

# 34 Mt. San Antonio Regional Consortium for Adult Education

## Plans & Goals - Consortium Approved

### Executive Summary

The Mt. SAC Regional Consortium for Adult Education is driven by our vision to align services and programs across our consortium, leveraging and maximize resources and to educate and transition adult learners to post-secondary education and employment. In the 2018-19 school year, our consortium served over 40,000 adult learners. Established in June 2015, the consortium is evolving in its engagement of collaborative leadership, communities of practice and partner engagement across the region. At this time, the consortium has just finished the inaugural three-year plan. Though the goals and objectives were developed collaboratively through the AB86 process--functioning together within the consortium framework from the initiation of AB104 was new territory. Through the first phase, the leadership of schools changed several times, affecting the continuity of implementation. Mutual respect and trust, built over time, have emerged as the unspoken tenets of the consortium. Adult school leaders had to rebuild or develop sites and programs are now establishing performance baselines. Members are improving collaborative efforts as leaders stress transitional relationships and affirm the importance of equitable funding stability of all partners. Adult schools embracing the partnership with the college are witnessing higher levels of transitional support for students completing their adult school programs and who wish to continue at the college level. This partnership has improved access to and articulation with career technical education programs. Those supports include access to a college transitional counselor placed at school sites, individual student advisements, onsite college courses, adult school focused transition events, and tours at the college including articulation specific activities. The workgroups of the consortium, organized by adult education service areas, are evolving into strong communities of practice. Demonstrated by the alignment of curriculum for academic areas as completed in the English as a Second Language group; best-practices and expanded curriculum are emphasized in Adult Basic/Secondary Education, and the Career Technical Education group is focusing on identification of program pathways across the consortium and creation of a universal workplace readiness course. Consortium sponsored professional development conferences and in-services, support the development and growth of staff. The recently submitted 3-year plan for 2019-22, focuses on alignment to the local workforce development plan of the region created by the Los Angeles County Workforce Development Board, and the regional plan of the Los Angeles Orange County Regional Consortium (LAOCRC) of the California Community College Chancellor's Office. A cross-section of staff from member schools collaborated with local partners and stakeholders to review community and workforce projection data and actively engage in the planning process. Through collaborative review, research, discussion and input from stakeholders, the members have approved the new 3-year plan (2019-22), which embraces these primary goals:

- Program Growth/Development
- College and Career Pathways
- Improved Student Services
- Data and Accountability

Members are mindful of local district factors that might impact a school's ability to meet these objectives including increased staff pay (new contracts), declining enrollment and lack of central office support for adult education programs. The members of the consortium remain focused on addressing the identified gaps of the region and providing the necessary academic instruction, career technical education and support for post-secondary transitions--fueling the socio-economic mobility of our adult learners and their families. The data sources for statistics referenced in this annual plan is derived from fact sheets provided by the California Adult Education Program (CAEP)-referencing the U.S. Census American Community Survey (2016) and the U.S. Census 2012-17 American Community Survey - 5-year estimate reports. Consortium student enrollments for 2017-18 are from respective CASAS student data reports.

### Regional Planning Overview

The Mt. SAC Regional Consortium (MSRC) will use structures, activities, and strategies identified in the 3-year plan to guide its implementation. MSRC workgroups based on the adult education areas will use the plan to focus their discussions and activities and then take back to their sites for implementation. The outcomes of these activities and any needed adjustments will be shared with the steering committee who will provide feedback and guidance to the workgroups. The goals, objectives, progress indicators and outlined strategies of the 3-year plan will be focal for the steering committee and workgroups. Based on the focus areas within their work plans, the consortium manager will work with the member leaders and workgroups to facilitate achievement of the consortium progress metrics. The consortium manager will provide intermittent and/or annual

progress updates to the Steering Committee. These reports will indicate related milestones achieved by each member or consortium-wide activity and will be shared out to all stakeholders.

## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

Improving regional English literacy proficiency.

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

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

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

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

### Regional Need #2

#### Gaps in Service / Regional Needs

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

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

The number adults in the region lacking a high school diploma or equivalency (2017) was 109,073. 10,162 adult students were enrolled in local academic programs (2017-18) reflecting that there is a 91% gap in service to this population. The data sources for statistics referenced in this annual plan is derived from fact sheets provided by the California Adult Education Program (CAEP)-referencing the U.S. Census American Community Survey (2016) and the U.S. Census 2012-17 American Community Survey – 5-year estimate reports. Consortium student enrollments for 2017-18 are from respective CASAS student data reports.

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

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

### Regional Need #3

#### Gaps in Service / Regional Needs

Career Technical Education / Short-term Vocational Programs / Transitions to Post-Secondary.

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

42,519 adults of the region were identified at or below the poverty level reflecting the need for training and support to transition to post-secondary options leading to sustainable employment and increased wages. 2017-18 enrollments in Career Technical Education/Short-Term Vocational totaled 16,970 adults; reflecting an unmet need/gap of 25,589 or 60%. The data sources for statistics referenced in this annual plan is derived from fact sheets provided by the California Adult Education Program (CAEP)-referencing the U.S. Census American Community Survey (2016) and the U.S. Census 2012-17 American Community Survey – 5-year estimate reports. Consortium student enrollments for 2017-18 are from respective CASAS student data reports.

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

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

### Regional Need #4

**Gaps in Service / Regional Needs**

Education, Training and Support for Adults with Disabilities.

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

1,243 students with identified disabilities were enrolled in consortium programs in 2017-18. Census data identifies 70,660 adults as having a disability in the region. Members will focus on instruction and transitional supports including academic, life skills and movement to post-secondary options include college and career technical education programs. The data sources for statistics referenced in this annual plan is derived from fact sheets provided by the California Adult Education Program (CAEP)-referencing the U.S. Census American Community Survey (2016) and the U.S. Census 2012-17 American Community Survey – 5-year estimate reports. Consortium student enrollments for 2017-18 are from respective CASAS student data reports.

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

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

**Gaps In Service****New Strategies****Strategy #1**

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

**Strategy #2**

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

**Strategy #3**

Members may develop collaborative partnerships to provide satellite instruction of CAEP programs at school sites or other locations (i.e. K-12 schools or community partner sites) that may be more accessible or to better leverage resources for adult learners. An annual review of student enrollments, key performance elements (educational functional level, completions, transitions, etc.) with historical comparative data will establish a baseline for effectiveness and progress.

**Strategy #4**

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

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

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

**Strategy #2**

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

**Strategy #3**

Institutions will focus on the development of transitional activities to support Adult Secondary Education and/or Career Technical Education students to transition to post-secondary options at the college with regard to academic and career pathway options. Member institutions may designate staff to support (and track) students identified as transitional candidates who move along identified pathways of the consortium.

## Student Acceleration

### New Strategies

#### Strategy #1

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

#### Strategy #2

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

## Professional Development

### New Strategies

#### Strategy #1

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

#### Strategy #2

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

## Leveraging Resources

### New Strategies

#### Strategy #1

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

#### Strategy #2

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

#### Strategy #3

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

## Fiscal Management

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

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

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2019-20.

Priority for any carryover amounts will be dedicated to the support of institutional facility repair and/or improvement, technology and instructional equipment new purchase or upgrades, program marketing and staff participation in professional development.

## Certification

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2019-08-15

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