

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Oct 16, 2018, 8:52 PM UTC Action Taskman

# 34 Mt. San Antonio Regional Consortium for Adult Education

## Plans & Goals - Consortium Approved

### Executive Summary

Serving nearly 42,000 students in 2017-18, Mt. SAC Regional Consortium is bounded by the service area of Mt. San Antonio College. The members include Baldwin Park Adult and Community Education, Bassett Adult School, Charter Oak Adult School, Tri-Community Adult School (Covina-Valley USD), East San Gabriel Valley Regional Occupational Program, Hacienda La Puente Adult Education, Mt. San Antonio College – School of Continuing Education, Pomona Adult School, and Rowland Adult and Community Education. Completing the third year of the initial 3-year planning cycle, the consortium is on a confident path for our primary vision of aligning services, leveraging resources, transitioning students to employment and post-secondary institutions, and accelerating progress of adult students. The key goals of the 3-year plan are: Program Growth, College and Career Pathways, Course Affordability, Expanded Course Schedules, Online and Distance Learning, and Improved Student Services. Over the past three years, progress has been made towards these goals. For the first two years, the perception that adult education allocations were considered a “grant” and not ongoing funding affected some schools’ ability to staff operations and deliver services. We have made strides in the areas of data collection and reporting, post-secondary pathway transitions, and placement with state employment agencies and partners. 2017-18 Progress: Major regional needs identified in the 2017-18 plan focused on addressing the regional gaps in the core educational areas of English as a Second Language, Adult Basic/Secondary Education, Career Technical Education, and Adults with Disabilities population. Work groups are established in these service areas along with Counseling Student Support Services, Adults Training for Child School Success, and Data Accountability. The goal of moving students along established pathways is also under planning and development in the respective work groups along with addressing student barriers. Primary Goals for 2018-19: Consistent with the current 3-year plan, the Consortium will continue to focus on the goals and activities outlined in the 2017-18 plan, noting that some campuses have already reached program capacity with existing funds. Continued focus will be on: Staff professional development related to instructional improvement, Student acceleration, transitions to post-secondary and employment, Student outcomes, Data collection, and Member Effectiveness.

### Regional Planning Overview

Organizing and developing the new 3-year plan will include focus on alignment to local workforce development plans for the region as well as other major related state initiatives. We are reviewing the goals from the last 3 year plan to gauge which are still relevant moving forward. A cross-section of staff from member schools will collaborate with local partners and stakeholders to review community and workforce projection data and actively engage in the planning process.

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## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

Identified Gaps (Adults in the region, 18 and over, who have not achieved or not currently served in this area) Elementary and Secondary Education-basic and high school diploma or equivalency need estimated at 53% English as a Second Language need is estimated at 90% Career Technical Education population need is estimated at 61% Programs for Adults with Disabilities population need is estimated at 98%

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

This data is derived from the Mt. SAC Regional Consortium for Adult Education Fact Sheet from the California Adult Education website: <https://caladulded.org/DownloadFile/85>. Another document to inform our activity is the recently released “Portrait of LA County Report” (November 2017), identifying factors to inform a Human Development Index. This report, a 2-year study

commissioned by Los Angeles County and a consortium of grantmakers, provided data and goal recommendations for three key areas including Health, Education and Earnings. The report uses a 10-point scale (1=lowest level of attainment for the three areas). Education and Income Indicators These key related ratings are based information from the Portrait data set on our service area: Education Index: 3.89 out of 10, compared to 4.95 for LA County and 5.17 for California\* Income Index: 3.61 out of 10, compared to 4.06 for LA County and 4.84 for California\* \*Based on Averages derived from Data Tables. Measure of America. "American HD Index in LA County Incorporated Cities and Other Census-Designated Places." In A Portrait of Los Angeles County: Los Angeles County Human Development Report 2017-2018. New York: Social Science Research Council, 2017.

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

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

## **Gaps In Service**

### **New Strategies**

#### **Strategy #1**

Continued focus on reviewing methodologies and expanding resources to address student barriers, retention, persistence and improved acceleration and rates of completion by Consortium members and Work Groups. Focus will also expand on integrated opportunities with CTE programs.

#### **Strategy #2**

Continued focus on offering workforce development via Career Technical Education/Short Term Vocational program trainings identified as high wage, high growth, and/or high demand.

#### **Strategy #3**

Work Groups will continue refining and documenting of universally applicable best-practice processes related to instruction and students support strategies to increase retention and persistence to improve overall progress and completion rates for students.

#### **Strategy #4**

Continued activity in the area of developing regional community partnerships to support student barrier mitigation, increase potential intake of students and placements/transitions for program completers.

#### **Strategy #5**

Direct instruction in support of academic and in-demand career technical education programs

#### **Strategy #6**

Launch or enhance education programs with new or replacement technology, equipment or learning resources. Improve or repair adult learning facilities

#### **Strategy #7**

Increase campus administrative support staffing to support program operation and compliance

#### **Strategy #8**

Increase student support staffing to improve student support and counseling.

**Strategy #9**

Incorporate tutors or support aides (personnel) to address gaps in student learning and enhance acceleration efforts.

**Seamless Transitions****New Strategies****Strategy #1**

Establish and integrate career interest and aptitude assessments in the student services area across the Consortium to better support student entry and overall success potential. Respective members will share information on current related tools in use

**Strategy #2**

Establish common metrics with K-Adult partners for students moving across institutions in the region including common report cards and aligned competencies for similar courses and programs.

**Strategy #3**

Expand partnerships between Consortium adult school members and the college to offer selected courses that can serve as introductory to the college, programs offered, personal benefits, and finance options.

**Strategy #4**

Commence Data Process Review planning for respective Consortium Work Groups. Staff development related to data collection, interpretation and evaluation to determine trends, gaps and successes for each area and inform program planning and decisions.

**Student Acceleration****New Strategies****Strategy #1**

Members may facilitate a contextualized learning program (i.e. ESL and CTE Programs) that will form Integrated Education and Training (IET) or I-BEST model to establish opportunities for students in academic and career technical/short-term vocational courses.

**Strategy #2**

The Consortium will incorporate strategies to accelerate completion time for students in need of academic improvement and career technical education or HS Diploma/Equivalency via Integrated Education Training i.e. I-BEST model.

**Strategy #3**

Members may engage in the development and facilitation of Distance Learning, Blended/Hybrid or fully online courses

**Professional Development****New Strategies****Strategy #1**

Engage members in Human Center Design training to assist the development of the next three-year plan activity

#### **Strategy #2**

Develop and/or promote professional development based on the alignment of member WIOA professional development plans, WASC Action and/or COE plan deliverables

#### **Strategy #3**

Encourage member participation in Consortium level regional professional development events based on identified needs

#### **Strategy #4**

Encourage participation in member-hosted professional development activities open to other schools

#### **Strategy #5**

Encourage and support staff participation in adult education related organizations and instructional professional developments (i.e. CCAE, CASAS, OTAN, and CalPRO).

## **Leveraging Resources**

### **New Strategies**

#### **Strategy #1**

Coordinate with local and regional school district leaders and facilitators of English Learner Advisory Councils (ELAC/DELAC), and Parent Teacher Associations to connect with limited English parents of school age children for referral to local adult education programs

#### **Strategy #2**

Invite co-location of AJCC offices, regular site visits by AJCC staff or coordinated visits to AJCC offices by adult students to access workforce services.

#### **Strategy #3**

Encourage all eligible students to register with CalJOBS for potential employment access and data matching at the state level.

#### **Strategy #4**

Host a collaborative resource workforce development meeting with local AJCC s and relevant partners to determine local employment need requiring trainings, and developed support networks to address student barriers.

## **Fiscal Management**

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

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

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19.**

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

## Certification

### Baldwin Park Unified School District, Member Representative

John Kerr

Approved

2018-08-13

### Bassett Unified School District, Member Representative

Albert Michel

Approved

2018-08-14

### Charter Oak Unified School District, Member Representative

Debra Black  
Ivan Ayro

Approved

2018-08-13

### Covina-Valley Unified School District, Member Representative

Claudia Karnoski

Approved

2018-08-14

<b>East San Gabriel Valley ROP/TC, Member Representative</b>
leticia Covarrubias
Approved
2018-08-14

<b>Hacienda la Puente Unified School District, Member Representative</b>
Matthew Smith Greg Buckner Stacey La
Approved
2018-08-14

<b>Mt. San Antonio CCD, Member Representative</b>
Madelyn Arballo
Approved
2018-08-14

<b>Pomona Unified School District, Member Representative</b>
Enrique Medina Emily Madrid
Approved
2018-08-13

<b>Rowland Unified School District, Member Representative</b>
Rocky Bettar
Approved
2018-08-14



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