Mt. San Antonio Regional Consortium for Adult Education

Three-Year Plan

Madelyn Arballo, Consortium Steering Committee Co-Chair

Associate Vice President, School of Continuing Education, Mt. San Antonio College
(909) 274-5479
marballo@mtsac.edu

Rocky Bettar, Consortium Steering Committee Co-Chair

Director, Adult Education/Career Preparation, Rowland Adult and Community Education
(626) 965-5975
rbettar@rowlandschools.org

Ryan Whetstone

Consortium Manager, Mt. San Antonio Regional Consortium
(909) 274-5474
rwhetstone@mtsac.edu

Submitted:
June 7, 2019

2.1 Executive Summary

Executive Summary

Serving 50,926 students in 2017-18, the Mt. San Antonio Regional Consortium for Adult Education is the 2nd largest consortium in California. The Consortium boundaries encompass the communities of Baldwin Park, Bassett, Charter Oak, Covina, Diamond Bar, the southern portion of Glendora, Hacienda Heights, City of Industry, Irwindale, La Puente, La Verne, Pomona, Rowland Heights, San Dimas, Valinda, Walnut, and West Covina. The San Gabriel Valley (SGV) lies in eastern Los Angeles (LA) County and is a vital part of the Southern California economy. The 385-square-mile region is home to 1.8 million people. Its 31 cities represent more than a third of the municipalities in LA County. More than 80,000 businesses operate in the SGV, including major locations of numerous Fortune 500 companies and the headquarters of several successful corporations.

Prior to the establishment of the Consortium and the original 3-year Plan in 2015, adult education programs experienced devastating cuts in programs offerings and staffing due to the Great Recession. However, with the onset of AB86 funding and, subsequently, the dedicated dollars stipulated in AB104, adult education providers were able to increase staffing and resurrect program offerings that were critically needed within the region. The original AB86 Plan was created and implemented through a collaborative effort of the regional consortium members and partners.

Vision

Our Consortium's Vision remains consistent and, due to our collaboration in promoting the adult learner, consortium stakeholders have become more committed to this Vision: "We will continue to align services and programs across our consortium while leveraging resources to educate and transition adult learners to employment and post-secondary education." This Vision will be realized through ongoing collaboration between leaders, faculty, staff, and partners.

The Consortium has positively impacted adult learners in the region and the community as a whole. Throughout the Consortium, faculty, staff, and leadership have taken seriously the mission and roles in delivering the best possible programs and services to adult learners. Here are some particularly stellar accomplishments achieved by stakeholders:

- **Bi-annual Professional Development Conferences**: For the past four years, consortium stakeholders hold a biannual professional development event for faculty and staff. Themes are based on student needs, emerging initiatives, changing policy, and member-shared needs such as curriculum and student services. Members form cross-consortium teams and design and deliver all of the sessions. Follow-up survey data indicate that ratings are always positive. The average attendance for these conferences ranges between 150-200 faculty and staff members.

- **Program Team Workgroups:** Consortium program workgroups were established as part of the AB86 planning, with cross-discipline teams conducting the evaluation and providing the input for the original 3-year plan. This continues to be a strength of the Consortium with these program groups remaining intact over the past four years. Meetings for all seven program areas take place monthly without fail. Accomplishments are countless and include the alignment and creation of: student intake processes, ESL levels, English and math skills needed for entry into college, CTE program mapping, and many more. The work of these groups has resulted in the

development of new programs and increased student access across the Consortium. Workgroup members consistently demonstrate their commitment to the vision of supporting students.

- **Consortium Leadership Advocacy:** Supporting adult learners through state and local advocacy has been a priority among Consortium leaders, including faculty leaders. Several members of the Steering Committee have been on state field teams that created CAEP metrics and provided input on policy. Faculty have been prominent in state professional development trainings and state faculty groups. Moreover, some of the Consortium leaders sit on executive boards for adult education and community college professional organizations. Also, in April 2018, the Steering Committee co-chairs were invited to testify before the Senate Budget Sub-Committee on Education on behalf of students and stakeholders.

Adult Education Impact

Guided by the regional plan, the Mt. San Antonio Consortium's impact over the past four years has been noteworthy and extensive, resulting in significant opportunities for adult learners. Below describes the progress on the **key** initial consortium goals and demonstrates the impact on the community of adult learners.

- **Program Growth:** Program growth has resulted in addressing the regional demand for adult education programs for a traditionally underserved population. Based on self-reported baseline data, most programs have reported a growth of between 5-20% in the past 2-3 years resulting in the current enrollment of 50,926. A common data collection process was established in 2017-18; thus, subsequent years will reflect growth trends with uniform enrollment metrics.

  As noted later in this report, there are over 69,000 adults with disabilities who are not being served in the region. The Mt. San Antonio consortium has committed to providing services to this unique population, and thus has increased program offerings for these students from 441 students in 2015-16 to 1,104 in 2017-18. Moreover, with the addition to the allowable program areas as defined in AB104 to include adults re-entering the workplace, the consortium is just beginning to add enrollments in these areas. In 2017-18, Consortium programs served 8,052 workforce entry and re-entry students. In order to target these populations, Consortium members have been actively engaged in providing career training in high demand areas. With 65% of regional adults living below the poverty level, 14,078 (unduplicated) students took CTE courses at eight of the member institutions in 2017-18.

- **Expanded Course Schedules:**

Consortium Site	Activity
Baldwin Park Adult & Community Education	- Added ESL classes including morning and evening sections
Bassett Adult School	- Extended High School class into the evenings and summer - Adult Basic Education class expanded into the evenings - Added Citizenship Test Prep class - CyberHi for HSC online - Added four modules to Electrician trainee course - Added Friday tutoring one to one for HSC and ABE

Consortium Site	Activity
Charter Oak Adult Education	• Opened Charter Oak Adult Education • Expanded ESL course offerings with both morning & evening classes • Added a Citizenship Preparation class • Added ABE/HSE evening program • Added Carpentry Trades Level 1 & 2 certification courses in partnership with the Southwest Carpentry Trades Union • Established a Cisco Certified Networking Certification program • Added a CompTia A+ certification course • Added Adobe Visual Design Specialist Certification including ACA Photoshop CC & ACA Illustrator & InDesign CC certifications • Added Adobe Web Design Specialist Certification including ACA Photoshop CC & ACA Animate CC & ACA Dreamer CC certifications
East San Gabriel Valley ROP	• Expanded the Medical Assisting program, including an abbreviated program to accommodate working individuals • Added continuing education courses for medical assistants in 2018 • Added Notary Public preparation course and exam in 2018 • Contracted with the Los Angeles Department of Health Services in 2018 to offer Patient Navigator, which links health-care workers with patients, health-systems and medical care • Added Pharmacy Technician program 2018 • Expanding Heating Ventilation Air Conditioning (HVAC) program from a 165-hour program to a 900-hour program • Adding Medical Insurance Billing and Coding (MIBC) and (Office) Administrative Assistant programs
Mt. SAC School of Continuing Education	• Increased Certified Nursing Assistant (CNA) offerings • Transitioned Emergency Medical Technician (EMT) programs to noncredit • Expanded IMPACT program for adults with disabilities • Quadrupled Vocational ESL offerings • Created English for Special Uses courses that provide contextualized ESL instruction in topics such as welding and culinary • Worked with credit faculty to implement Academic Intervention for Math and English (AIME) courses to prepare students for college-level math and English classes
Pomona Adult & Career Education	• Expanded course offering (more classes added) for the ESL program
Rowland Adult & Community Education	• Expanded course offering (more classes added) for the ESL program • Converted summer term ESL classes back to no-cost in 2016 • Added Citizenship Preparation course in 2018 • Added an ASE course in 2018 that included afternoons • Expanded its HSE testing options to include the HiSET exams in addition to the GED

Consortium Site	Activity
Tri-Community Adult School	• Expanded course offerings for ESL, Integrated Education Training (IET) • Expanded course offering in CTE, Welding classes • Expanded ABE morning classes • Transitioned to new online curriculum for High School Diploma

- **Online and Distance Learning:** Hybrid instruction has expanded for some members, and resources have not been adequate to expand it across the consortium. Some examples include the addition of blending learning elements to Algebra and English 1-2 courses in the ASE program at Baldwin Park Adult & Community Education, the implementation of an online high school diploma program at Pomona Adult & Career Education and the reactivation and expansion of the Rowland Adult & Community Education ESL Distance Learning Program. The ESL Distance Program is a blended learning opportunity program where students can meet with a teacher weekly at one of five elementary school sites and then study at home throughout the week using video-based curriculum.

- **Improved Student Services:** The Consortium has made significant progress in expanding and improving student services. The Student Services workgroup is comprised of counselors and staff from across the consortium who meet to align student services processes in order to provide the best possible support for adult learners. The group shares best practices in connecting students with services during and after their programs. One important accomplishment that is tied to the CAEP outcomes is the initiation of transition support programs between Mt. SAC and the K12 adult schools. A Mt. SAC counselor has office hours at two of the members' campuses to promote transition from the adult schools to the credit programs. The counselor also provides transition and financial aid workshops as well as counseling courses on an ongoing basis at other member campuses. This continues to be a priority. Data collection is still evolving to capture student services and transitions to college.

The above goals have been guiding principles for consortium leadership, faculty, and staff for the purpose of promoting the advancement of adult learners within the region. In the past three years, AB104 has evolved and stakeholder input has shaped priorities for adult education. The Mt. San Antonio Regional Consortium has stayed current by establishing additional goals and objectives that align with the emerging priorities. These include alignment in curriculum and innovation in course delivery and instructional programs, expansion of professional development, and implementation of data and accountability.

Since AB86, the ABE/ASE, ESL, and CTE workgroups that consist of faculty and staff have been aligning curriculum course levels, assessments, and identifying standards and competencies that promote student success. Specifically, the CTE faculty and staff documented career ladders for a variety of career fields leading to certifications, employment, and college. The consortium has also prioritized professional development for consortium stakeholders. This includes a biannual consortium conference in which program workgroups collaborate and design the content of the workshops. These events have been consistently well-attended and allow for stakeholders across the consortium to highlight best practices in serving students.

In 2016-17, Consortium members were able to access funds to improve data collection and analysis and, subsequently, demonstrate student success outcomes. Once CAEP metrics were determined, the

Consortium members prioritized the improvement of data processes and commitment to increasing student outcomes. To start, a data coordinator was hired and monthly consortium Data and Accountability meetings were established. All members now have the capacity to collect and report their outcomes using the same metrics. The progress made thus far has allowed consortium members to have one year of data across the consortium and has allowed members to create targets for improvements.

All of the Consortium's objectives in the past four years have resulted in a number of consortium-wide outcomes. The table below represents the Consortium outcomes for the primary CAEP metrics. These outcomes are important demonstrations of student achievement, particularly with the number of low-income and unemployed residents within the region and/or those with limited English.

2017-18 Selected Outcomes

Participants who earned a High School Diploma, GED or Equivalency	2,077
Participants who earned a Career Technical Education Credential	2,709
Participants who earned a Post-Secondary Credential	1,657
Participants Improving One or More Educational Functional Levels (Literacy)	3,819
Participants transitioning to Postsecondary *(2016-17)*	1,739
Employment attainment and gains *(2016-17)*	5,458

Source: California Community College LaunchBoard – Adult Education Pipeline Data

Key Indicators of Progress

The key indicators of progress will include a variety of metrics and goals. They include those required within AB104 policy and those shaped by the needs of the adult learner within our region. Below are the collective key indicators that the Consortium stakeholders identified and will reflect the progress of adult learners.

- Enrollment levels
- Completion of high school diploma or equivalency
- Attainment of CTE credential and noncredit short-term vocational Certificate of Completion
- Attainment of post-secondary credential
- Measurable skill gains and noncredit Certificate of Competency
- Transition to post-secondary
- Employment attainment and employment gains
- Improvement in collection and interpretation of data across the consortium
- College transition services at all member institutions
- Professional development expansion for specialized programs such as Adults with Disabilities

2.2 Pre-Planning Assessment

Consortium and Member(s) Capacity

Mt. San Antonio Regional Consortium 3-year planning team examined its capacity for providing service in all seven CAEP program areas to adults within the region. The analysis considered the current levels of service compared to the CAEP allocation as well as the consortium's capacity to implement services, outreach to students, provide educational planning and transitional support, articulate programs leading to certifications and completions, and leverage resources that accelerate student progress. Current levels of progress reported in the previous section are also positive indicators of consortium capacity. The planning team was also partly guided by the AEP Self-Assessment tool and results of member ratings. Representatives from all member institutions participated in the survey.

With regards to consortium oversight, the leadership has been highly stable since the days of AB86. The Steering Committee began with shared leadership from all member institutions and evolved in 2015-16 to a dual-chair oversight that included one K12 chair and one community college chair. This structure has remained and was further strengthened with the hiring of a consortium manager. Self-assessment results clearly reflect the confidence that member institutions have in the consortium leadership. This was evidenced by average ratings of 4.46 (out of 5) on overall management and leadership capacity. Moreover, the hiring of a workgroup coordinator, a data coordinator, and administrative staff was a joint decision by the Steering Committee and shows that the members believe that effective staffing levels will aid in meeting community need.

There has also been a high level of transparency with regards to budget, governance, and goal setting. Budget information is shared monthly to the Steering Committee regarding operating costs. Governance changes are made collaboratively and over two meetings as prescribed in the Governance Plan. Each year, the Steering Committee reviews consortium goals to ensure feasibility, address critical changes in policy, and align the goals with resources when possible.

One area of high capacity within the Consortium is the alignment and collaboration with regard to curriculum and instructional delivery. For instance, the ESL workgroup consisting of faculty aligned ESL levels across the consortium. The CTE workgroup has also aligned skills for specific career fields and collaborated on competencies necessary for the workplace. Also, the ABE/ASE workgroups continue to make progress on aligning College and Career Readiness skills and acceleration. Faculty regularly share best practices in the classroom with colleagues at the twice annual consortium conference.

The Mt. San Antonio Regional Consortium has modeled a strong capacity for professional development. The Consortium been committed to ongoing professional development and holds a conference for faculty and staff twice a year that focuses on Consortium goals. This includes data collection, maximizing student outcomes, and increasing student services. Furthermore, Consortium faculty and staff design the conference workshops emphasizing successful practices. On the topic of data and outcomes, there is a monthly data workgroup for sharing of best practices in data collection and tracking of student enrollment and intake. The Consortium manager shares regional outcomes monthly, but there is no plan during this planning period to share student enrollment and intake systems among member institutions.

The goal that has emerged as one for increasing attention and consortium growth is in the area of student services and transitions. This includes alignment among consortium members, including the

community college. The self-assessment tool clearly showed that members believe this is an area of growth with ratings for related items between 2.92 and 3.92 out of 5. While counselor expertise was rated at a respectable level, alignment of services and transition support is still evolving. It is expected that within a year, this growth is imminent due to Mt. SAC dedicating part of a counselor's time to spend at K12 adult school sites. The goal is to expose students to college program opportunities, provide support for transitioning to post-secondary, and to assist students with applying for college and financial aid. These visits are becoming more frequent with two schools having set days and hours with other schools following. The college counselor also frequently visits the other members upon request.

Student transition support is an area that consortium leadership has prioritized for growth, with much of the recent success occurring because of the monthly student support meetings. These meetings include counselors and consortium staff with networking and sharing of best practices that has led to alignment processes for intake, orientation, and enrollment.

Key Partners

The Consortium has made extensive efforts over the last several years to identify and collaborate with partners to recruit students. These partners have also leveraged services and resources to support retention, persistence, barrier mitigation, and successful pathway transitions and placement. Members also maintain strong connections with the offices of local elected officials to keep them informed regarding program offerings and activities. In total, Consortium members have connected with over 50 agencies, including state, county, and local agencies as well as elected officials, employers, and non-profit organizations.

One of the largest partnerships in the region is between the Consortium and the Los Angeles County Workforce Development, Aging and Community Services (WDACS). WDACS provides oversite to facilitate actions outlined in the county Workforce Development Plan, including oversight of the local America's Job Centers of California (AJCC). There are two primary AJCCs that support our region: the East San Gabriel Valley Comprehensive AJCC (ESGVAJCC) and the Pomona Valley AJCC. The Pomona Valley AJCC is based in Pomona and operated by Managed Career Solutions (MCS). The Pomona Valley AJCC is a strong collaborator with the Consortium and has allowed members to establish a presence in their office. As a result, the Mt. SAC School of Continuing Education (SCE) and Pomona Adult and Career Education (PACE) have staff available at that location to assist students and community members. In addition, Pomona Valley AJCC representatives for youth services and adult education service a co-location at SCE twice a week. SCE also partnered with the AJCC to develop a grant proposal to serve English Language Learners in the region. The East San Gabriel Valley AJCC is operated by Goodwill Southern California and is located on the Willow Campus of Hacienda La Puente Adult Education (HLPAE). The staff and services of the East San Gabriel Valley AJCC are available to all members of the region. There is also a satellite location at Baldwin Park Adult and Community Education (BPACE). In addition, SCE collaborated with WDACS, local AJCCs, and adult school partners to host a career fair for the past two years in order to link adult learners with employment opportunities.

Consortium members have also developed connections with other agencies and services, including:
- **Los Angeles Office of Immigrant Affairs –** This is a recently formed department within Los Angeles County that provides resources and support for the county's immigrant population. Staff also facilitate the county's Immigrant Protection and Advancement Taskforce. Services

include providing referrals to educational agencies for literacy education, citizenship test preparation, and employment training. Representatives have participated in the Mt. SAC SCE ESL Department Open House and Immigration Fair and the Fall 2018 Consortium Professional Development Conference.

- **Covina Public Library** – offers literacy classes and its coordinator regularly participates in workgroup meetings and events. Library literacy program participants are also invited to student events hosted by the Consortium.
- **California Department of Rehabilitation (DOR)** and **San Gabriel-Pomona Regional Center (SGPRC)** – Consortium members who serve adults with disabilities participate in DOR and SGPRC planning meetings and the Adults with Disabilities (AWD) program at Mt. SAC SCE has institutionalized an on-going stakeholders group that meets twice a year. In addition, AWD has hosted community-wide meetings that include DOR and SGPRC representatives. These partnerships have provided insight to consortium members regarding gaps in services for adults with intellectual disabilities in the region. They have also resulted in information sharing and referrals to critical services for this population and the development and growth of programs, such as IMPACT at Mt. SAC SCE AWD.
- **California Conservation Corps** and **San Gabriel Valley Conservation Corps** – The **California Conservation Corps** is a department within the California Natural Resources Agency. The program provides young men and women 18 – 25 years of age with paid service to the State of California. The San Gabriel Valley organization is a non-profit authorized by the main entity. During their year of service, Corps members work on environmental projects and respond to natural and man-made disasters. Through this work, they gain skills and experience that lead to meaningful careers. Corps members are also encouraged to participate in education and training opportunities during this time and receive scholarships upon completion as well. Leaders of these agencies are interested in partnerships with the consortium to provide short-term trainings, transitional options, and also recruitment of adult school/college students who may be interested in corps participation.
- **The College, Career & Workforce Development Task Force** has been operating for eight years and is coordinated by Pomona Unified School District. It serves as a major hub to access regional partners and other agencies that support adult learners in the region. The task force was initially launched as a forum for the district to identify and marshal agency and business resources in support of K12 and adult Career Technical Education students' entry into the workforce or post-secondary education. Task Force meetings typically host 20 or more local and regional partners. In 2018 the Task Force meeting merged with the Pomona AJCC's Los Angeles County Performance & Partnership Pilot (LAP3) meeting and is now the official gathering for both agencies. This meeting is open to all consortium members and resources presented are typically available across our service region. The goals of the Task force and the LAP3 are:

The purpose of the College, Career & Workforce Development Task Force is to:
- Share updated information about the programs in our agencies
- Learn more about services that the agencies/business provide to our community
- Reduce costs by minimizing duplication of services and provide referrals to partnering agencies that provide specialized services to our community

The LAP3 Goal is to: "transform service delivery systems to improve the education, employment, housing and physical and mental well-being of the region's disconnected 16-24 year old population."

Alignment of Adult Education services provided by the consortia with other regional plans and planning processes

The CAEP goals have been aligned with the Los Angeles County Workforce Development Board Local Area Plan and the Los Angeles Strong Workforce Plan supported by the California Community Colleges. Our staff are actively connected with the agencies and maintain on-going efforts related to the alignments identified in the chart that follows.

Consortium Goal	LA County Workforce Development Board Local Area Plan (2017-2020)	Los Angeles Strong Workforce Plan Strong Workforce Program- LA Regional Plan, LAORC, 2017
Program Growth: Strategically offering additional sections of existing courses and expanding program breadth through new course offerings aligned with cited plans.	Align Consortium offerings with Priority Growth Sectors: • **Construction Industries** • **Advanced Manufacturing** (fashion, aerospace, analytical instruments, pharmaceuticals, medical devices, bioscience.) • **Trade & Logistics** • **Entertainment & Infotech** • **Health Services** • **Leisure & Hospitality**	Priority and Emerging Sectors (p.25) Priority Sectors: • Industry • Advanced Manufacturing • Advanced Transportation & Renewable Energy • Health Emerging Sectors: • Energy, Construction, & Utilities • ICT/Digital Media Additional sectors: Global Trade and Logistics; Retail, Hospitality and Tourism; Small Business; Life Sciences/Biotechnology and Agriculture; and Water & Environmental Technology.
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	Strategy 3. **Career Pathways:** In alignment with Regional Plan Technical Goals 39, 410, 611 and 712, the WDB will coordinate with business, industry, education, training and other partners to ensure that training credentials and education coursework are aligned with employer-validated competencies that result in career pathways within our defined priority sectors.	Strategic Priorities (p. 24) Strengthening career pathways and programs of study in partnership with K-12 school districts, adult education providers and labor/registered apprenticeships. Supporting regional marketing, curriculum alignment, streamlined regional processes and regional labor market data collection, and analysis for data-informed decision-making.

Consortium Goal	LA County Workforce Development Board Local Area Plan (2017-2020)	Los Angeles Strong Workforce Plan Strong Workforce Program- LA Regional Plan, LAORC, 2017
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.	Strategy 7. **Accessibility & Inclusivity**: AJCCs will be strategically located in close proximity to partner feeder systems such as adult schools and community colleges with access to public transportation. Additional access will be provided through the County's library system and community centers. Every AJCC will ensure inclusiveness by providing technology to serve individuals with special needs, translation services, and facilities compliant with the Americans with Disabilities Act (ADA) requirements. Strategy 10. **Multi-Generational Workforce Development Services**: AJCCs will provide a continuum of multi-generational workforce development services to the student, worker or job seeker no matter where they are on their career path.	"Student support services, such as professional career counseling, are needed. Yet, these services are often missing in pathways programs." p. 27 "Student support strategies are also needed to educate both students and parents and to facilitate career choices." p. 29

Table 1. Entities that provide education and workforce services to adults in the region with current levels and types of adult education programs within the region

As mentioned in a previous section, the Consortium served 50,926 students in 2017-18 and has course offerings in all seven CAEP program areas. Even though there is still unmet regional need, the member institutions make every effort to utilize available funds to provide services and programs. The Consortium is also clearly committed to serving immigrants seeking employment, college, and family enrichment. This is shown by enrollments of 9,653 into ESL programs offered by the seven member institutions. With 16,930 enrolled in CTE/STV and 10,162 in the ABE/ASE program, the consortium is meeting a significant regional need for those seeking to increase basic skills, improve job skills, and/or attain a high school diploma or equivalency. The Adults with Disabilities (AWD) program serves a high need population and, while the enrollment is still small compared to other areas, the two largest member institutions, Hacienda La Puente and Mt. SAC, offer programs to this student group.

Table 1. Regional Service Providers

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
XYZ Agency	*Business / Industry*	*555 Adult Education Lane, Los Angeles, CA 90001*	*X*	*X*	*X*	*X*	*X*	*X*	*X*	*X*	*XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.*
Baldwin Park Adult & Community Education	Education	4640 Maine Ave, Baldwin Park, CA 91706	☒	☒	☒	☒	☐	☒	☒	☐	
Bassett Adult School	Education	943 Sunkist Ave, La Puente, CA 91746	☒	☒	☒	☒	☐	☒	☒	☐	
Charter Oak Adult Education	Education	20350 E Cienega Ave, Covina, CA 91724	☒	☐	☒	☒	☐	☐	☐	☐	
Covina-Valley Tri-Community Adult Education	Education	160 N. Barranca Ave, Covina, CA 91724	☒	☒	☒	☒	☐	☒	☒	☐	
East San Gabriel Valley Regional Occupational Program	Education	1501 W Del Norte St, West Covina, CA 91790	☐	☐	☐	☒	☐	☒	☒	☐	
Hacienda La Puente Adult Education	Education	14101 E. Nelson Ave., La Puente, CA 91746	☒	☒	☒	☒	☒	☒	☒	☒	
Mt. SAC School of Continuing Education	Education	1100 N. Grand Avenue 40-104, Walnut, CA 91789	☒	☒	☒	☒	☒	☒	☒	☐	
Pomona Adult and Career Education	Education	1515 W Mission Blvd, Pomona, CA 91766	☒	☒	☒	☒	☐	☒	☒	☐	
Rowland Adult and Community Education	Education	2100 Lerona Ave., Rowland Heights, CA 91748	☒	☒	☒	☐	☐	☐	☐	☐	

Table 2. *Funding available within the region to support adult education services. This includes both funds subject to allocation processes in the consortium and categorical or other funding types which may support services or instruction for adult education students*

Program growth has been possible with the onset of AB104, with most program areas increasing services from the time of the Great Recession. Although the enrollment reflects this growth, Consortium members have also leveraged state and federal funds and student fees to realize this growth. The table below provides this information.

However, it has become increasingly difficult in the past two years for members to sustain current levels of service due to rising staff costs and inflation. Consortium members will continue to serve students in the seven program areas, but unless significant state augmentation of CAEP funds occurs above COLA increases, then future enrollment levels will most likely remain the same or decline.

Table 2. Funding for Adult Education Programs and Services

| Source and Type of Funds	Funding Estimates FY2019-20	Funding Estimates FY2020-21	Funding Estimates FY2021-22
State / Federal Funding			
AEP	$35,786,520	$35,786,520	$35,786,520
CalWORKs	$235,182	$235,182	$235,182
CCD Apportionment	$6,280,947	$6,280,947	$6,280,947
Corrections	$1,876,836	$1,876,836	$1,876,836
LCFF / District Funds	$0	$0	$0
Perkins V	$0	$0	$0
WIOA II	$3,535,076	$3,535,076	$3,535,076
Other			
Fees	1,876,836	1,876,836	1,876,836
Total	**$49,591,397**	**$49,591,397**	**$49,591,397**

2.3 Community Need and Customers

Regional Need for Adult Education and Workforce Services

The Consortium service area is in the eastern region of the county. Since the development of the initial AB86 plan in 2015, the unemployment rate in the region has dropped from 7.1% to 4.2%. However, the need for comprehensive adult education has remained strong and during this same time period the number of students served increased 74% from 29,292 in 2015-16 to 50,926 in 2017-18 (LaunchBoard, 2019). This is partly due to the reality that the low unemployment rate is countered by increasing home prices and rents, the need for training to acquire higher skill-level jobs, and changing industry needs that require re-training. These are challenges that adult schools and Mt. SAC are uniquely positioned to address through flexible training and certification programs that are designed around industry micro-needs and projections. Some industries that are currently in high demand for skilled workers include health field, technology, advanced manufacturing, construction, transportation, and logistics.

Although the region is experiencing low unemployment rates, the data indicates that certain populations have a major need for adult education programs. Unmet need data reveals major gaps in the areas of adult literacy, diploma attainment, and support for adults with disabilities. Poverty levels are also high in some cities within the region. Current statewide education and workforce initiatives also place major emphasis on advancing literacy and workplace training for groups that include immigrants and English language learners, as well as other disproportionately impacted populations.

Mt. San Antonio Consortium Service Area

The service area of the Consortium is aligned with the Mt. San Antonio College District service area. It is located approximately twenty miles east of downtown Los Angeles and encompasses the Los Angeles County regions identified as the San Gabriel and Pomona Valleys. The Mt. SAC District boundaries encompass an area of 189 square miles and serves 17 communities. The Consortium is the second largest in the state. In 2016, the total population for the area was 521,917.[1]
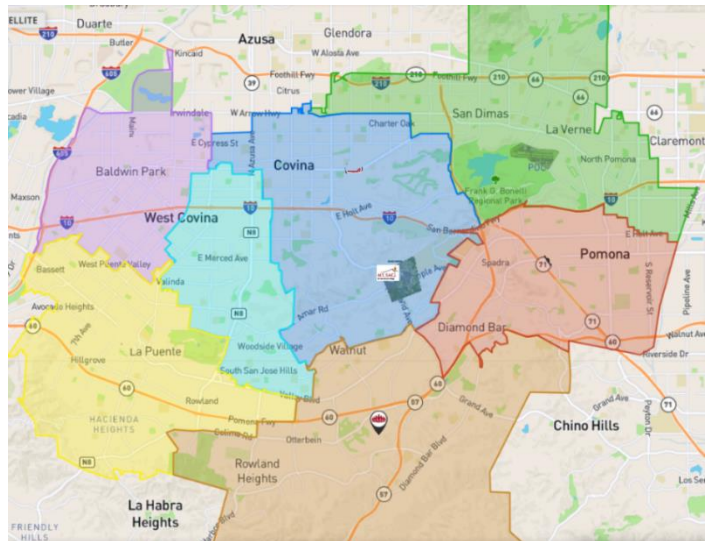
Cities in the service area include Baldwin Park, Bassett, Charter Oak, Covina, Diamond Bar, the southern portion of Glendora, Hacienda Heights, City of Industry, Irwindale, La Puente, La Verne, Pomona, Rowland Heights, San Dimas, Valinda, Walnut, and West Covina. Pomona is the most populous city in the region with 152,939 residents. The region is diverse in race and ethnicity with the majority of the

---

[1] Demographic data source: AEP Community Data prepared by the California Adult Education Program Office – Fall 2018.

population (55%) identifying as Hispanic/Latino, 23% as Asian, and 17% as white.[2] The largest concentration of Hispanic/Latino residents is in Baldwin Park.[3]
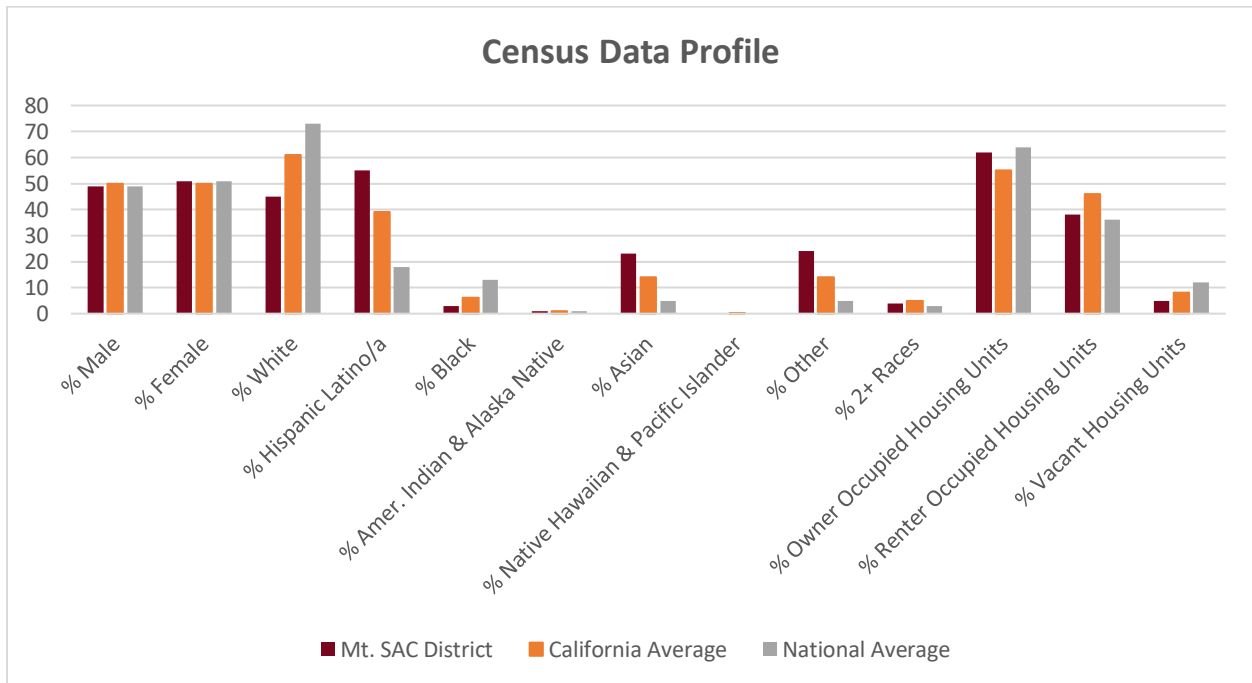
The above Census Data Profile reflects similar levels for the consortium service area compared to state and national averages for gender and American Indians. However, notable differences include a lower numbers of Whites (not Hispanic/Latino) and higher population ratios of Hispanic/Latinos and Asians, as compared to state and national indicators.
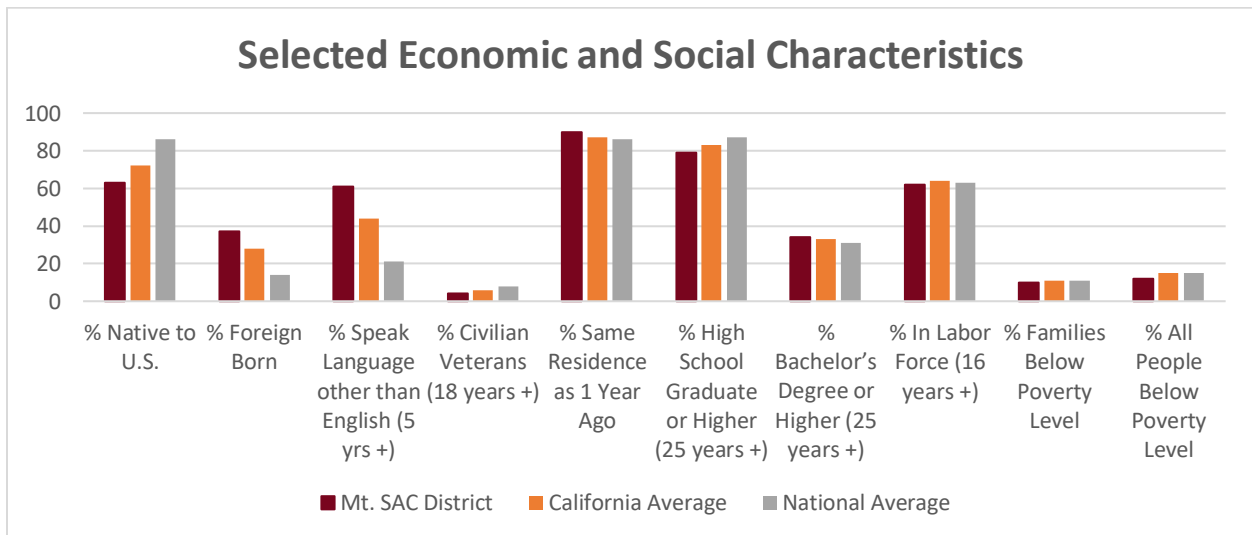
[2] U.S. Census Bureau, 2012-2017 American Community Survey 5-year Estimates Reports
[3] Applied Geographic Solutions, 2018. http://www.sgvpowersite.com. San Gabriel Valley Economic Partnership website.

Selected Economic and Social Characteristics

Referring to the chart on economic and social characteristics, in our region the percentage of adults native to the United States is lower relative to the state and nation. Our immigrant population is reflected in the higher regional rate of foreign born and individuals who speak languages other than English. In addition, the region has a higher proportion of individuals who lack a high school diploma.

Education and Adult Literacy

Educational achievement data indicate that 79% of regional residents over the age of 25 possess a high school diploma or equivalent and 34% have earned a Bachelor's degree or higher.[4] With 21% of adults in the region lacking high school credentials, the need for adult education programs is evident. The table below summarizes the significant barriers faced by adults within the region.

	Total in the region	Age 18-49	Hispanic/ Latino	At or Below poverty level	With any disability
Speak English less than "very well"	160,552	46%	58%	13%	5%
Less than a high school diploma	109,073	50%	77%	15%	22%

Current Customers

2017-18 Program Enrollments

Program	CASAS Enrollment[5]	LaunchBoard Enrollment[6]
English as a Second Language	11,684	9,653
Adult Basic Education	7,350	926
High School Diploma	2,812	3,461
High School Equivalency	1,868	
Career Technical Education / Short-Term Vocational	16,930	14,807
Adults with Disabilities	1,243	1,104
Adults Training for Child School Success	784	362
Pre-Apprenticeship	402	undefined
Total	**43,073**	**35,323**

---

[4] U.S. Census Bureau, 2012-2017 American Community Survey 5-year Estimates Reports

[5] Consortium 2017-18 CASAS TOPSpro Enterprise Enrollment data (TOPSpro was used for the first time in 2017-18 and will be used for future data collection and reporting in conjunction with MIS for Mt. SAC only)

[6] Consortium 2017-18 LaunchBoard Enrollment data (students with 12+ contact hours only-the total including all students is 50,926, but program enrollment is only available in LaunchBoard for students with 12+ hours)

The Regional Labor Market

In California, the unemployment rate was 4.2% in February 2019[7] and is expected to drop to 3.4%. The current rate of unemployment is 3.6% in the San Gabriel Valley, compared to 4.2% in the Los Angeles region.[8] It is also important to note that average wages in some consortium areas are lower than LA County.

Los Angeles County and California Unemployment Rate
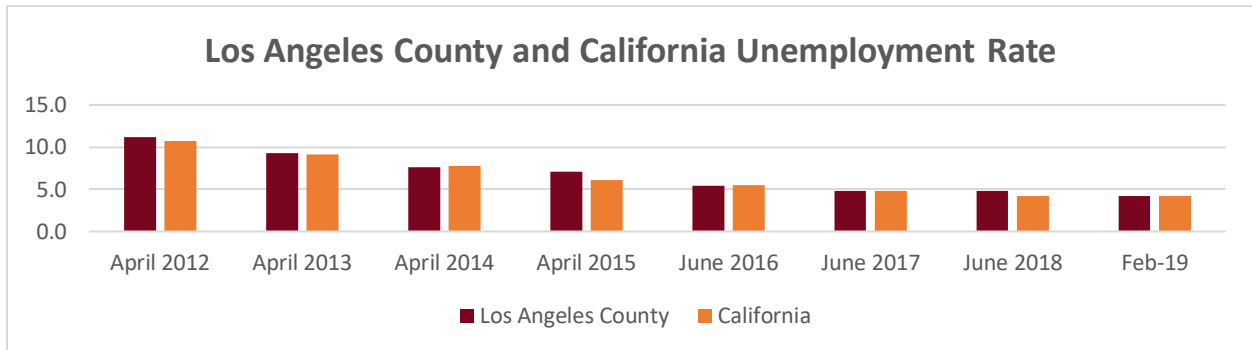
According to the above chart, Los Angeles County unemployment rates have mirrored those of the state. However, within the county, the rate is higher in most cities within our region compared to the Los Angeles County jobless rate, which shows our students are in need of gainful employment. Unemployment figures for March 2019 indicate that the majority of cities in our service area have higher levels of unemployment than Los Angeles County as a whole. The highest rates can be found in Charter Oak, Bassett, and Pomona. [9]

Unemployment Rates in Cities within the Consortium
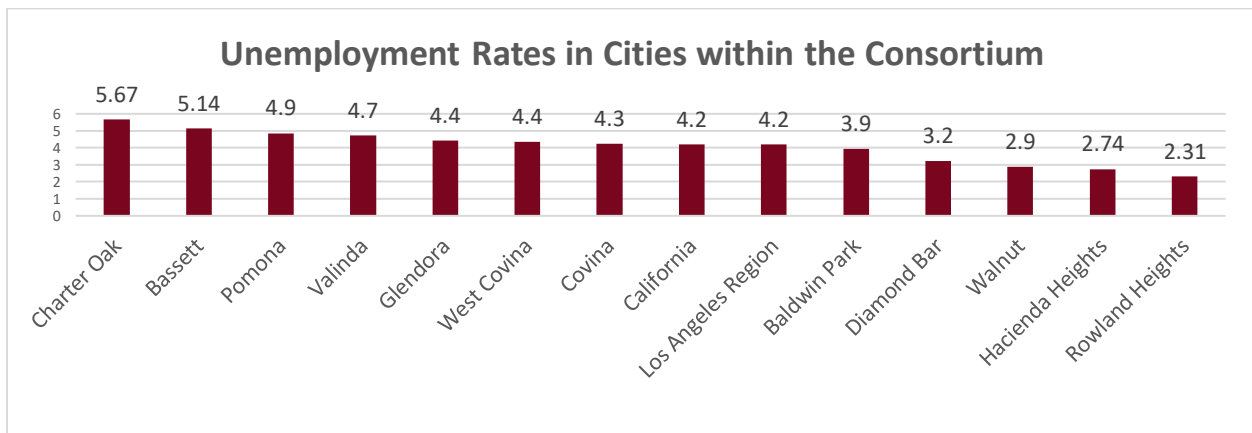
Top industries in the region are health care, higher education, international trade and logistics, manufacturing, professional and business services, and tourism and hospitality. Over one-third of new technology jobs in the region are in computer systems design. In June 2017, leisure and hospitality jobs accounted for about 12% of non-farm wage and salary jobs in California.

---

[7] California EDD Labor Force & Unemployment Data, Labor market Information Division; http://www.labormarketinfo.edd.ca.gov
[8] Applied Geographic Solutions, 2018.
[9] 2018 San Gabriel Valley Economic Forecast. San Gabriel Valley Economic Partnership, Cal Poly Pomona College of Business Administration

In review and consideration of current Labor Market Information and projections, current institution capacity as well as alignment considerations with other regional plans, several target areas for focused development of programs include, but are not limited to:

Consortium Occupational Training Area	Related Workforce Plan Alignment	
	LA County Workforce Development Board	*LA Strong Workforce*
Solar Manufacturing and Installation	Advanced Manufacturing	Renewable Energy
Automotive Technician with focus on computer diagnostics	Transportation & Logistics	Advanced Transportation
Specialized Health Career Trainings	Health Services	Health
Hospitality	Leisure & Hospitality	Hospitality & Tourism
Transportation	Transportation & Logistics	Advanced Transportation
Construction	Construction	Construction
Heating Ventilation Air Conditioning (HVAC)	Construction	Construction
Smart Home Technologies and the Internet of Things	Infotech	ICT/Digital Media
Coding	Infotech	ICT/Digital Media

Shared and Unique Customers

Shared customers are those who meet the criteria of partner agencies such as AJCCs and who are enrolled with those agencies for workforce and/or support services to advance their education and career goals. Co-locations and consistent information sharing with these agencies has assisted in the identification of shared customers and has enabled members to provide services to these individuals. Given the regional need, the majority of students should be eligible for support by partner agencies, particularly undocumented individuals who attend our programs as well as students who are below poverty/income thresholds.

Adult Education Alignment

Given the enrollment numbers reflected in the Consortium 2017-18 data, listed below in key program areas, there are categories indicating a clear **unmet** need in the region. These include residents who do not speak English well, who are at or below the poverty level, who possess less than a high school diploma, and/or who have a disability. Likewise, the Los Angeles County Workforce Development Board has identified Disabled/Uniquely-Abled, Cal-Fresh recipients (low income), and Language Learners, Foreign Born, and Refugees as priority populations.

Select Unmet Need Indicators

The following tables compare the regional need to the program area enrollments. While the Consortium partners are able to provide high quality adult education throughout the region, there is still a significant gap between the populations who need serving and the programs we are able to offer. Key populations who would benefit from expanded services are immigrant populations, adults with disabilities, and individuals who lack a high school diploma. The goals set forth in this plan seek to narrow these gaps and enhance services and awareness throughout the communities we serve.

Census American Community Survey (2017) data compared to 2017-18 Consortium enrollment (TE):

Regional Need Category	Program Area Enrollment		
Speak English less than "very well"	English as a Second Language	Unmet need	% Unmet Need
160,552	11,684	148,868	93%

At or below poverty level	Career Technical Education / Short-term Vocational	Unmet need	% Unmet Need
42,519	16,930	25,589	60%

Less Than HS Diploma	Adult Basic / Secondary Education	Unmet need	% Unmet Need
109,073	10,162	98,911	91%

Adults with Any Disability	Adults with Disabilities	Unmet need	% Unmet Need
70,660	1,243	69,417	98%

Even though the local economy appears very stable with low overall state unemployment rates, the data above demonstrates that large numbers of people in our area still need access to the education, training, and services connection. This can be provided by our local adult schools, ROP, and Mt. San Antonio College to support individuals' access to post-secondary options and sustainable employment.

2.4 Identifying Goals and Strategies

Activities and Measurable Goals

The Steering Committee of the Consortium opted to continue focus on several of the goals developed in our original AB86 plan, along with the addition of a data and accountability goal, including:

Goal	Activity Focus
Program Growth/ Development	Strategically offering additional sections of existing courses, elimination of obsolete or non-viable training programs (based on labor market projections), and expanding program breadth through new course offerings as measured by comparison of prior year offerings and student enrollment.
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 as measured by student outcomes for course completion and transition.
Improved Student Services	Addressing related barriers to support persistence and completion for all students and particularly those from disproportionately impacted populations (e.g., English Language Learners, low-income, and students with disabilities) as measured by program completion rates.
Data and Accountability	Improving structures at each member site, as well as the overall consortium, for the collection of data elements and metrics that demonstrate student success. This includes state-level student participation and program enrollment, student characteristics, student educational milestones, and employment gains.

It should be noted that although Consortium members are committed to these goals, the availability of adequate funding may impact implementation. For instance, members' ability for a timely execution of consortium goals may be limited by salary increases for teachers and staff members, as well as rising costs for infrastructure. The workgroups for each program area have created logic models to inform their efforts related to their activities in support of each of the Consortium goals. Regardless, these goals will be evaluated for effectiveness. This will occur through analysis of educational and employment outcome data, focus groups, feedback from workgroups, and the annual Steering Group Leadership retreat.

Program Growth and Access

Consortium members will continue to offer in-demand trainings and programs while developing creative ideas to expand offerings based on availability of resources and where programs are not currently offered.

Programs where we will seek to grow are "green jobs", which include solar-related trainings such as installation and manufacturing; health care programs, including Certified Nursing Assistant, Emergency Medical Technician, Medical Assistant, Home Health Aide and Vocational Nursing; and construction-based areas that will include Basic Tools. These programs also align with the regional employment priorities according to the Workforce Development Board Regional Plan. The health occupations are also identified on the Employment Development Department's Labor Market Information Data website as

occupations with the most openings or the fastest growing. In addition, these careers all provide livable median wages.

Strategies to Improve Integration of Services

Strategies to improve the integration of services include continued focus on co-locations and cross-location with agencies, adult school-based college courses and counseling services, and continued workgroup meetings related to student support. The Consortium is committed to providing opportunities to align and develop partnerships with agencies including America's Job Centers, Los Angeles County departments, libraries, and established organizations focused on serving adult populations.

As previously stated, current progress on improving integration of services includes co-location of two regional America's Job Centers of California (AJCC) has already taken place at three sites in the Consortium. Regular interactions and participation in joint meetings allow members to coordinate supportive resources and services for adult students. Members are also cross-locating adult school/college staff at the AJCC offices to provide information and support access to local campuses. The remaining members have also expressed interest in replicating this model for their sites. Other activities that will increase access to resources that support adult students include partner breakfasts and student employment and career education fairs.

Alignment Across the Consortium

Workgroups are actively working to document and enhance program alignment across consortium member sites. Tools including alignment charts have been developed to promote awareness of programs and services for instructional and counseling faculty and staff to support students throughout the Consortium. The CTE workgroup members are identifying appropriate pathways groupings for existing programs along with the development of career and post-secondary transitional options. The ESL workgroup aligned major rubrics to ensure that all members have comparable ways to identify levels for language acquisition. The group members also designed a Consortium-wide ESL progress report that provides structured feedback to students, which many members are using and have found beneficial. The Student Services Workgroup has also created a counseling handbook, which outlines their best practices and information related to supporting adult learners. These are on-going projects and will be refined as the groups move forward.

Integrated Services Alignment

An ongoing review of programs offered throughout the Consortium is conducted within the workgroups and the Steering Committee. The primary indicators of program viability are industry demand and student enrollment as well as feasibility. Creative and strategic partnerships are being developed to increase feasibility, particularly at sites that have reached funded capacity. These partnerships will include adult schools, Mt. SAC, and community partners. Some examples of service alignments will be co-enrollment with AJCC partners, joint or simultaneous intake processes for eligible students, and leveraging braided fund opportunities such as WIOA, TANF, and other local sources. The Student Support Workgroup is also focusing on outlining best practices, aligning student intake to include student goal setting, uncovering barriers, and providing appropriate referrals for next plan cycle.

Strategies to Improve Transitions

Strategies for improving transitions are embedded in the previously mentioned goals and will focus on moving students along established or emerging pathways to literacy and/or academic advancement, post-secondary enrollment, and/or career employment. For example, members have identified that ESL student often "stop out" around the mid-point of a program or Level 3. The English as a Second Language and Adult Basic Education and Secondary Education workgroups continue to develop structures to address the "stop out" phenomena and support students' retention, persistence, and transition from ESL into high school diploma or equivalency programs. Members are also creating Integrated Education and Training (IET) courses or modified programs for ESL, ABE, and ASE students that are contextualized and aligned with Career Technical Education/Short-Term Vocational programs. Since the last 3-year plan, the Consortium has primarily been consumed with re-establishing programs, expanding programs and schedules, and establishing Consortium structures. Having a heavier focus on transitioning students into employment and college is more possible because of the Consortium's progress over the last four years.

Workplace Readiness

Consortium members are committed to integrating Workplace Readiness soft-skills as either components or dedicated courses and will focus on professional development to create this curriculum. The CTE Workgroup has been working to adopt and create curriculum based on the New World of Work project that is based at Shasta College. NWOW staff were invited to present at the 2018 Fall Consortium Conference where they provided an overview of the program. A follow-up presentation was done at the 2019 Spring Consortium Conference that was focused on how to integrate the content into a workplace readiness module for member use. Continued focus on using the New World of Work content to create a hybrid workplace readiness course and/or modules for integration into current CTE courses will be an on-going task of the Workgroup. These modules will also be available for Integrated Education and Training curriculum.

College Transition Support

The Mt. SAC School of Continuing Education (SCE) offers counseling courses to all members' students related to college entry and success. SCE has dedicated counseling services at adult schools to provide permanent, structured, and site-based access to college counseling and transition assistance. These services include weekly scheduled counseling hours and coordinated presentations to students. One very important event that has occurred over the past two years is the annual Adult Education Transition Day session, exclusively for adult education students. This is a full-day event sponsored by the Mt. SAC School of Continuing Education Counseling team and includes sessions presented by college faculty. Professors from various career fields share their expertise and other staff and faculty provide presentations on broad topics related to college transition including academic counseling, financial aid interactive workshops, and campus tours. The event doubled in attendance the second year to over 100 students.

Members are also successfully articulating adult education CTE courses with the College, with seven members currently having formal agreements. Mt. SAC's articulation specialist provides industry-specific program information, sessions, and tours and invites adult school students to participate in these activities. This enables Consortium students the opportunity to become informed about specific

program requirements, demands, financial responsibility, and employment projections. The adult schools and noncredit program that have articulation agreements with Mt. SAC's credit programs are Baldwin Park, Bassett, Covina-Valley/Tri-Community, East San Gabriel Valley ROP, Hacienda La Puente, Mt. SAC School of Continuing Education, and Pomona.

The strong connection with the Pomona Valley AJCC and the East San Gabriel Valley Comprehensive AJCC also enhances students' transition to employment. All members are developing internal processes to link students with an AJCC when they are completing or near completion of their program to receive employment placement assistance. Eligible students are entered into the CalJOBS system and are provided with additional resources related to job placement. This is also useful for data integrity as the student information in the CalJOBS system is used for the California Adult Education Program data matching to determine outcomes for job placement and wage increases.

Data and Accountability

State reporting expectations and guidance have increased over the last three years, with more defined metrics and reporting mechanisms. These mechanisms include individual member student data systems, third-party systems, and state dashboards. Our consortium has responded by hiring dedicated staff to improve capacity for data collection and reporting. This includes increasing the consortium's ability to show accurate participation and program enrollment, student characteristics, educational progress and milestone, and employment and wage gains. Since 2017-18 was the first year utilizing uniform state reporting platforms (TOPSpro and MIS), then 2018-19 should provide a starting point for comparatives and baselines. It will be more feasible to establish targets for service and outcomes based on the availability of consistent data. That said, what has been reported utilizing the current metrics and reporting tools, the Mt. San Antonio Regional Adult Education Consortium has already demonstrated significant outcomes for student outcomes.

Mt. San Antonio Regional Consortium – Student Success Framework

The Consortium will align, leverage and maximize resources to ensure adult learners of targeted populations actively progress along developed pathways to effective levels of literacy, academic and career certification, and entry to post-secondary and/or career employment.

Inputs	Activities	Outputs	Short-Term Outcomes	Intermediate	LTOs/Impact
• Adult Schools • College • Effective Accessible Facilities • Instructors • Counselors • Support Agencies / Partnerships • Technology Infrastructure	• Orientation (with focused on-boarding) • Individual Educational / Barrier Mitigation Planning • Instructional Pathway programs • Articulations • Student Resource Connection Support (social services, financial, placement) • Adult School-based College information sessions, courses and counseling • Focused courses, support and training for Adult with Disabilities (AWD) • Data collection and data analysis processes	• Student are provided completed information • Focused guidance regarding program options, support connections, planning for success and transition • Necessary education provided • Support services are accessed • Pathways are accessed • Students access articulated programs • Active transitions are maintained • AWD students received focused education and support • Baseline data is available to compare targets for outcomes	• Students are informed regarding program options for success. • Student complete measurable gains for identified targets in CAEP Outcome Areas: • English – Educational Functional Levels • Citizenship attainment • HS Diploma/Equivalent • CTE program completion / certification • All members' data processes are consistent for quarterly reporting	• More adult learners realize momentum based progress, course and program completion, • Student achieve CAEP goals: Post-secondary transition and/or career placement	• Improvement on local and regional economic indicators related to adult learners for literacy level advancement, secondary completion, post-secondary enrollments and career placement • Continuous predictable positive impact on major outcome areas: Post-Secondary Completion, Enter Employment, Increase Wages earnings and sustainable employment • Schools provide student a robust cycle of success for students • Improved data analysis will result in better consortium alignment and availability of accurate consortium-wide data

Assumptions	External Factors
• Enrolled students are willing to complete rigorous programs to achieve expected goals • Education agencies offer effective programs to support adult learner literacy needs, pathway progression options, and industry-recognized certifications • Social supports are accessible to mitigate student barriers to timely program completion • Financial assistance/aid is available for qualified students • Viable pathways are offered for sustainable wage, growth, and demand careers	• Agencies have expected fiscal resources to offer basic levels of education, training, and counseling support • Partnerships to support student success are in place (or in development) to address additional factors impeding student success • Institutionalized Transitional Programs are maintained by partner adult schools and the College, ensuring student awareness and related engagement in pathway options.

Table 3. Progress Indicators for the Mt. San Antonio Regional Consortium

Consortium Goal	Progress Indicators
By Fall 2021, increase the integration of co-locations and cross-locations with workforce agencies.	1. Integration of services includes co-location of two regional America's Job Centers of California (AJCC) on the site of at least three more member schools 2. Cross-locating adult school/college staff at the AJCC offices to provide information and support access to local campuses with staff from at least three more member schools
By Spring 2021, integrate transition services, including counseling courses and services.	1. Mt. SAC will deliver counseling courses and services on all member sites 2. Expand the annual Adult Education Transition Day to include at least 150 adult education students per year
By Spring 2020, establish consortium-wide training to improve services and programs for adults with disabilities.	1. Train faculty and staff on effective strategies to improve classroom learning and support services for AWD students across CAEP programs by providing at least three consortium-wide trainings per year to faculty and staff 2. Ensure that funding remains stable or grows for existing AWD programs
By Fall 2021, with the improvement in defining and integrating the data collection process there will be a 20 percent increase in Consortium-wide outcomes based on 2018-19 and 2019-20 data.	1. Ensure consortium alignment and availability of accurate consortium-wide data 2. Utilize uniform data systems to show accurate participation and program enrollment, student characteristics, educational progress and milestone, and employment and wage gains

2.5 Piloting and Implementation

Prototyping New Strategies

The new strategies and programs outlined in this section emanated from discussions in our workgroups, Steering Committee priorities, and three-year plan team. Members reviewed information on human centered design and participated in related webinars. Although there are several worthy issues that would benefit from prototyping, the strategies chosen are realistic given the limited fiscal growth available. Members are concerned regarding fiscal and human resources to maintain base operations for core programs. However, there are currently sufficient resources to engage in pilot projects. Moreover, each prototype contains measurable objectives that will provide ample evaluation.

Programs and Activities for Piloting and Implementation

Integrated Education and Training Program

An existing instructional strategy that members across the consortium are noting promising results is the IET Program. There is also an intent for most member institutions to expand IET at their own schools and thus, across the consortium. This strategy seeks to accelerate and increase college and employment transitions by providing learning in the context of a career field. Many consortium faculty and staff have participated in the I-BEST program and Integrated Education and Training professional development offered by CALPRO. Teachers have requested additional training and support on contextualized learning for the purpose of accelerating student success outcomes. Effectiveness for this initiative will be measured by literacy and occupational skills gains, completions, transitions to work and college, and employment outcomes.

College and Employment Transitions

The Consortium will expand on its efforts on supporting student transitions to college and work. The outcomes that will be collected will include increased post-secondary transitions and the attainment of post-secondary certificates, degrees, and university transfers. Employment outcomes will be attainment of employment, gains in earnings, and occupational skill gains.

Mt. SAC School of Continuing Education (SCE) is currently providing to some members counseling courses aimed at career exploration and college transitions. Further, a college counselor holds set office hours at two adult school sites. The college counselor also provides frequent workshops regarding college enrollment, financial aid, and college majors. Further, for the past two years, an Adult Education Transition Day has been held for Consortium students seeking college transition. This highly successful event has doubled in attendance over the past two years. Baselines to measure the success of this initiative will be the number of students completing the course or workshops along with longitudinal tracking of adult school students enrolling in credit courses or noncredit CTE programs at the College.

Although many students are looking to post-secondary opportunities, a significant number are interested in immediate employment after their adult school or noncredit training programs. The expansion of partnerships with local job centers as well as business and industry contacts is an effort that is critically needed for the purpose of transitioning students to employment. This pilot will involve an increase in the number of members that currently partner with AJCCs, and an increase use of job

seeking tools such as CalJOBs. This expansion of this part of the pilot will depend on the availability of consortium funds and staffing to assist students seeking immediate employment.

Professional Development for supporting adults with disabilities across programs

The Consortium is aware that the Adults with Disabilities population represents one of our highest unmet needs within our region. Unfortunately, resources are not adequate at this time for additional consortium members to establish AWD programs. There is some growth within the two members who offer AWD programs, but this will only continue as long as there is enough funding available to continue expansion.

That said, there has been an ongoing need to train faculty and staff on effective strategies to improve classroom learning and support services for AWD students across CAEP programs. It is therefore, the intent of the Consortium to establish professional development opportunities and trainings on this topic. This would include workshops, faculty workgroups, and other types of trainings to support curriculum and instruction, as well as student services relating to individuals who are uniquely abled. The measure of success would be gathered both quantitatively and qualitatively and would include faculty and student surveys, along with any necessary curriculum changes. Objective measurements would be gathering outcome data on students identified as having disabilities across programs.