
Regency Grand Assisted Living, West Covina					x				
Regis Hair Salon	Cosmetology			x					
Reliable Parts	Major Appliance			x					

Partner	CTE Industry Sector	BPACE	Bassett	HLPAE	Mt. SAC	Pomona	Rowland	Tri-Community	Walnut
Right at Home Care						x			
Robert A. Foss, DDS	Dental			x					
Romero's Engineering						x			
Rotary Club of Industry Hills				x					
Rowland Convalescent Hospital	Health Science and Medical Technology			x					
S. Cheva, MD (El Monte)	Health Science and Medical Technology	x							
Saby Salon						x			
Sahara Dental	Dental			x					
Salon Angelique						x			
Salon Centri	Cosmetology			x					
Salon Milano						x			
Samsung	Computer Repair and Networking			x					
Samsung	Major Appliance			x					
San Antonio Gardens Assisted Living, Pomona					x				
San Antonio Regional Occupational Program						x			
San Gabriel Valley						x			
San Gabriel Valley Dental Assistant Society	Dental			x					
San Gabriel Valley Dental Foundation	Dental			x					
Sanjay Khedia, MD (Covina)	Health Science and Medical Technology	x							
Scott Kasteiner-Automotive Fleet Supervisor UPS Automotive Fleet Services (Baldwin Park)	Automotive	x							
Sererge Lounge						x			
Skilled nursing Pharmacy	Health Science and Medical Technology			x					
Smile Care Dental						x			
Snap on Tools	Automotive			x					
Star Nail & Spa						x			

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Partner	CTE Industry Sector	BPACE	Bassett	HLPAE	Mt. SAC	Pomona	Rowland	Tri-Community	Walnut
Supercuts	Cosmetology			x		x			
Tashi Hair Studio						x			
The Nation's Top (TNT)						x			
The Shop Auto Repair	Automotive			x					
The Woods Assisted Living at Hillcrest Homes, La Verne					x				
Timothy Ferguson, MD Family Practice (Glendora)	Health Science and Medical Technology	x							
US Healthworks Medical Group (Irwindale)	Health Science and Medical Technology	x							
Vantage Led	Machinist					x			
Vet Hunters Project						x			
Veteran Learning Centers of America						x			
Victoria Downtain (Upland)	Cosmetology	x							
Western Association of Schools & Colleges						x			
Western State Kit Company						x			
Whirlpool	Major Appliance			x					
Win Redlines Redefined						x			
Work Source California Building Business & Careers						x			
YMCA of Pomona Valley	Finance and Business					x			
Zane Clark Education Director SEMA – Specialty Equipment Market Association (Diamond Bar)	Automotive	x							
Zara's Beauty Salon						x			