

California Adult Education Program : Annual Plan : 2020-21 Produced: Aug 15, 2020, 08:19 PM UTC Enrique Medina

34 Mt. San Antonio Regional Consortium for Adult Education

Plans & Goals - Consortium Approved

Executive Summary

As we complete the first year of the 2019-22 three-year plan for the Mt. SAC Regional Consortium for Adult Education, the 2019-20 year has come with unprecedented challenges. The COVID-19 pandemic struck locally and globally, with unbelievable impact on our community and the students we serve. The health threat in Los Angeles County took precedence over daily social functioning and the economy. Businesses, services and schools ordered closed, events cancelled and thousands of jobs were lost as a result. Taking those occurrences into account, this consortium remains driven by our vision to align services and programs across our service area, leveraging and maximize resources and to educate and transition adult learners to post-secondary education and employment. Consortium leaders recognize the challenges faced in our local economy as a result of the recent COVID-19 pandemic. Los Angeles County, considered the epicenter of the outbreak and spread of the virus in California, has experienced extreme challenges with regional unemployment peaking at 20% in April 2020. All campuses were forced to close with administrators, instructors, and staff scrambling to implement and engage students in online instruction and services. Added to this is the national outcry for racial justice in response to video capture of the death of George Floyd at the hands of local police in Minneapolis, Minnesota. This is along with several recent other deaths involving unarmed Blacks by the police and others, has ignited persistent public protests and riots, resulting in the call for social, institutional, and structural reforms within governmental agencies including education. Locally, one of our member institutions, East San Gabriel Valley Regional Occupational Program, has opted to withdraw membership from the consortium. This occurred as the institution decided to cease operating post-secondary programs. These recent unforeseen developments highlight the importance of adult education offered by local school districts and the Mt. SAC School of Continuing Education. Adults with identified barriers to employment- in need of literacy and basic education, dislocated workers in need of low-cost short-term career training, adults with disabilities requiring supportive instruction and training and those adults seeking to academically support school-aged children require our programs more than ever. In the 2019-20 school year, our consortium served over 41,000 adult learners. Now entering its sixth year, the consortium functions with strong collaborative leadership, communities of practice, and partner engagement. Sustainable partnerships have been established and have impacted student progress. The consortium began the academic year in typical fashion, focused on hosting targeted trainings for consortium subject areas and populations, strengthening relationships with several local America's Job Centers of California, and encouraging participation in regional and statewide adult education conference and events. Another major focus for the consortium this year, was promotion of 2020 Census awareness and participation by our students. Related information was presented in consortium workgroups along with census employment opportunities. For progress towards addressing our identified regional needs over the course of the year, the following was accomplished. Regional Need #1 – Improving English Literacy and Proficiency. Monthly workgroup community of practice meetings were held for English as A Second Language (ESL) member site representatives. Professional developments were held at Baldwin Park Adult and Community Education including a five-part series on instructional strategies along with practices for ESL and ABE instructors. The workgroup serves as community of practices to strengthen participant awareness of subject area trends and strategies to improve instruction and student connection. Student enrollment in ESL programs for 2019-20 was 11,224. 3,473 students achieved an Educational Functioning Level gain. Regional Need #2 - Provision of adult basic education and/or academic education for high school diploma or equivalency. Monthly workgroup meetings were held for Adult Basic and Secondary Education (ABE/ASE) member site representatives. A half-day seminar, supported by CAEP and CALPRO, on instructional strategies and support for adult students with learning disabilities was conducted by nationally recognized experts at Bassett Adult School. Student enrollment in ABE/ASE programs for 2019-20 was 7,783; 593 students earned a high school diploma or equivalency, with 2,248 achieving an Educational Functioning Level gain. Regional Need #3 - Career Technical Education / Short-term Vocational Programs (CTE/STV) Transitions to Post-Secondary. Instructors from every member campus were supported by targeted funds secured by the Mt. SAC School of Continuing Education (SCE), to participate in a two-day certification training developed by the

Regional Planning Overview

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

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

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

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

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

Regional Need #3

Gaps in Service / Regional Needs

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

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

42,519 adults of the region were identified at or below the poverty level reflecting the need for training and support to transition to post-secondary options leading to sustainable employment and increased wages. The data sources for statistics in this annual plan are derived from fact sheets provided by the California Adult Education Program (CAEP)-referencing the U.S.

Census American Community Survey (2016) and the U.S. Census 2012-17 American Community Survey – 5-year estimate reports. Consortium student enrollments for 2017-18 are from respective CASAS student data reports.

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

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

Regional Need #4

Gaps in Service / Regional Needs

Education, Training and Support for Adults with Disabilities.

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

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

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

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

Gaps In Service

New Strategies

Strategy #1

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

Strategy #2

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

Strategy #3

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

Strategy #4

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

Seamless Transitions

New Strategies

Strategy #1

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

Strategy #2

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

Strategy #3

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

Student Acceleration

New Strategies

Strategy #1

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

Strategy #2

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

Professional Development

New Strategies

Strategy #1

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

Strategy #2

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

Leveraging Resources

New Strategies

Strategy #1

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

Strategy #2

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

Strategy #3

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

Fiscal Management

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

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

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

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

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