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# 34 Mt. San Antonio Regional Consortium for Adult Education: Certified

## Details

### Consortium Information

**Consortium Name:**

34 Mt. San Antonio Regional Consortium for Adult Education

**Consortium Short Name:**

34 Mt. San Antonio

**Address:**

1100 N. Grand Ave. | Walnut, CA | 91789

**Website:**

<http://www.mtsac-rc.org/>

**Funding Channel 2022-23:**

Direct Funded

**CAEP Funds 2022-23:**

\$39,144,746

**CAEP Funds 2021-22:**

\$37,163,912

**CAEP Funds 2020-21:**

\$35,717,349



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## Consortium Contacts

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Primary Contact	Marisa Ziegenhohn	<a href="mailto:mziegenhohn@mtsac.edu">mziegenhohn@mtsac.edu</a>	Director, Fiscal Resources	(909) 274-6445
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Fiscal Contact	Lisa Zahn	<a href="mailto:lzahn@mtsac.edu">lzahn@mtsac.edu</a>	Program Account Specialist	(909) 274-5156
Primary Contact	Omideh Miri	<a href="mailto:omiri@mtsac.edu">omiri@mtsac.edu</a>		

## Member Agencies

Member Agency	Member Type	Contact	Phone
<a href="#">Baldwin Park Unified</a>	Unified School District	Veronica Valenzuela	(626) 939-4456 ext: 4103
<a href="#">Bassett Unified</a>	Unified School District	Mr. Adder Argueta	(626) 931-3129
<a href="#">Charter Oak Unified</a>	Unified School District	Ivan Ayro Ed.D.	(626) 938-0280
<a href="#">Covina-Valley Unified</a>	Unified School District	Virginia Espana	(626) 974-6420
<a href="#">East San Gabriel Valley ROP</a>	Regional Occupation Center/Program (ROC/P)	Dr. Madelyn Arballo Dr.	(909) 274-5228
<a href="#">Hacienda la Puente Unified</a>	Unified School District	Dr. Greg Buckner Ed.D	(626) 933-3915
<a href="#">Mt. San Antonio CCD</a>	District	Dr. Madelyn Arballo Dr.	(909) 274-5228
<a href="#">Pomona Unified</a>	Unified School District	Susan Pua Gonzales	(909) 397-4800 ext: 23869
<a href="#">Rowland Unified</a>	Unified School District	Gale Lee	(626) 965-5975 ext: 1568

## Executive Summary

### Executive Summary \*

Serving 34,920 students in 2020-21, the Mt. San Antonio Regional Consortium for Adult Education is the second 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 Consortium area lies in eastern Los Angeles County and is a vital part of the Southern California economy. The 385-square-mile region is home to almost a million people.

The Mt. San Antonio Regional Consortium includes seven school districts and one community college. The Consortium sites include Baldwin Park Adult & Community Education (BPACE), Bassett Adult School, Charter Oak Adult Education, Covina Valley/Tri-Community Adult School, Hacienda La Puente Adult Education, the Mt. San Antonio College School of Continuing Education, Pomona Adult & Career Education (PACE), and Rowland Adult & Community Education (RACE). Representatives from each site participated on the three-year planning team, the Steering Committee, and program teams that provided input to the plan.

Consortium faculty, staff, and managers are working to account for the needs of current students as well as prospective students in an educational environment largely shaped by the statewide COVID-19 response and current protocols. Currently, there are broader opportunities to build upon the goals from the June 2019 3 Year Plan than in previous years. There is also the opportunity to reflect upon how the Consortium can support people in our region as they respond to the employment shifts that have resulted from the COVID-19 era. While unemployment has dropped from the peak of 19 percent in May 2020 to 4.9 percent in March 2022, this shift requires reexamination of adult education priorities in the region to target areas where there are gaps between the number of skilled workers and projected job openings.

The 2022-25 3 Year Plan is focused largely on developing stronger pathway programs particularly in the healthcare field, growing CTE opportunities, improving educational opportunities for adults with disabilities and people lacking high school credentials, and increasing transitions to post-secondary education and employment. The Consortium will work to reconnect with students who did not complete their courses as well as recruit new adult learners via marketing efforts and direct outreach. Online learning has also improved among Consortium members, in particular for employed students, parents, and individuals with unreliable access to transportation. The 3 Year Plan includes instructional strategies to ensure that students can access high-quality instruction from their homes, if that is their preference. This includes expenditures related to expanded technology for distance learning for students and staff, as well as professional development for faculty. There is a continued focus on interaction and engagement with America's Job Centers of California (AJCC). AJCCs and related student support agencies, which will include increased opportunities for co-locations at member sites as per the June 2019 3 Year Plan. The 2022 Plan will also further the goal from the June 2019 plan, which is the establishment of integrated transition counseling across adult schools and college programs. In addition, Consortium faculty and staff will continue the important work of examining practices within a Diversity, Equity, and Inclusion framework to ensure that all students are welcomed and supported in our programs, both online and in person.

Particular attention will be paid to growing health careers programs, programs for adults with disabilities, CTE programs (both online and in person), and adult secondary education. In addition, support will be provided to assist students in applying those skills through transition to employment or post-secondary opportunities. The need for increased adult secondary education is shown by the fact that twenty percent of people in the region over the age of 25 have not earned a high school diploma or equivalent. CTE programs are crucial as the highest demand occupations in the region are in healthcare, particularly, Medical Assistants, Vocational Nurses, CNAs, Physical Therapist Assistants, and Personal Care Aides. Targeted CTE programs can also address the need for trained workers in fields such as business, hospitality, manufacturing, and skilled crafts. It is also critical to develop and grow programs for Adults with Disabilities, as only two percent of the over 10,000 individuals with intellectual and/or developmental disabilities in the

region are currently served. Consortium members have long been a source of training in these areas and can leverage their experience and knowledge to address the changing vocational and academic needs of people in our region.

## Assessment

### Overview and Preparation \*

The Mt. San Antonio Regional Consortium 3 Year Planning Team met regularly to discuss and reflect upon the Consortium's 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, develop programs, provide educational planning and transitional support, articulate programs leading to certifications and completions, and leverage resources that accelerate student progress. Representatives from all member institutions participated on the 3 Year Planning Team.

The Consortium Leadership discussed the 3 Year Plan Guiding Questions with the Program Teams to develop an understanding of faculty, staff, and managers' goals and priorities. Feedback from the Program Teams, particularly with regard to accomplishments and gaps, have been incorporated into the members districts' Activities. Members of the 3 Year Planning Team also consulted with their faculty and staff to ensure that Activities were reflective of programmatic goals.

Data sources utilized include:

- 2020 US Census
- Adult Ed Pipeline
- CAEP Fact Sheets
- Center for Excellence (COE) for Labor Market Data
- CASAS Employment and Earnings Survey
- Bureau of Labor Statistics
- USC Dornsife Equity Research Institute Data
- NCES/PIAAC US Skills Map for Indicators of Adult Literacy and Numeracy

The current levels and types of education were gleaned from Consortium members' websites and catalogs as well as discussions with faculty and staff. This approach provided a comprehensive assessment of on-going services as well as programs that are being developed.

Educational needs were assessed through a detailed examination of the available data, including Census Data for the region. The CAEP Fact Sheets provided relevant, timely Census breakdowns that enabled us to understand how various populations (e.g. foreign-born, those with limited English) were faring in the region. Overall Census data also provided insight into technology needs of prospective students, which is particularly critical since many programs are operating online and/or in a hybrid model. The USC Equity Research Institute's "State of Immigrants in Los Angeles 2021" report provided context and reflection to those Census numbers and led to fruitful conversations regarding how to best serve the diverse immigrant populations in the Consortium. Bureau of Labor Market statistics and Center for Excellence (COE) for Labor Market Data provided valuable projections about high demand fields in our region and enabled the Planning Team to discuss how Activities and plans could ensure that members had adequate programming to support that growing demand.

The regional alignment was then completed by comparing the current levels and types of education already offered by Consortium members with the needs of the region that were identified in the analysis of the available data. Three Year Plan

team members then discussed these gaps with their faculty and staff to generate Activities that will ensure that community members have access to relevant, comprehensive instructional programs, student support services, and transitional support.

### **Regional Alignment and Priorities \***

One of the strongest partnerships in the region is between the Consortium and the Los Angeles County Workforce Development, Aging and Community Services (WDACS). WDACS provides oversight 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 Goodwill East San Gabriel Valley and Pomona Valley AJCC. Pomona Valley AJCC is a strong collaborator with the Consortium and has allowed members to establish a presence in their offices. 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 Mt. SAC SCE. Goodwill East San Gabriel Valley is also a strong partner with Consortium schools and provides a co-location at both Hacienda La Puente (HLPAE) and Baldwin Park Adult and Community Education (BPACE). AJCC staffers participate regularly in workgroup meetings to share resources and opportunities for collaboration. In addition, SCE collaborated with WDACS, local AJCCs, and adult school partners to host a career fair in order to link adult learners with employment opportunities.

In developing the objectives for the 3-year plan, the Mt. San Antonio Consortium has taken into consideration and aligned both the with the Los Angeles County Workforce Development Board Local Area Plan and the California Community College Los Angeles Strong Workforce Plan. The California Department of Education also recently implemented the requirement of a Continuous Improvement Plan (3 year with annual updates), beginning in 2020-21. In addition, as our members are approved to receive Workforce Investment Opportunity Act (WIOA) Title II funds, the consortium members are mandated partners for local Workforce Development Boards. Our consortium will align our plan goals and activities with related member plans to best serve our constituent community.

### **Evaluate the Educational Needs of Adults in the Region \***

#### **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 gone from 7.1% in 2015 to 4.2% pre-pandemic to a peak of 19% during the pandemic. Since that time the rate has shifted back to 4.9%. This fluctuation in the unemployment rate highlights the need for comprehensive adult education in the region. While the unemployment rate is dropping, there are on-going challenges from the pandemic in addition to increased home prices and rents, overall inflation, the need for training to acquire higher skill-level jobs, and changing industry needs that require re-training. Some industries that are currently in high demand for skilled workers include the health field (particularly personal care aides, physical therapy assistants, and occupational therapy assistants), food preparation, construction, technology, 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. Adults with disabilities are also much less likely to be employed than individuals without disabilities (17.9% compared to 63.7%, respectively).

#### **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 Consortium is the second largest in the state. In 2020, the total population for the consortium service area was 945,401.

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 with 152,209 residents. The region is diverse in race and ethnicity with the majority of the population (54%) identifying as Hispanic/Latino, 24% as Asian, and 16% as white. This data is reflected by Consortium data, which shows that 52% of participants identify as Hispanic, 15% as Asian and 14% as white (14% did not report).

#### Selected Economic and Social Characteristics

Our immigrant population is reflected in the higher regional rate of foreign born and individuals who speak a language other than English. Of foreign-born individuals, the populations identify evenly as Asian (48%) and Hispanic/Latino (47%). The primary languages spoken in foreign-born households are Spanish (45%), Chinese and Mandarin (10%), Tagalog (6%), Cantonese (5%), and Korean and Vietnamese (3%). This linguistic diversity is also representative of the general population, with English being the primary language spoken at home (39%), followed by Spanish (38%).

#### Education and Adult Literacy

Educational achievement data indicate that 20% of regional residents over the age of 25 lack a high school diploma or equivalent and that percentage is higher among foreign-born populations (27%), those who reported speaking English “less than well” (47%), and individuals near or below the poverty level (27%). In addition, Los Angeles County residents have lower literacy and numeracy rates than California and the nation overall per NCES.

#### Industry in the Region

Los Angeles County, where the Consortium is located, is home to a wide variety of industries. The COE LA County Sector Profile reports that primary existing sectors are Business & Entrepreneurship (employing 629,158 people) followed by Retail, Hospitality and Tourism (411,359). However, job growth in these fields is projected to diminish by up to 5 percent by 2024. While the Health sector currently comprises 188,328 employees, it is poised to have the highest level of job growth between 2019-2024 at 11 percent. This number is supported by Labor Market data that places Occupational Therapy Assistants, Physical Therapist Assistants, and Personal Care Aides among the top ten highest fastest growing occupations in the region.

#### Student Outcomes

Students in the Consortium reported improved outcomes until 2020 at the onset of the COVID-19 pandemic. At that time, regional outcomes declined in proportion with statewide outcomes, except with regard to transfer-level college courses, which increased.

#### Contributions by Entities \*

The Consortium considered input from each consortium member and their stakeholders, including teachers, faculty, principals, administrators, and classified staff.

The following consortium members contributed to the Plan in the following ways:

- Baldwin Park Adult Education-participated in planning meetings, provided data, designed proposed activities
- Bassett Adult School-participated in planning meetings, provided data, designed proposed activities,
- Charter Oak Adult School-participated in planning meetings, provided data, designed proposed activities
- Covina Valley/Tri-Community Adult School-participated in planning meetings, provided data, designed proposed activities
- Hacienda-La Puente Adult Education-participated in planning meetings, provided data, designed proposed activities
- Mt. SAC School of Continuing Education-participated in planning meetings, provided transitional and continuing education
- Pomona Adult and Career Education-participated in planning meetings, provided data, designed proposed activities
- Rowland Adult and Community Education-participated in planning meetings, provided data, designed proposed activities

## Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprentices
<b>*Baldwin Park Unified</b>	Member Representative	149	240	1,106	0	0	67	536	13	0
<b>*Bassett Unified</b>	Member Representative	73	184	596	0	0	0	310	0	0
<b>*Charter Oak Unified</b>	Member Representative	25	24	134	0	0	46	140	10	0
<b>*Covina-Valley Unified</b>	Member Representative	0	349	293	0	0	70	420	19	0
<b>*Hacienda la Puente Unified</b>	Member Representative	546	390	1,494	0	262	124	9,225	211	0
<b>*Mt. San Antonio CCD</b>	Member Representative	3,513	13,013	6,417	0	1,908	0	5,306	2,245	0
<b>*Pomona Unified</b>	Member Representative	115	258	546	0	0	0	203	0	0
<b>*Rowland Unified</b>	Member Representative	0	263	1,121	0	0	90	0	0	0
<b>Total Participants</b>		<b>4421</b>	<b>14721</b>	<b>11707</b>	<b>0</b>	<b>2170</b>	<b>397</b>	<b>16140</b>	<b>2498</b>	<b>0</b>

\* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

No Service Providers for this consortium.

**Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region \***

The COVID-19 pandemic significantly reduced the Consortium’s enrollment and each member district is working diligently to reach out to the community with information about programs and services. The Consortium served 34,920 students in 2020-21 (down from 50,430 in 2018-19) and has course offerings in all seven CAEP program areas. Even though there is still unmet regional need, the member institutions have utilized available funds to provide services and programs. As a result of COVID-19, distance education has been increasingly delivered for students who due to their situations, need an online environment. This has increased access to programs and services for students who otherwise would not be able to attend in person due to family, employment, health, financial, or other reasons.

The Consortium is also clearly committed to serving immigrants seeking employment, college, and family enrichment. While the pandemic and other external conditions made it difficult for ESL students to access classes, there were 4,462 participants in ESL programs in 2020-21 in either in-person, online, or hybrid courses.

With 13,165 enrolled in CTE/STV and 14,840 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. However, this number is lower than it was pre-pandemic. The Consortium is committed to identifying students who “stopped out” in previous years and providing them with the opportunity to complete their programs. The need for increased CTE programs, particularly related to healthcare fields, is apparent and districts are working to support the regional demand. In addition, various programs have been created in direct response to the pandemic, including a Contact Tracer training program, to address the need for skilled workers. CTE programs include Health Careers (CNA, Home Health Aide, Dental/Medical Assistant, Medical Billing, PT Aide, Psych Tech), Business & Computer Skills, Cosmetology, Hospitality & Culinary Arts, Electrician, HVAC, Welding, and Carpentry, among others. A full list of programs is available at: <http://www.mtsac-rc.org/About/CTESTV-Programs>.

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.

## Metrics: CAEP Barriers & Metrics

### ✓ Student Barriers

#### Adult Ed Metrics

- English Language Learner (AE 305 - Overall)
- Long Term Unemployed (AE 309 - Overall)
- Low Income (AE 310 - Overall)
- Low Literacy (AE 311 - Overall)

× **Progress:** Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

✓ **Transition:** Learn about student transition into postsecondary education and college credit pathways.

#### Adult Ed Metrics

- Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)



✓ **Success:** Information on completion of diplomas, certificates, and college credit awards.

**Adult Ed Metrics**

- Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

× **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

### Consortium Level Metric Targets

\* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	45,162	34,920		366,701	38,500	40,425
Student Barriers	English Language Learner (AE 305 - Overall)	15,065	8,401		15,065	8,401	9,260
Student Barriers	Low Literacy (AE 311 - Overall)	31,672	23,253		24,415	25,635	29,920
Student Barriers	Low Income (AE 310 - Overall)	21,999	17,639		18,520	19,450	20,420
Student Barriers	Long Term Unemployed (AE 309 - Overall)	581	648		680	715	750

## Member Level Metric Targets

\* Mandatory for all members

### Baldwin Park Unified (Reported by BPUSD: Baldwin Park Adult & Community Education (BPAC))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,375	952		1,100	1,250	1,400
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	16	19		23	27	31
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	40			44	49	54
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	263			276	290	305

### Bassett Unified (Reported by Bassett Unified School District (BUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,064	622		1,125	1,250	1,300
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	94	92		95	95	100
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	22			30	35	40
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	44			50	55	60

### Charter Oak Unified (Reported by Charter Oak Unified School District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	359	366		395	435	479
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				5	10	15
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				5	10	15
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				5	10	15

### Covina-Valley Unified (Reported by Covina-Valley Unified School District (C-VUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,090	1,187		1,225	1,260	1,320
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	60	55		45	50	55
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	20			23	26	29
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	73			75	80	85

### Hacienda la Puente Unified (Reported by Hacienda La Puente Adult Education)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	11,695	9,720		12,279	12,892	13,536
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	107	25		75	100	150
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	142			125	150	175
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	215			200	225	250

### Mt. San Antonio CCD (Reported by Mt. San Antonio District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	19,031	15,491		19,500	20,500	21,500
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	1,817	376		120	140	150
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	8,196			500	600	750
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	4,485			300	400	450

### Pomona Unified (Reported by Pomona Unified School District (PUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	933	441		950	1,150	1,200
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	19	23		25	27	29
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	59			63	66	69
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	66			69	73	77

### Rowland Unified (Reported by Rowland Adult and Community Education)



Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,435	591		1,050	1,155	1,325
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	18	15		35	50	50
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	95			100	110	120
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	73			80	90	100

## Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Baldwin Park Unified	100%	100%	45%	75%	80%	85%
Bassett Unified	100%	82%	0%	100%	100%	100%
Charter Oak Unified	100%	100%	4%	85%	90%	90%
Covina-Valley Unified	100%	100%	35%	90%	100%	100%
Hacienda la Puente Unified	100%	100%	61%	100%	100%	100%
Mt. San Antonio CCD	100%	100%	5%	60%	65%	70%
Pomona Unified	100%	100%	60%	100%	100%	100%
Rowland Unified	100%	83%	0%	60%	65%	75%

## Objectives

### Address Educational Needs

#### Description of Objective \*

##### Growth of CTE & Healthcare Programs

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. These programs could be established online, in-person, or hybrid. HLP&E, for example, is expanding their online CTE offerings to ensure that students have flexibility in enrolling in and completing CTE programs while mitigating barriers to enrollment such as childcare and/or transportation.

##### Pathways for Immigrants

Consortium members are dedicated to increasing opportunities for immigrant populations, in areas including English language acquisition, vocational training, citizenship, and Integrated Education and Training (IET). DREAMers are also served by the Mt. SAC DREAM Program and transition support from Consortium sites will be provided for qualifying students. One pathway is Adult Special Admit, as undocumented students can take concurrent college courses at no cost.

##### Growth of Adult Secondary and Adults with Disabilities Programs

In order to ensure access to all adults needing services in the region, the Consortium is committed to expanding programs for adults without high school credentials and adults with disabilities.

High School Diploma and/or Equivalency programs are currently offered at each member site, with the option to prepare for the GED/HiSET in Spanish at Baldwin Park, Charter Oak, Covina Valley/Tri-Community Adult School, and Hacienda La Puente.

However, the enrollment in these programs is not reflective of the need in the community. One possibility is that students are unaware of the programs and efforts will be made to create targeted marketing campaigns to reach prospective students. Another is that students are unable to dedicate time to their high school studies as a result of needing to work. Flexible schedules, online options, and wrap-around services will be developed to reduce barriers to entry and instruction. Yet another issue is that, while high school graduation rates have not changed statewide, learning gaps among future adult secondary students are projected to have increased as a result of absenteeism and less rigorous grading approaches during the pandemic. A strong adult secondary education base in the region will assist in mitigating economic and social fallout by providing students with options as adults.

Adults with Disabilities are a perpetually underserved population and the Consortium is committed to growing programs to enable students to pursue vocational and educational opportunities. There are 10,337 people with intellectual and/or developmental disabilities in the Consortium area and only two percent of those students are currently being served. In order to improve services to adults with disabilities in the region, services such as the Mt. SAC IMPACT program will be expanded. IMPACT focuses on Independent living skills, Mobility training, Physical health and safety, Advocacy for self, College and career and job readiness skills, and Technology training. The IMPACT program offers students a safe place for them to achieve their goals, be it to develop new skills, advance their academics, earn a certificate, and/or enter the workforce. Research indicates that students with intellectual and/or developmental disabilities who have experience in a college-setting have higher expectations and better life outcomes in terms of employment and independence. In addition to Life Skills courses, programs offered to Adults with Disabilities by Hacienda La Puente Adult Education include supported community employment opportunities in the areas of Food Services (catering), Building Maintenance, Landscape Gardening, and Production Workshop. Unfortunately, upcoming changes in WIOA legislation will require the closure of the Production Workshop in Hacienda La Puente Adult Education the coming year, resulting in the discontinued employment and servicing of nearly 100 clients in this program and further compounding the status of this population in the community as being underserved. In addition, partnerships will need to continue with both the East San Gabriel/Pomona Regional Centers, as well as be established with prospective employers.

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## Improve Integration of Services & Transitions

### Description of Objective \*

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 students 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. For example, programs have conducted retention studies to identify reasons students leave the program and to develop solutions to those issues. 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 focused on meeting students’ needs during the pandemic while ensuring that programs are relevant and accessible. 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.

#### 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. Adults who are enrolled in adult secondary programs at adult schools in California are also eligible to take community college courses with no fees as a result of SB554 in 2019. This provides a concurrent enrollment option at Mt. SAC (or another college of their choosing) to adult high school and high school equivalency students and a number of

Consortium sites have already referred 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 programs that have articulation agreements with Mt. SAC's credit programs are Baldwin Park, Bassett, Covina Valley/Tri-Community, Hacienda La Puente, Mt. SAC School of Continuing Education, and Pomona. Charter Oak will also be hiring a Postsecondary/Workforce Advisor to support students transitioning to either postsecondary, trade school, or the workforce. The Consortium steering committee also agreed to hire a dedicated counselor who will focus on transition to post-secondary for students within the Consortium.

The strong connection with the Pomona Valley AJCC and the East San Gabriel Valley 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.

#### Improved Student Services

Student service faculty and staff will work to address barriers to 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. The growth of online instruction has also reshaped the way that counselors, advisors, and other student support staff interface with and serve students. Attention will be paid to ensuring that online services (including websites, onboarding, orientations, and appointments) promote student engagement and success. Many sites also offer resources including basic needs (which can include food, gift cards, bus passes, referrals to housing), comprehensive assistance for students applying to local, state, and federal services including CalFresh, and one-time grants provided using HERFF and federal funds that supported students through the pandemic.

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## Improve Effectiveness of Services

### Description of Objective \*

#### Professional Development

Professional development will be enhanced over the next three years to include relevant information about technology, instruction, CASAS, Diversity, Equity, & Inclusion, and other critical areas. Even during the pandemic, professional development was promoted among consortium faculty and staff including workshops led by the Outreach and Technical Assistance Network (OTAN), California Adult Literacy Professional Development Project (CALPRO), CATESOL, CASAS, the Association of Community and Continuing Education (ACCE), the Coalition on Adult Basic Education (COABE), and the Association for Career and Technical Education (ACTE). In order to support these efforts, the Consortium plans to coordinate and promote professional development. A key strategy will be to host and sponsor professional development activities for respective staff that are also open to the greater adult education community. This could include conferences and events related to instructional and/or leadership development; strategies to support student retention, persistence, and/or acceleration (including competency-based education); compliance training; adult students support; and collaborative networking.

#### Consortium Events

Consortium-wide events are another resource to improve the effectiveness of services through collaboration, discussion, and teambuilding. Events such as the Mt. SAC Adult Education Day, the Partner Breakfast, and the Annual Consortium Conference provide opportunities to not only meet with colleagues, but to develop relevant strategies and share best practices to enhance student outcomes. During the pandemic, the 2021 Mt. SAC Adult Education Day provided virtual sessions led by Mt. SAC staff that informed adult students about admissions, career pathways, financial aid, student counseling, and support services. The 2021 Partner Breakfast enabled 39 community partners the opportunity to learn about members' program offerings and

overviews. The 2021 Annual Consortium Conference focused on DEI and 84 participants attended equity-related sessions led by facilitators from CASAS, CALPRO, the Los Angeles County Office of Education, and local adult education community. The Consortium plans to resume these activities in person in 2022-23.

#### Technological Support

Technological support and infrastructure will be provided to ensure that new online instructional opportunities are successful for faculty and students. While remote learning is advantageous to many populations, it also highlights equity gaps in the region with regard to access to technology. This gap can be mitigated through coordinated efforts to provide technology, hardware support, access to high speed internet, and technological support to students among programs that are continuing online. Professional development will also be made available to faculty to maximize the opportunities provided in an online environment.

#### Data Needs

The Consortium places a high value on data for decision making and program effectiveness analyses. Professional development efforts have included emphasis on data and on-going PD will build on existing knowledge to foster opportunities for discussion about Consortium-wide data. In order to facilitate this, the Steering Committee recently approved the hiring of a data staff member. This person will coordinate state reporting requirements and expectations, including increasing the consortium's ability to show accurate participation and program enrollment, student characteristics, educational progress and milestones, and employment and wage gains.

## Activities & Outcomes

### Activity Name \*

Post-secondary and Employment Transitions (All)

### Objective that Applies to this Activity

Improve Integration of Services & Transitions

### Brief Description of Activity \*

This activity will focus on developing new pathways and expanding existing pathways for adults that lead to employment or college enrollment. All consortium members will be included and will involve their counselors and counselor workgroups, as well as the Consortium Steering Committee and AJCCs. Deliverables will include increased enrollment, program completion, college transition, skill attainment, employment gains and increased wages. It will achieve the CAEP outcomes of increased college transition, employment gains, and completion of program as well as the targets related to selected metrics of transitions to post-secondary and job attainment and wage increase for DI populations who have been unemployed, underemployed or without a career path.

### Short-Term Outcomes (12 Months) \*

Hire consortium-wide counselor to engage with member institutions' support staff

Increase consortium students participating in the adult education special admit process by 2-3% in one year

Strengthen and maintain relationships with AJCCs for job placement

### Intermediate Outcomes (1-3 Years) \*

Develop consortium-wide process for documenting and tracking college transitions and when possible, tracking employment gains

Increase consortium-wide college transitions by 5% within 1-2 years

Increase member articulation agreements with credit programs

#### Long-Term Outcomes (3-5 Years) \*

Increase college transitions by 10% by Year 3

Report 5% increase in employment attainment within 2-3 years (permitting accurate data are available)

#### Proposed Completion Date

06/30/2025

#### Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

#### Responsible person(s)

Name
Madelyn Arballo

#### Activity Name \*

Growth of CTE Programs and Pathways (All)

#### Objective that Applies to this Activity

Address Educational Needs

#### Brief Description of Activity \*

This activity will focus on collaboration among schools to grow CTE programs and expand pathways, including health career training programs. All consortium members will be included as well as the Consortium director. Deliverables will include increased enrollment, employment gains, college transitions. It will achieve the CAEP outcomes of enrollment growth, transition to college, employment gains, completion of post-secondary programs as well as the targets related to selected metrics of increased access, program completion, employment gains, and college entrance for underrepresented populations

#### Short-Term Outcomes (12 Months) \*

Increase health care program offerings and enrollment among consortium members by 5% at the end of Year 1

#### Intermediate Outcomes (1-3 Years) \*

Increase CTE offerings by 5% for overall consortium and enrollment into CTE programs by 10% after Year 2

#### Long-Term Outcomes (3-5 Years) \*

CTE completions and job attainment among consortium students will increase by 10% over 3 years (if labor market data are available).

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

**Responsible person(s)**

Name
Madelyn Arballo

**Activity Name \***

New Adult Literacy Center (BPACE)

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

This activity will focus opening a new family literacy center on the other side of the city to allow students to take courses in ESL, ABE, and HSE and eliminate transportation barriers. It will involve Baldwin Park Adult and Community Education site administrators and Teachers of Special Assignment (ToSAs). Deliverables will include increased enrollment, increase paypoint and benchmarks, and improve retention.

**Short-Term Outcomes (12 Months) \***

Enrollment will be increased by having these classes readily available to more of the community.

**Intermediate Outcomes (1-3 Years) \***

There will be gains in regard to equity and retention.

**Long-Term Outcomes (3-5 Years) \***

There will be increased paypoints due to increased enrollment and retention efforts.

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

**Responsible person(s)**

Name
Veronica Valenzuela

**Activity Name \***

Growth of CTE Programs & Training (Bassett)

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

This activity will focus on growing CTE programs at Bassett Adult School, adding OSHA-10 training to all CTE courses, and adding CPR to all health careers programs.

**Short-Term Outcomes (12 Months) \***

All Health careers students earn OSHA-10 license

**Intermediate Outcomes (1-3 Years) \***

All CTE classes earn OSHA-10 license

**Long-Term Outcomes (3-5 Years) \***

Program specialist becomes OSHA-10 trainer

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)

**Responsible person(s)**

Name
Adder Argueta

**Activity Name \***

Career Support for Student (Bassett)

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions



**Brief Description of Activity \***

This activity will focus on establishing career support through rapport with EDD specialists, an AJCC co-location, and being added to I-TRAIN/ETPL.

**Short-Term Outcomes (12 Months) \***

Increase EDD training contacts in the first year

**Intermediate Outcomes (1-3 Years) \***

Include new programs into ETPL by the end of the second year

**Long-Term Outcomes (3-5 Years) \***

Shared space with AJCC by the end of the third year

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)

**Responsible person(s)**

Name
Adder Argueta

**Activity Name \***

Postsecondary Transitions & Workforce Placements

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Charter Oak Adult School will develop a student resource center to increase the number of students transitioning to either postsecondary, trade school, or workforce placement and will hire a Postsecondary/Workforce Advisor. This will be led by site administrators. Deliverables will include an increase in postsecondary transitions, payment points, number of students gaining employment, and CTE course articulations with community colleges. It will achieve the CAEP outcomes of transition to college, employment gains, completion of post-secondary programs as well as the targets related to selected metrics of increased employability and students transitioning to CTE pathways and postsecondary options.

**Short-Term Outcomes (12 Months) \***

- Articulation of CTE courses with community college
- Create student resource center

**Intermediate Outcomes (1-3 Years) \***

- Identify business partners
- Hire Postsecondary/workforce advisor

#### Long-Term Outcomes (3-5 Years) \*

- Increase in number of students transitioning to postsecondary or the workforce

#### Proposed Completion Date

06/30/2025

#### Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

#### Responsible person(s)

Name
Ivan Ayro

#### Activity Name \*

Increase High School Equivalency Success Rates

#### Objective that Applies to this Activity

Address Educational Needs

#### Brief Description of Activity \*

Charter Oak Adult School will develop strategies to increase success rates among high school equivalency students. This will be led by Charter Oak instructors and site administrators. Deliverables will include an increase in the number of HSE certificates, enrollment numbers, and payment points. It will achieve the CAEP outcome of increasing high school diploma and equivalency as well as the targets related to selected metrics of increased employability and students transitioning to CTE pathways and postsecondary options.

#### Short-Term Outcomes (12 Months) \*

- Students will complete one or more core academic sections in Aztec with a score of 75% or better
- Create an onsite testing center

#### Intermediate Outcomes (1-3 Years) \*

- Students will take and pass one or more HiSET/GED exams.
- Partner with HiSET & Pearson Vue to administer exams to students onsite

#### Long-Term Outcomes (3-5 Years) \*

- Students will complete all sections of the HiSET/GED exams and receive their high school equivalency certificate.

#### Proposed Completion Date

06/30/2025

### Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

### Responsible person(s)

Name
Ivan Ayro

### Activity Name \*

Growth of Health Career Pathways (Covina Valley)

### Objective that Applies to this Activity

Address Educational Needs

### Brief Description of Activity \*

Covina Valley/Tri-Community Adult Education will expand CTE Health Career courses. Nursing and Health Care Aides are among the 10 fastest growing jobs in the region. Adding these programs will help to meet the labor demands within our community and provide our students with training in an area where they can find employment. The Tri-Community Instructional Leadership Team will partner with our District Office to expand the offerings within our Health Career/Patient Care Pathways. There will also be partnership with local community facilities, clinics, offices or hospitals for student clinical hours. Deliverables will include enrollment, completion, and student employment data; and student certification. It will achieve the CAEP outcome as it Addresses Educational Needs in the region by providing much needed courses within the Health Career field as well as the targets related to selected metrics of increased employability and students transitioning to CTE pathways and postsecondary options.

### Short-Term Outcomes (12 Months) \*

Over the next year, Tri-Community will increase career based course offerings to address student educational needs in the region.

### Intermediate Outcomes (1-3 Years) \*

Over the next three years, Tri-Community will increase student enrollment and the number of students who are completing courses within the Health Career fields.

### Long-Term Outcomes (3-5 Years) \*

Over the next three to five years, Tri-Community will increase the number of students receiving certifications, placement, and transitions to higher education within the Health Career fields.

### Proposed Completion Date

06/30/2025

### Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

### Responsible person(s)

Name
Virginia Espana

### Activity Name \*

Strengthen CTE Pathway Sectors (Covina Valley)

### Objective that Applies to this Activity

Improve Integration of Services & Transitions

### Brief Description of Activity \*

Covina Valley/Tri-Community Adult Education will expand CTE Health Career courses. It will include the addition of a CTE counselor and increasing Career Technical Education course based offerings to meet student needs and job demand in the region will lead to increased student enrollment; student certifications and job placement. Adding a counselor and additional offerings will help to meet the labor demands within our community and provide our students with training in an area where they can find employment. This will be led by Tri-Community Instructional Leadership Team, CTE Counselor, District Office, and community partners. There will also be partnership with local community facilities, clinics, offices or hospitals for student clinical hours. Deliverables will include enrollment, completion, and student employment data; and student certification. It will achieve the CAEP outcome as it Addresses Educational Needs in the region by providing much needed transitional support within the CTE field as well as the targets related to selected metrics of increased employability and students transitioning to CTE pathways and postsecondary options.

### Short-Term Outcomes (12 Months) \*

Over the next year, Tri-Community will increased Career based course offerings & provide counseling Services for our CTE Students

### Intermediate Outcomes (1-3 Years) \*

Over the next three years, Tri-Community will increase student enrollment and the number of students who are completing CTE courses

### Long-Term Outcomes (3-5 Years) \*

- Student Certifications
- Student completion
- Job placement
- Transition to Advanced educational opportunities

### Proposed Completion Date

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

**Responsible person(s)**

Name
Virginia Espana

**Activity Name \***

Expand IET Program (HLP AE)

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

The already existing IET program at Hacienda La Puente Adult Education will expand to more CTE programs. This will benefit students as many of the potential CTE students applying to programs at HLP AE do not meet the required benchmarks to enroll in the program. Some that so continue to need contextualized academic support throughout the program. The increased support of the IET program will also support the educational needs of the community. This will be led by program instructors and site administrators. Deliverables will be increased payment points for IET students. It will achieve the CAEP target related to low literacy.

**Short-Term Outcomes (12 Months) \***

Student goals will be met as they will have a higher degree of success academically in class, including higher completion rates and higher retention rates

**Intermediate Outcomes (1-3 Years) \***

Increased enrollments will be met when more students pass required CASAS benchmarks before enrolling in programs

**Long-Term Outcomes (3-5 Years) \***

Increased enrollment will be met when more IET sections are able to open based on increased budget supplemented by payment points

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- Student Barriers: Low Literacy (AE 311 - Overall)

**Responsible person(s)**

**Name**

Greg Buckner

**Activity Name \***

Expansion of Online CTE Offerings (HLPAE)

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

HLPAE will expand from 2 online CTET programs during the 21/22 school year to 7 programs during the 22/23 school year. By offering students more flexibility in enrolling in and completing CTE courses, more students will be able to access re-training. Barriers to enrollment for students (i.e. childcare and transportation) will be mitigated with more online class offerings. More students will be able to access programs and retraining when the location and times the classes are held are not as rigid. Flexibility in completing classes will allow more students to enroll in programs. During the pandemic, when classes were almost 100% online, enrollments increased. This will be led by program instructors and site administrators. Deliverables will be increased CTE enrollment on the 2022/23 CAEP DIR. It will achieve the CAEP target related to low income and long-term unemployment.

**Short-Term Outcomes (12 Months) \***

Increased CTE program enrollment

**Intermediate Outcomes (1-3 Years) \***

Increased CTE program enrollment

**Long-Term Outcomes (3-5 Years) \***

Expansion of CTE course offerings and sections

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)

**Responsible person(s)****Name**

Greg Buckner

**Activity Name \***

Expand CTE Programs (Pomona)

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

Pomona Adult and Career Education will expand CTE programs by two programs in 2022-23 and two additional CTE programs by 2023-2024. Pomona Adult and Career Education will enhance partnerships with local AJCC's, Mt. San Antonio ROP as well as Mt. San Antonio College. Deliverables will include increased CTE participation accompanied by increased completion and job placement rates. By increasing the number of our CTE and Academic student participation, our communities' will have better economic opportunities for improved social mobility. This will result in improved pathways from our academic to vocational programs and completion and job placement metrics.

**Short-Term Outcomes (12 Months) \***

Increase student enrollment and return to pre-pandemic participation

**Intermediate Outcomes (1-3 Years) \***

Increase CTE program opportunities for our students

**Long-Term Outcomes (3-5 Years) \***

Improve the connection between our ESL and academic student population into our career pathway opportunities

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)

**Responsible person(s)**

Name
Susan Pua Gonzales

**Activity Name \***

Increase GED &amp; HS Completers

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

Pomona Adult and Career Education will have an increase of GED and high school completers of 5% per year. This will be led by faculty, support staff, and administration. With an increase of GED and high school completers Pomona Adult and Career Education community will be in a better position to attain much needed living wages, which will lead to an improved economic status for our community. It could also lead to better access to CTE and college opportunities that will result in better opportunities to attain family sustainable employment. It will target increased enrollment, transitions, and better wages.

**Short-Term Outcomes (12 Months) \***

Increase high school and GED graduation rate

**Intermediate Outcomes (1-3 Years) \***

Increase CTE programs to allow for high school completers to enroll in our programs

**Long-Term Outcomes (3-5 Years) \***

Improve pathway opportunities from our Academic to our CTE programs

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

**Responsible person(s)**

Name
Susan Pua Gonzales

**Activity Name \***

Growth of Adult Secondary Education Program (RACE)

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

Rowland Adult and Community Education will grow the Adult Secondary program by at least 10% annually over the next three years. RACE has hired a full-time counselor who will work with the Leadership team and ASE instructor to accomplish this. Deliverables will include diplomas/certificates and completion/EFL gains. It will address academic needs in the region through an increase in high school completion.

**Short-Term Outcomes (12 Months) \***

Increase program participants through local marketing and community partnerships

**Intermediate Outcomes (1-3 Years) \***

Increased high school completion rates

**Long-Term Outcomes (3-5 Years) \***

Increased transition of RACE ASE and ESL students into post-secondary training



**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

**Responsible person(s)**

Name
Gale Lee

**Activity Name \***

Enhance Pathway to College and Career (RACE)

**Objective that Applies to this Activity**

Improve Integration of Services &amp; Transitions

**Brief Description of Activity \***

Rowland Adult and Community Education will enhance opportunities for ABE/ASE students to seeking postsecondary training and education. Students will develop intermediate and long-range academic and career development goals. The RACE Counselor will partner with co counselors from consortium agencies. Deliverables will include persistence and completion rates and student employment data. It will address increasingly student access to community college and CTE training as well as increasingly literacy and employability.

**Short-Term Outcomes (12 Months) \***

Counselor and instructors will assist students to develop intermediate and long-range academic and career goals

**Intermediate Outcomes (1-3 Years) \***

Students will enroll in community college and CTE course

**Long-Term Outcomes (3-5 Years) \***

Students will complete community college courses and CTE certificated programs

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)

- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

#### Responsible person(s)

Name
Gale Lee

#### Activity Name \*

AWD Program Development and Expansion (Mt. SAC)

#### Objective that Applies to this Activity

Not Entered

#### Brief Description of Activity \*

Mt. SAC SCE will expand AWD program in terms of enrollment, services (including work-based experience), and transitions. This will be led by the AWD program faculty and manager and will include regional centers, adult education providers, employers, and workforce agencies. Deliverables will include increased student wages and/or economic status and educational level. It will contribute to targets including transitions, wages, and enrollment.

#### Short-Term Outcomes (12 Months) \*

Increase enrollment of students in AWD within the next year by 10%

#### Intermediate Outcomes (1-3 Years) \*

Identify employers and work-based learning opportunities

#### Long-Term Outcomes (3-5 Years) \*

Increased students enrolled in credit by 5% over the next 3 years; Identify at least 5 employers in the next 3 years that will hire AWD students

#### Proposed Completion Date

06/30/2025

#### Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

#### Responsible person(s)

Name
Madelyn Arballo

**Activity Name \***

Health Careers Program Development (Mt. SAC)

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

Mt. SAC SCE will expand healthcare program offerings, such as LVN, to meet the increased demand in these careers. SCE will also develop apprenticeships. This will be led by STV faculty, counselors, and administrators. Partnerships will be with AJCCs and adult education providers. Deliverables will include increased student wages and/or economic status and educational level. It will contribute to targets including transitions, wages, and enrollment.

**Short-Term Outcomes (12 Months) \***

Obtain grant funds to establish a health careers apprenticeship program.

**Intermediate Outcomes (1-3 Years) \***

Identify employee partners and establish at least one apprenticeship in the next two years. Enroll at least 100 students in healthcare apprenticeships by end of year 3.

**Long-Term Outcomes (3-5 Years) \***

Established health care apprenticeships will result in at least 50% of completing students in getting a job or enrolling in post-secondary pathways.

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

**Responsible person(s)**

Name
Madelyn Arballo

**Activity Name \***

Increase Post-secondary Transitions (Mt. SAC)

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Mt. SAC SCE will increase the number of SCE students that transition to credit programs, particularly those who are underrepresented and disproportionately impacted. Mt. San Antonio College, SCE will carry out this objective. This will include partnerships with credit colleagues and other college departments. Key deliverables will be increased transitions, completion of college degrees and certificates. It will contribute to the CAEP objectives of Improve Integrations and Transitions and Address Educational Needs. This goal is specifically focused on supporting those with multiple barriers to seek post-secondary transitions and college degrees.

**Short-Term Outcomes (12 Months) \***

Increase noncredit transitions by at least 5% within the first year

**Intermediate Outcomes (1-3 Years) \***

Increase the number of noncredit students transitioning to credit by at 10% within two years and an increase of degree or credit certificate attainment of 5% within two years

**Long-Term Outcomes (3-5 Years) \***

Increase degree attainment for noncredit transitioning students by 10%

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

**Responsible person(s)**

Name
Madelyn Arballo

**Funds Evaluation**

**Member Allocations and Expenditures**

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
<a href="#"><u>Baldwin Park Unified</u></a>	\$5,977,336	Certified
<a href="#"><u>Bassett Unified</u></a>	\$2,068,073	Certified
<a href="#"><u>Charter Oak Unified</u></a>	\$1,816,845	Certified
<a href="#"><u>Covina-Valley Unified</u></a>	\$4,259,091	Certified
<a href="#"><u>East San Gabriel Valley ROP</u></a>	\$0	Certified
<a href="#"><u>Hacienda la Puente Unified</u></a>	\$21,454,677	Certified
<a href="#"><u>Mt. San Antonio CCD</u></a>	\$9,371,000	Certified
<a href="#"><u>Pomona Unified</u></a>	\$2,265,541	Certified
<a href="#"><u>Rowland Unified</u></a>	\$1,187,790	Certified
<b>Totals</b>	<b>\$48,400,353</b>	<b>9/9 Certified</b>

#### Funds Evaluation \*

Based on the 18-19 fiscal year, member expenditures have been clearly aligned with past consortium goals and objectives as well as current and planned activities. For K12 adult schools, the majority of their funding is allocated from CAEP. A number of K12 members have been offering robust CTE programs, leveraging student fees collected for purposes of expanding and maintaining much needed CTE offerings. Mt. SAC has blended state community college funds to develop and expand CTE and adults with disabilities programs. Most members have been leveraging WIOA II funds to strengthen, expand, and develop ESL, Vocational ESL, Citizenship, and IET programs. In 2018-19, the consortium reported leveraging over \$49 million to support the educational needs of adults in the region.

Serving the educational and vocational needs of immigrant students within the region is a priority among the consortium members. This has been evidenced by the significant investment of funds by all members to support immigrant education. Serving and supporting immigrant students who seek language acquisition, vocational training, citizenship, and IET will continue as a priority with dedicated financial investments.

Most member institutions and the overall consortium have prioritized the growth of CTE pathways as part of their planned activities. Increasing pathway opportunities will include collaborations among members. Several consortium member institutions are seeking to expand health career program offerings, which directly addresses the regional need for healthcare workers. Members will continue to leverage other funds, such as WIOA II, Strong Workforce Program, student fees, and community college apportionment. The 2022-23 State budget has also carved out funds coinciding with the timing of this 3-year plan for purposes of training immigrants for health careers. The consortium can request some of these funds to strengthen career pathways for immigrants.

Increasing student transitions to post-secondary and employment is also a priority as a shared consortium objective. Individual member activities and objectives also emphasize improving and integrating support services. Past and planned expenditures demonstrate that counseling, advising, and other academic support are included for each member. The consortium has recently approved hiring a dedicated counselor for the region to focus on increasing students' transitions into degree seeking programs.

## Certification

### Baldwin Park Unified - Member Representative

**Veronica Valenzuela**

Director of Adult and Community Education

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Approved by Veronica Valenzuela

06/20/2022 01:03 PM PDT

### Bassett Unified - Member Representative

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06/20/2022 01:51 PM PDT

### Charter Oak Unified - Member Representative

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06/20/2022 02:49 PM PDT

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**Ryan Maddox**

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06/20/2022 01:45 PM PDT

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06/20/2022 01:36 PM PDT

**Mt. San Antonio CCD - Member Representative**

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**Ms. Rosa Royce**

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06/20/2022 12:36 PM PDT

**Pomona Unified - Member Representative**

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Approved by Miguel Hurtado

06/20/2022 04:39 PM PDT

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Approved by Gale Lee

06/20/2022 12:39 PM PDT



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