# Consortium Annual Plan

This Annual Plan Form has been partially auto-filled for your Consortium based on your AEBG Consortium Fiscal Administration Declaration (CFAD). **Some text is locked** (🔒). Should you need to make changes to these sections, please contact the AEBG Office. Submissions are due by **August 15, 2016.**

> **Please Note:** Please use bullet-point lists where appropriate for clarity and concision and spell out acronyms that may not be readily understood by most readers.

## Section 1: Consortium Administration      ▬

| Consortium Grant Number | Consortium Name |
|---|---|
| 🔒 15-328-32 | 🔒 34 Mt. San Antonio |

### Primary Contact(s)

The table below lists the current Primary Contact(s) for your Consortium. Each may identify up to **two**. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.

| Name | Title | Phone | Email |
|---|---|---|---|
| Bettar, Rocky | Director Adult Education/Career Preparation | (626) 965-5975 | rbettar@rowland.k12.ca.us |
| Arballo, Madelyn | Dean, School of Continuing Education | (909) 274-5228 | marballo@mtsac.edu |

### Funding Channel

🔒 The consortium has chosen direct funding

### Fiscal Contact

The table below lists the current Fiscal Contact for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically. To add or remove a Member Representative, click **Add / Remove Member Representatives.**

| Name | Title | Phone | Email |
|---|---|---|---|
| Arballo, Madelyn | Dean, School of Continuing Education | (909) 274-5228 | marballo@mtsac.edu |

## Member Representation

The table below lists the current Membership for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. To **add** or **remove** a Member Representative, click **Add / Remove Member Representatives.**

| Name | Member Agency | Phone | Email | Approved |
|------|---------------|-------|-------|----------|
| Bettar, Rocky | Rowland Unified School District | (626) 965-5975 | rbettar@rowland.k12.ca.us | 10/13/2015 |
| Medina, Enrique | Pomona Unified School District | (909) 469-2333 | enrique.medina@pusd.org | 10/14/2015 |
| Arballo, Madelyn | Mt. San Antonio Community College District | (909) 274-5228 | marballo@mtsac.edu | 10/22/2015 |
| Smith, Matthew | Hacienda la Puente Unified School District | (626) 933-3915 | epaul@hlpusd.k12.ca.us | 09/24/2015 |
| Gribbon, Daniel | Covina-Valley Unified School District | (626) 974-6801 | dgribbon@cvusd.k12.ca.us | 10/15/2015 |
| Wiard, Kathleen | Charter Oak Unified School District | (626) 966-8331 | kwiard@cousd.net | 09/07/2015 |
| Michel, Albert | Bassett Unified School District | (626) 456-1581 | amichel@bassett.k12.ca.us | 11/10/2015 |
| Kerr, John | Baldwin Park Unified School District | (626) 856-4116 | jkerr@bpace.k12.ca.us | 08/11/2015 |
| Evans, Elia | East San Gabriel Valley ROP/TC | (626) 472-5156 | eevans@esgvrop.org | 04/19/2016 |

## Governance Plan

Your Governance Plan defines the policies and procedures that guide decision-making and operations for your Consortium. Your Consortium's current Governance Plan may be found below.

**Has your Consortium changed how it manages operations since submitting the plan above? (Select Yes or No)**

◉ Yes
◯ No

If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan.
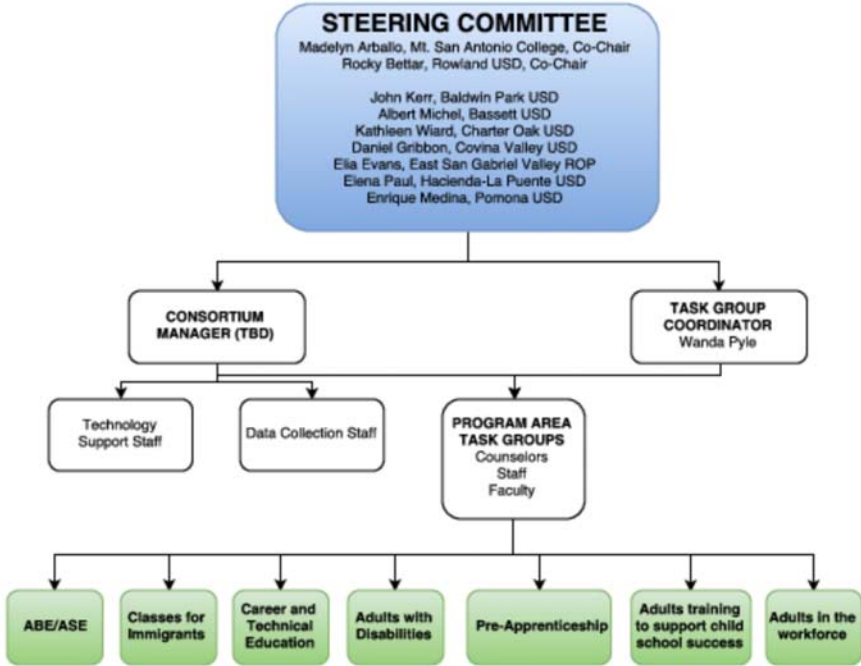
[⬇ Download Governance Plan Template]

mt.sack12consortiareportongovernancecompliancerevised08.08.16.pdf

## Organizational Chart

In your 2016 – 17 CFAD, you were asked to submit an Organizational Chart. Your Consortium's current Organizational Chart may be found below.

**Mt. San Antonio Regional Consortium for Adult Education AEBG Organizational Chart**

**Do you have changes to your Organizational Chart? (Select Yes or No)**

◉ Yes

◯ No

If there have been changes from what was submitted with your CFAD, please upload a new Organizational Chart below for submission with your Annual Plan. Organizational Charts must be in .jpg format.

mt.sanantonioconsortiumaebgorgchartrevised8.8.16.pdf

## Fiscal Management

In your CFAD you answered the following questions: 1) How will the consortium be fiscally managing your block grant in 2016 - 17? 2) How are you rolling up grant expenditures report to the State? Your response is included below for reference.

Each member district has the capacity to comply with the fiscal regulations of the AEBG grant. Based on the Regional Plan and Steering Committee decisions, consortium members will expend their funds in the eligible funding categories. Members will identify and break out expenses by object code, program and objective, and upload individual fiscal data through mechanisms provided by the State AEBG structures. The fiscal coordinator will ensure that all amounts are within the criteria and submit the Regional report to the State by the determined timelines.

**Does your Consortium have updates or changes to its approach to Fiscal Management to report? If so, click Yes and enter them in the textbox below. Otherwise, click No.**

◯ Yes

◉ No

None

## Consortium Allocation Schedule

In your CFAD, you submitted your Allocation Schedule for 2016-17. **This item is locked.** It is included here for reference only.

| Member Name | Total Allocation |
|---|---|
| 🔒 Rowland Unified School District | $1,597,538 |
| 🔒 Hacienda la Puente Unified School District | $15,896,947 |
| 🔒 Pomona Unified School District | $1,877,734 |
| 🔒 Covina-Valley Unified School District | $3,378,299 |
| 🔒 Charter Oak Unified School District | $1,664,327 |
| 🔒 Bassett Unified School District | $2,338,919 |
| 🔒 Baldwin Park Unified School District | $5,522,779 |
| 🔒 Mt. San Antonio Community College District | $720,843 |
| East San Gabriel Valley ROP/TC | $100,936 |
| **Total** | **$33,098,322** |

# Section 2: Plan Summary for Program Year 2016-17        −

The AEBG effort focuses on the purpose described in AB86: "… to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage." Your AB104 Adult Education Block Grant Three-Year Plan Update summarizes what your Consortium's vision and goals are for your regional Adult Education system. The Annual Plans focus on what will be done to make progress toward that vision each year.

## Executive Summary

*Please provide an Executive Summary of your Consortium's implementation plan for the 2016 – 17 Program Year. In your summary, please be sure to provide a clear and concise description of your Consortium's vision, accomplishments made during the prior Program Year, and its primary goals for the the upcoming Program Year.*

The Mt. San Antonio Regional Consortium for Adult Education has established an ambitious vision and plan to provide students in our region with high quality instruction, curriculum, and student services leading to seamless transitions into post-secondary education or the workforce.  The significant member efforts to create a substantial and meaningful Three-Year Regional Consortium Plan under AB86 were successful in establishing a strong foundation for future annual updates and revisions.  Implementation of the Adult Education Block Grant (AEBG) Three-Year Regional Plan began in July 2015 with focus on the key goals of adult education in the region including a priority for decreasing gaps in services.  The following member institutions comprise the Mt. San Antonio Regional Consortium:
• Baldwin Park Unified School District
• Bassett Unified School District
• Charter Oak Unified School District
• Covina Valley Unified School District
• East San Gabriel Valley Regional Occupation Program
• Hacienda-La Puente Unified School District
• Mt. San Antonio College
• Pomona Unified School District
• Rowland Unified School District

For 2016-17, or Year 2, the Consortium will continue with the key goals and expects to make significant progress in following Plan objectives:
• Program Growth:  Member sites within the consortium will continue to strategically offer additional sections of existing courses, expand program breadth, and expanded course schedules to meet regional needs, including within the new program areas added to AB104.
• College and Career Pathways:  Faculty task groups will collaborate on alignment of major course outcomes for each area to support transition within and between programs.
• Establish and Improve Data Systems: The Consortium Manager, Steering Committee, and Data Specialist will begin work to resolve data issues so within the region Consortium members can effectively align student enrollment, placement, assessment, student services, and outcomes.
• Improved Communication: The Steering Committee and the Consortium Manager will be charged with improving marketing, public information, and transparency regarding Consortium programs, activities, and services.
• Improved Student Services:  There will be a continued emphasis on expanding student support service access for all students and particularly those from disproportionately impacted populations (e.g., English Language Learners and adults with disabilities) and adults with barriers to entry, including methods for documenting student access and success.
• Leveraging Resources: Consortium stakeholders will increase communication with partners to improve opportunities for leveraging of resources. This also includes efforts to add new partners and resources that will promote post-secondary and employment pathways.

## Stakeholder Engagement

In the table below, please list your Consortium's Partner Agencies. These may include, but are not limited to, state, county workforce and / or educational agencies, community based organizations, corrections, advocacy and / or special interest groups, proprietary schools, charter schools, among others. Values may be entered directly into the table below. All changes are saved automatically.

| Partner Name | Partner Type | Core Services |
|---|---|---|
| Covina Public Library | Literacy | Referrals, literacy |
| Los Angeles County Workforce Development Board | Workforce | Referrals, job placement, and other services |

*Briefly describe a promising practice that has emerged as a result of your collaboration with one or more of the partners identified above.*

In Spring 2016, members of the Mt. San Antonio Consortium collaborated with the LA County Workforce Development Board (WDB) and local worksource centers (AJCCs) to create a regional plan per the Workforce Innovation and Opportunity Act (WIOA) legislation. Education and County workforce partners engaged in deep discussion surrounding regional need and as a result, satisfied Phase I of the MOU process which outlined shared services that each entity would provide, including education services, training, referrals, and job placement. This was an important collaboration and marked a rare instance where adult education institutions were included in regional workforce discussions. It is the hope of all partners that as a result of this collaboration a significant impact on the regional economy and workforce will occur.

## Levels and Types of Services

Please provide a description of your Consortium's success expanding levels and types of programs within your region, as well as key challenges faced and / or overcome during the 2015 – 16 Program Year.

In 2015-16, addressing the gap in adult education services was the priority among Consortium members. Over half of member institutions indicated that they were able to add sections to ESL and ABE/ASE programs. All but one member increased CTE programs in a variety of career fields. Three members created course offerings for older adults training for entry into the workplace. One member began offering courses for AWD. Members reported that additional sections were added in the day and evening times. Additionally, K-12 members were able to offer summer sessions for the first time in years. Not only did this increase student access but allowed for students to attend their programs without significant interruptions. This growth in services will most certainly have an eventual impact on student outcomes.

In addition to increased levels of program offerings, AEBG funding allowed some members to add significant technology to replace outdated or non-existent equipment. Several members utilized their funds to improve the quality of their instructional materials such as current textbooks and software programs which has added to the quality and rigor of instruction. Additional faculty and staff were also hired, along with counselors who greatly increased the levels and types of student support including new student orientations and resource referrals.

Although program offerings have increased as well as staffing and faculty, there are still not enough resources to hire adequate full-time and permanent staff or purchase enough new technology, particularly in the area of CTE programs. There is also still some uncertainty among members as to whether the funding is reliable and ongoing which affects the hiring of permanent staff. Moreover, it is increasingly difficult to recruit enough qualified adult education faculty. Potential applicants are hesitant to accept adult education teaching positions due to the history of devastating reductions. With increased levels of service, some members also indicated the lack of adequate registration, security, or custodial staff during both day and evening hours.

With the growth that all members are experiencing, one major challenge is consistently reported. This is the lack of space and adequate facilities to manage the current and future growth. Some programs simply do not have the space and others hold their programs in buildings that are in disrepair. Most members are confident that their institutions will support this growth with additional and upgraded facilities.

## Regional Needs

Please provide a description of your Consortium's success providing training and educational services to address the needs of adult learners within your region. Please also identify key challenges faced and / or overcome during the 2015 – 16 Program Year. Please also include descriptions of changes in the needs of your region, as appropriate.

Mt. San Antonio College Regional Consortium has shown an ongoing commitment to addressing the regional needs for training and

# Section 3: Consortium Expenditures by Program Area and Objective

Reflecting on what you submitted in your 2015 – 16 Annual Plan, as well as your 2015 – 16 expenditures by Program Area and Objective, estimate the funding that will go to support these efforts in the 2016 – 17 Program Year. Data collected include 2015 – 16 MOE and Consortium Allocations (Budgeted and Spent) by Program Area, Objective, and Object Code, as well as Planned Expenditures by funding source for the 2016 – 17 Program Year, as shown in the tables below.

### 2015 - 16 Expenditures

| Program Areas | Budgeted | | | Spent | | | +/- |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | MOE | Consortium Allocations | Total | MOE | Consortium Allocations | Total | |
| 3.1a Adult education (ABE, ASE, Basic Skills) | $0 | $0 | $0 | $0 | $0 | $0 | - |
| 3.1b English as a second language | $0 | $0 | $0 | $0 | $0 | $0 | - |
| 3.1c Pre-apprenticeship training | $0 | $0 | $0 | $0 | $0 | $0 | - |
| 3.1d Career and technical training | $0 | $0 | $0 | $0 | $0 | $0 | - |
| 3.1e Adults training to support child school success | $0 | $0 | $0 | $0 | $0 | $0 | - |
| 3.1f Older adults in the workforce | $0 | $0 | $0 | $0 | $0 | $0 | - |
| 3.1g Services to adults with disabilities | $0 | $0 | $0 | $0 | $0 | $0 | - |
| Total | $0 | $0 | $0 | $0 | $0 | $0 | - |

| Objectives | MOE | Consortium Allocations | Total | MOE | Consortium Allocations | Total | +/- |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 5.1a Obj. 3: Seamless Transition | $0 | $0 | $0 | $0 | $0 | $0 | - |
| 5.1b Obj. 4: Gaps in Services | $0 | $0 | $0 | $0 | $0 | $0 | - |
| 5.1c Obj. 5: Accelerated Learning | $0 | $0 | $0 | $0 | $0 | $0 | - |
| 5.1d Obj. 6: Professional Development | $0 | $0 | $0 | $0 | $0 | $0 | - |
| 5.1e Obj. 7: Leveraging Structures | $0 | $0 | $0 | $0 | $0 | $0 | - |
| Total | $0 | $0 | $0 | $0 | $0 | $0 | - |

| Object Code | MOE | Consortium Allocations | Total | MOE | Consortium Allocations | Total | +/- |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1000 Instructional Salaries | $0 | $0 | $0 | $0 | $0 | $0 | - |
| 2000 NonInstructional Salaries | $0 | $0 | $0 | $0 | $0 | $0 | - |
| 3000 Employee Benefits | $0 | $0 | $0 | $0 | $0 | $0 | - |
| 4000 Supplies and Materials | $0 | $0 | $0 | $0 | $0 | $0 | - |
| 5000 Other Operating Expenses | $0 | $0 | $0 | $0 | $0 | $0 | - |
| 6000 Capital Outlay | $0 | $0 | $0 | $0 | $0 | $0 | - |
| 7000 Other Outgo | $0 | $0 | $0 | $0 | $0 | $0 | - |
| Indirect / Administration | $0 | $0 | $0 | $0 | $0 | $0 | - |
| Total | $0 | $0 | $0 | $0 | $0 | $0 | - |

### 2016 - 17 Planned Expenditures

| Program Areas | AEBG | WIOA | Adult Perkins | CalWorks | LCFF | CCD Apportionment | Incarcerated Adults | Total |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3.1a Adult education (ABE, ASE, Basic Skills) | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| 3.1b English as a second language | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| 3.1c Pre-apprenticeship training | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| 3.1d Career and technical training | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| 3.1e Adults training to support child school success | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| 3.1f Older adults in the workforce | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| 3.1g Services to adults with disabilities | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Total | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |

| Objectives | AEBG | WIOA | Adult Perkins | CalWorks | LCFF | CCD Apportionment | Incarcerated Adults | Total |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 5.1a Obj. 3: Seamless Transition | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| 5.1b Obj. 4: Gaps in Services | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| 5.1c Obj. 5: Accelerated Learning | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| 5.1d Obj. 6: Professional Development | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| 5.1e Obj. 7: Leveraging Structures | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Total | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |

Key
▼ = Under
▲ = Over

Expenditures data must be submitted for each participating Member agency as a single a comma-separated values (.csv) file for each Consortium. To help ensure the consistency and accuracy of data collected, as well as minimize the administrative burden on Consortium Members, the AEBG Office has developed tools to support collection and reporting of Consortium expenditures data. These include a Member Expenditures Form that Consortia may use to collect data from Member agencies, and a Consortium Expenditures Workbook with built-in automations to import and export Member / Consortium data with the click of a button. Instructions for use of these tools, as well as a sample workflow document and export file may be found in Consortium Expenditures Workbook.

While it is not required that Consortia use these tools, expenditures data must be submitted in the format produced by the Consortium Expenditures Workbook. Consortia using other tools to produce this report are strongly encouraged to reach out to the AEBG Office to ensure their files meet the specifications of the AEBG Office prior to submission. Once you have prepared your Consortium Expenditures file, upload it here for submission with your 2016 – 17 Annual Plan.

aebg_consortiumexpenditures_mt.sanantonioconsortium.xlsm

# Section 4: Consortium Action Plan Review and Update    ‒

## Regional Assessment Plan Updates

*Provide a description of your AEBG Regional Assessment Plan, i.e., how students will be appraised, placed, assessed, etc. into the regional adult system as they progress, and as they move among the various schools.*

Currently, there is no Regional Assessment Data Plan in place, however, it is listed among the consortium goals in this year's executive summary. All members have parallel data systems on basic student data and most also have achievement data. Some may have post-program data reporting on transitions to work or college. In 16-17, the consortium is committed to establishing a regional system on student placement and assessment as they progress to employment and post-secondary.

**What tools and vendors will you be using for these activities? Responses may be entered directly into the table below. All changes are saved automatically.**

| Name | Vendor | Core Services |
|------|--------|---------------|
| No Data | | |

## Student Data Tracking

*Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student / classroom level? How will this system enable you to meet the targeted program outcomes?*

Currently, each member has individual systems for collecting enrollment, demographics, attendance, and for most, student achievement. The various systems are listed below and some are representative of institution need and processes. These systems enabled most members to examine their own student data and identify whether they met program outcomes. For example, TopsPro provides WIOA members with student achievement data that can be compared on an annual basis and also offers data on student progress, retention, and transitions to work or college. Members' enrollment data systems provide program expansion data which enables members to manage enrollment and growth more effectively.  Mt. SAC's SARS program provides data on student support service levels and information on transitions.

**List the systems used for student data tracking. Responses may be entered directly into the table below. All changes are saved automatically.**

| Name | Vendor | Core Services |
|------|--------|---------------|
| Banner | Elucian | Enrollment, Registration, student records, class scheduling, attendance |
| AIM | Harris Communication | enrollment, demographics, attendance |
| Argos | Evisions | Dashboard; enrollment, attendance, apportionment, and achievement reports |
| ASAP | ASAP | Registration, enrollment |
| SARS | SARS Software Products | Student Services: counseling contacts, counselor notes, counseling and advising scheduling, orientation scheduling |
| TopsPro | CASAS | WIOA student attendance, student achievement, basic skills assessment |

## 2015 – 16 Annual Plan Review and Update

*Considering the activities proposed and / or implemented this year, please evaluate your Consortium's effectiveness meeting the following student outcomes identified in AB104:*

    (A) Improved literacy skills
    (B) Completion of high school diplomas or their recognized equivalents
    (C) Completion of postsecondary certificates, degrees, or training programs
    (D) Placement into jobs
    (E) Improved wages

*In your responses, please include a description of your progress toward implementation of your 15 - 16 strategies. Please also be sure to highlight key successes, challenges, and any new strategies proposed as a result of lessons learned during the 15 – 16 program year.*

**Objective 3: Integration and Seamless Transition**

*Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.*

In 2015-16, the Consortium begun with the goal to increase integration and seamless transitions for regional adults into post-secondary and employment. The ESL taskgroup successfully aligned ESL levels and ABE aligned English and writing levels across member institutions. Further work within program task groups focusing on regional alignment of assessment and placement is currently taking place.

Mt. San Antonio College ESL counselors visited ESL K-12 programs and then hosted these students on the college campus to provide a seamless pathway to the college. In addition, several members have added counselors to their staffs to improve pathways. Counselors within the region have established a strong collaboration to implement the goal of improving transitions, including embedded student services, standards for orientation, campus tours, college outreach, and referral resources.

Communication structures will continue to increase in the form of program task group meetings, steering committee meetings, webpage development, and professional development events. Each program group is continuing to meet and the groups are comprised of and led mostly by faculty. These groups have begun to align curriculum such as ESL levels, ABE English levels, College and Career Readiness Standards, and student placement and assessment. All members have indicated that as resources are available, there are plans to add counselors, job developers, and transition specialists. The Consortium was successful in hiring a Regional Consortium manager whose primary focus, along with stakeholders, is to lead the implementation of the Regional Plan and achievement of program outcomes.

## Objective 3 Activities

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

**Response:** (200 words max.)

| Activity | Outcomes Expected | Method of Assessing Impact |
|---|---|---|
| Develop standards for curriculum based on faculty input & state standards | Develop rubrics that will clearly demonstrate to students and stakeholders how classes align across districts | Creation and dissemination of rubrics |
| Review and augment current student progress indicators | A common system for progress indicators will be established | Reporting of student outcomes based on progress indicators on an annual basis |
| Create viable communication paths | The primary communication paths for the consortium will be the regional adult education website, the consortium office, regularly scheduled ongoing task group meetings, and ad hoc meetings as needed. | Continuous program team and steering committee meetings and established website. |
| Strengthen existing pathways, establish articulation agreements, and create new, relevant pathways | Will have focused pathways for students who are interested in pursuing specific college or career goals, will develop new pathways, as appropriate, and will have established the student services infrastructure to support students with attaining these goals | Development of articulation agreements, contextualized courses, and courses across districts/programs. |
| Embed access to student services | Counselors in the consortium office will be part of the Alignment and Pathways Initiative and will be given opportunities to meet and share information about existing and new programs, best practices in student services, and strategies for follow up. | Increase the number of on-site counselors, develop a regional consortium website, and create a Student Navigator position for the consortium office. |

**Objective 4: Gaps in Services**

*Activities and plans to address gaps in programs and services within your region.*

In Year 1 of AEBG implementation, member institutions showed success in decreasing gaps in service, which was the priority of the Consortium. This was demonstrated by added sections to various programs, upgraded equipment, creating consortium website, and adding staff. There are still significant gaps in services that are still being addressed. Some of the areas of expansion include continued increases in ABE/ASE, ESL, and AWD offerings. Member institutions are intending to implement programs training adults to assist in the education of school children as well as training older adults to re-enter the workplace. Planned increased CTE offerings continue to target the high labor demand areas and include Physical Therapy Aide, Occupational Therapy Aide, Office Occupations, and Medical Assistant. As CTE program offerings continue to expand, members are also intending to seek additional internship opportunities and industry partners.

As resources permit, members will gradually add technology and materials, add necessary faculty and classified staff, enhance student services staff including job developers and counselors, and increase marketing of programs across the consortium.

**Objective 4 Activities**

Enter aligned activities planned for 2016 – 17 into the table below.

| Activity | Outcomes Expected | Method of Assessing Impact |
|---|---|---|
| Access/Scheduling | Add more classes and class hours to ensure day, evening hours, and weekends as well as childcare. ESL- additional leveled and transitional classes. AWD- Re-establish critical programs and develop programs at Mt. SAC for Deaf/HoH students & intellectually disabled students. CTE- Create new programs in key areas (e.g. logistics) | Class schedules, waiting lists, student outcomes |
| Hiring | Additional instructors, counselors, administrators, instructional and support staff (assessment, registration, custodial, security staff, industry liaisons) | Increase in staffing |
| Curriculum | Enhance curriculum to align with emerging standards, contextualization, increase support to ELLs and students with disabilities, distance learning, online classes. Add levels of advanced coursework for CTE. | Class schedules, waiting lists, student outcomes |
| Equipment | Purchase/upgrade computers; adaptive technology, classroom equipment projectors, instructor laptops, interactive whiteboards, access to WiFi/Internet. Upgrade technology and materials to industry standard on a cyclical basis (leasing or buy-back) | Increase in technology and related materials. |
| Materials | Create and disseminate (mail) schedules, brochures, and notices with consortium information. Create consortium website for Pathways, Career planning, program requirements, online assessments, and availability of resources; hire designated Technology staff. | Class schedules, waiting lists, student outcomes |
| Articulation/Pathways Development | Coordinate and align pathways/programs across consortium. Standardization of critical skills sets across consortium programs; articulation coordinator. Develop Externships (work-based learning opportunities) and Apprenticeships; job placement specialist. Hire a designated Consortium Articulation Coordinator (alignment and articulation). | Number of articulation agreements and level of student participation in such programs |
| Partnerships | Work more with city officials and business (e.g. City of Industry Manufacturers Council) | Development of outreach plan and meeting minutes |

**Objective 5: Acceleration**

*Activities and plans to accelerate student progress toward academic and/or career goals.*

There have been successes within the consortium to accelerate student progress. Contextualized basic skills bootcamps for incoming college students and potential nursing and psychiatric technician students took place in 15-16 with successful results. Moreover, the shifting of entry-level Electronics from credit to noncredit allowed for a compressed schedule and immediate employment opportunities. These opportunities are available to consortium adult students.

Program task group efforts to accelerate learning include further application of contextualized instruction, compressed schedules, computer aided instruction, expansion of credit-by-exam for high school diploma programs, competency based learning, and shared expertise on managed enrollment practices.

## Objective 5 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

| Activity | Outcomes Expected | Method of Assessing Impact |
|---|---|---|
| Align with consortium members to provide more opportunities for short-term compressed ABE/ASE courses (CAHSEE Prep, HSE Prep, ASVAB Prep, HS Diploma subjects, basic skills and CTE prep bootcamps, computer technology, contextualized courses) | Increase course offerings, create faculty workgroups, establish a professional learning community, create curriculum development projects. Emphasis on higher-order thinking & focus on industry key concepts and standards. Identify the basic skills necessary for success in each specific industry. Include these in the curriculum, applied to specific competencies. Identify basic skills that apply to multiple programs and then create a core bootcamp course which teaches students these specific skills. (Ex. Bootcamp math for the Health Sciences). | Meeting minutes, agendas, sign in sheets, revised curriculum |
| Learning environments based on contextualized learning | Incorporation of student goals into the class. Collaborative efforts between staff and administration to ensure that teaching and learning environments are based on current research and evidence proven strategies. Consortium-wide sharing of strongest programs. Regular training and sharing regarding Common Core, CASAS, EFF, and Model Standards and research and evidence driven teaching strategies. | Student success and participation in class activities via progress review Successful acquisition of skills applicable to real life as demonstrated in student projects and exit level tests. Teacher survey Student survey |
| Allow for other credit earning options (HS Diploma) such as credit-by-exam, use of college credit courses, adult school courses, work experience | Create a professional learning community among consortium faculty members to evaluate options; sharing records, faculty workgroup to identify equivalencies for high school credits among consortium members. | Shared database of equivalency options |
| Regular progress review to accelerate student progress | Develop a progress report card/form. Students meet with their instructors every 8 to 9 weeks to note progress towards meeting learning objectives. | Student survey, retention/drop rates, CASAS test reports, student outcomes |
| Managed enrollment procedures to accelerate student learning | Develop clear registration policies-including placement testing, wait lists, enrollment caps and when to end open enrollment. | Attendance, success rates, student feedback |
| Compressing programs into shorter time periods for accelerated movement into college and career | Combine online coursework with in-program coursework where applicable, standardize program length in CTE programs within each industry sector, cohort students, use distance learning, courses in non-traditional schedules | Student time to completion, student surveys |
| Individualize instruction for CTE students so that those completing competencies can move to next level in program | Create open-entry, open-exit CTE instructional modules allowing students to self-pace. Flexibility for students to make level progress through CTE programs based upon their completion of standards (not seat time). Example is certificates earned after each module. Create a formal process. | Tracking numbers of students who accelerate based upon competency completion |
| Opportunities for individualized, instructional time that targets students' learning needs and best learning strategies, as well as responds to gaps in learning. | Create a faculty workgroup determine how to identify students experiencing gaps in learning and how to deliver differentiated/individualized instruction, develop tutoring services at each site, develop preliminary educational plan | Student completion rates and satisfactory progress (pre- and post-test), student learning plan/records, faculty agendas, minutes, sign-in sheets; tutor logs |
| Ensure that technology skills are embedded into curriculum (necessary skills for transition) | Identify necessary skills for transitions such as keyboarding, online testing, computer skills, presentation skills, social media skills, and experience in learning management system (LMS). | Course outlines, purchase orders, minutes, sign in sheets, certificate issued, grades, student portfolios and display of student work samples, tech usage log |
| Create shared online and distance learning opportunities for students, including coursework and tutorials that may count for credits. | Establish website and coursework with consortium faculty workgroup. | Functional website and available online courses, # of page views and usage levels, student completions, student survey |
| Transitions programs utilizing contextualized learning | Develop a bridge programs to prepare students for more advanced coursework within the consortium (ESL to CTE) | Student enrollment, tracking of student progress within school and consortium |

## Objective 6: Shared Professional Development

*Activities and plans to implement collaborative professional development strategies designed to foster program alignment and support ongoing assessment and improvement of student outcomes.*

Shared professional development has been a success of this consortium mostly due to the fact that professional training events are driven and designed by faculty and staff. A regional culture of professional learning has emerged with bi-annual professional development conferences. Faculty and staff with particular expertise have collaborated with their colleagues across member institutions to share expertise in the areas of instruction and student support. The topics include those listed below in the Objective 6 table.

Program meetings take place on a monthly basis and are led by faculty and staff. These efforts will continue in 16-17 with the intent to also provide specialized training for individual program groups, such as HS Equivalency Preparation, online instruction, data collection methods, acceleration, and crisis intervention training.

**Objective 6 Activities**

Enter aligned activities planned for 2016 – 17 into the table below.

| Activity | Outcomes Expected | Method of Assessing Impact |
|---|---|---|
| Professional Learning Communities and Regular Faculty Meetings | Faculty meet on a regular basis to discuss curriculum, student needs, pedagogy, updated standards, additional professional development opportunities, state-wide instructional mandates and needs, and other topics as needed. | Meeting minutes, sharing of best practices/findings. |
| Conferences, workshops, and webinars | Faculty and staff go to conferences and share out information they learned. Some workshops involve instructors becoming authorities on technological advancements and subsequently training their colleagues at the district. Meetings that focus on common needs, best practices, latest trends, updates on laws, federal and state, report writing skills, grant applications, community needs, de-escalation training, CPR/ first aide updates yearly training, job coaching certification | Meeting minutes, sharing of best practices/findings. |
| Professional Learning Communities | Teachers form small groups with a group leader to build lesson plans, work on assessments, etc. - monthly meetings. Counselors and coordinators of consortium could suggest areas of improvement to be the focus of group. | Meeting minutes, sharing of best practices/findings. |
| Flex Days and other specialized offerings related to departmental outcomes | Flex Days are also designed to support faculty development and strengthen departmental curriculum, goals, outcomes, and strategic plans. Teachers choose their workshop, share ideas, successes and problem-solve. Workshop topics chosen based on teacher surveys. | Meeting minutes, sharing of best practices/findings. |
| Curriculum Meetings | Faculty collaborate to develop curriculum, refine existing courses, and align materials with standards. | Meeting minutes, sharing of best practices/findings. |
| Advisory Groups | Advisory groups meet quarterly at some sites to develop departmental strategies and plans, particularly as they relate to accreditation and departmental goals. Advisory groups may consist of only member site faculty and staff or may include partners. | Meeting minutes, sharing of best practices/findings. |
| Strengthening Student Success Conference | California community college professionals have an opportunity to engage in discussion on strategies for completion, basic skills progression, acceleration, and transfer. | Meeting minutes, sharing of best practices/findings. |
| Training for faculty and staff on specific topics | Training related to teaching strategies/pedagogy, soft skills training/career development, contextualized courses, and practices in basic and secondary skills that build CCR skills, team building, critical thinking, study skills, teacher/staff sensitivity, and career assessment skills. | Meeting minutes, sharing of best practices/findings. |
| Technology Use and Integration | Attend OTAN, TIMAC, and OTAC trainings. Also trainings in Universal Design, current and emerging technology (e.g. apps, tablets, Moodle), and how to identify and create online courses. | Meeting minutes, sharing of best practices/findings. |
| Accelerated and/or contextualized teaching and learning | Attend trainings and workshops on contextualized learning, ways to accelerate and individualize teaching. Within the consortium, coordinators identify successful practices. | Meeting minutes, sharing of best practices/findings. |

**Objective 7: Leveraging Resources**

Among other efforts, 16-17 there will be increased attention directed towards developing additional partners and leveraging of resources. In 15-16, Consortium members signed an MOU with the LA County Workforce Development Board (WDB) as a first step in creating the WIOA Regional Plan. Shared services and member responsibilities are introduced in this first phase of partnership. Future phases of this plan will evolve in 16-17.

Individual members have partnerships that can be shared with consortium members such as libraries, churches, EDD offices, college faculty and support programs, and regional centers for AWD. With the expansion of some CTE programs, there are also intentions to create internships as well as advisory groups to promote employment opportunities and to keep current with industry standards.

**Objective 7 Activities**

Enter aligned activities planned for 2016 – 17 into the table below.

| Activity | Partners | Partner Contributions | Outcomes Expected | Method of Assessing Impact |
|---|---|---|---|---|
| Communication, contacts, MOUs, counseling support, curriculum development support, and/or facilities | EDD GAIN CalWORKs High Schools Covina Family Literacy Pomona Hope Bassett Park Center LA County Library in Baldwin Park San Gabriel Valley Conservation Corps Local churches LACOE Regional Center City of La Verne Easter Seals Casa Colina Dept. of Rehab | Develop on-site training as needed, increasing access to available facilities, referrals to relevant programs, transportation, marking, outreach, and/or ongoing advisory role | TBD | Increased access and collaboration |
| Faculty representatives in advisory groups | American Language Program (credit ESL at Mt. SAC) | Articulation agreements exist so students do not need to retake a placement test. Also, noncredit students have priority registration for spaces in AmLa classes. | TBD | Increased access and collaboration |
| Service learning projects, curriculum design, pathways to college | Mt. SAC Student Services and Credit Programs (CARE, DSP&S, CTE) | College transition, Community involvement, Mutual partnerships with programs to improve student outcomes | TBD | Increased access and collaboration |
| CTE Contracts, tasks/activities including guest speakers, review of program courses and feedback of training procedures, internship and externship and training opportunities | Existing and prospective CTE partners throughout the region | Facilities and staff | TBD | Increased access and collaboration |
| Advisory groups | IMC (Industry Manufacturing Council) City of La Puente Hibu/Yellowbook Olympic Staffing Ajilon Professional Staffing | Update of the community events, internships/ externships, jobs | TBD | Increased access and collaboration |

# Section 5: Annual Plan Submission

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2016 – 17 AEBG Program Assurances Document.

**Certification (Required)**

☑ I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2016 – 17 Program Assurances Document.

☑ I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

**Signature**

*M Arballo*

☑ Click here to confirm that you are ready to submit your Annual Plan.