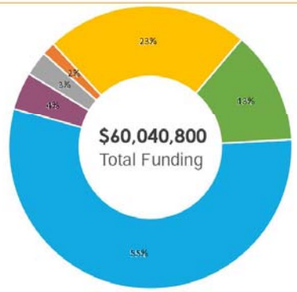
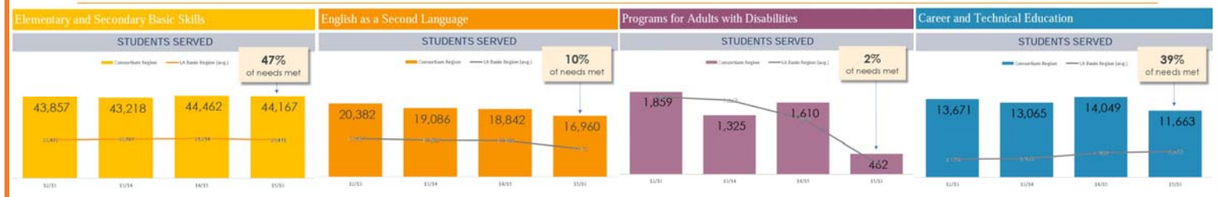
How Much Funding Is Available to Support Adult Education?

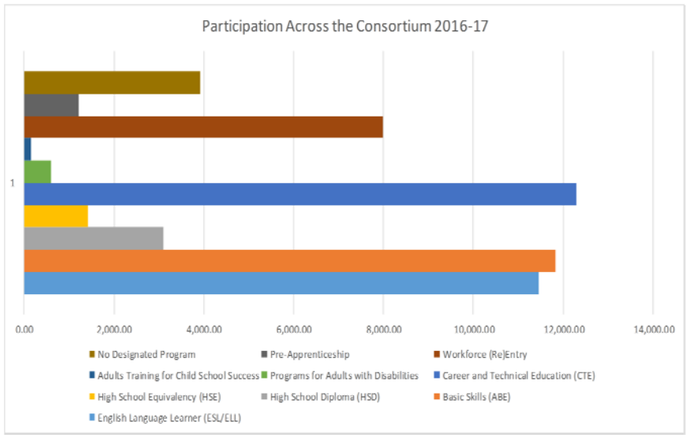
AEBG	$33,159,800
WIOA II	$2,591,638
Perkins	$1,703,104
Calworks	$906,171
CCD Apportionment	$13,910,235
Adults In Corrections	$7,769,852





34 - Mt. San Antonio Regional Consortium for Adult Education	
MTSAC - AEBG CASAS Reported Data 2016-17	
Program Areas	TOTAL
English Language Learner (ESL/ELL)	11,463
Basic Skills (ABE)	11,837
High School Diploma (HSD)	3,093
High School Equivalency (HSE)	1,414
Career and Technical Education (CTE)	12,298
Programs for Adults with Disabilities	600
Adults Training for Child School Success	152
Workforce (Re)Entry	7,988
Pre-Apprenticeship	1,207
No Designated Program	3,916
Total	**53,968**
Percent of Consortium - duplicated	
Students in Two or more Programs	12,969
Total Unduplicated Students	41,107

*All learners in multiple programs are counted in each program in which they are enrolled.



Mt. SAC Regional Consortium for Adult Education

Sources: Regional needs data is derived from ESRI and ACS data used to develop funding formula for AEBG. Counts of students served are unduplicated. K-12 data is self-reported for years 12-13, 13-14, and 15-16; data for 14-15 is estimated based on submitted data. Community college data is taken from LaunchBoard.

Mt. SAC Regional Consortium for Adult Education

Measuring Student Success

Fall Professional Development Conference

October 25, 2017

Kellogg West Conference Center

Baldwin Park Unified School District ● Bassett Unified School District ● Charter Oak Unified School District ● Covina Valley Unified School District ● East San Gabriel Valley ROP ● Hacienda-La Puente Unified School District ● Mt. San Antonio College ● Pomona Unified School District ● Rowland Unified School District

Scan to access conference evaluations and materials, or visit: www.mtsac-rc.org

Mt. SAC Regional Consortium for Adult Education

Measuring Our Success

October 25, 2017, 8:30 am - 1:30 pm

Kellogg West Conference Center and Hotel
3801 West Temple Avenue, Pomona, CA 91768

8:30 am - 9:00 am	Registration and Continental Breakfast	*Exhibit Lounge/Courtyard*
9:00 am - 9:15 am	Welcome and Introductions	*Auditorium*
9:15 am - 9:30 am	Update on AEBG Statewide Data and Accountability - Assessments (EFLs) / Data Update	*Auditorium*
9:30 am - 9:45 am	Break	*Exhibit Lounge/Courtyard*
9:45 am - 11:15 am	Breakout Sessions	*Various Locations*

ABE/ASE — *Valley Vista*

In this session participants will work in small groups to review and use CASAS reports. Participants will learn how to use the details in the reports to evaluate student and class success, and to guide instruction towards student needs.

ESL — *Mountain Vista 1&2*

In this session participants will work in small groups to develop writing and speaking rubrics to complement the ESL Student Progress Report: http://www.mtsac-rc.org/Work-Groups/ESL/index.html

AWD, CTE, CSS, EOA, and Pre-App — *Auditorium*

In this session Adriana Terry from CASAS will present on the CASAS WSCS. Adriana will also provide insights to AEBG goals and outcome metrics, and answer any questions related to these topics. You can learn more about the WSCS here: https://www.casas.org/product-overviews/assessments/WSCS

11:15 am - 11:45 am	Large Group Share Out	*Auditorium*
11:45 am - 12:45 pm	Lunch	*Dining Rooms*
12:45 pm - 1:30 pm	Consortium Updates, Conference Evaluation, and Raffle	*Auditorium*

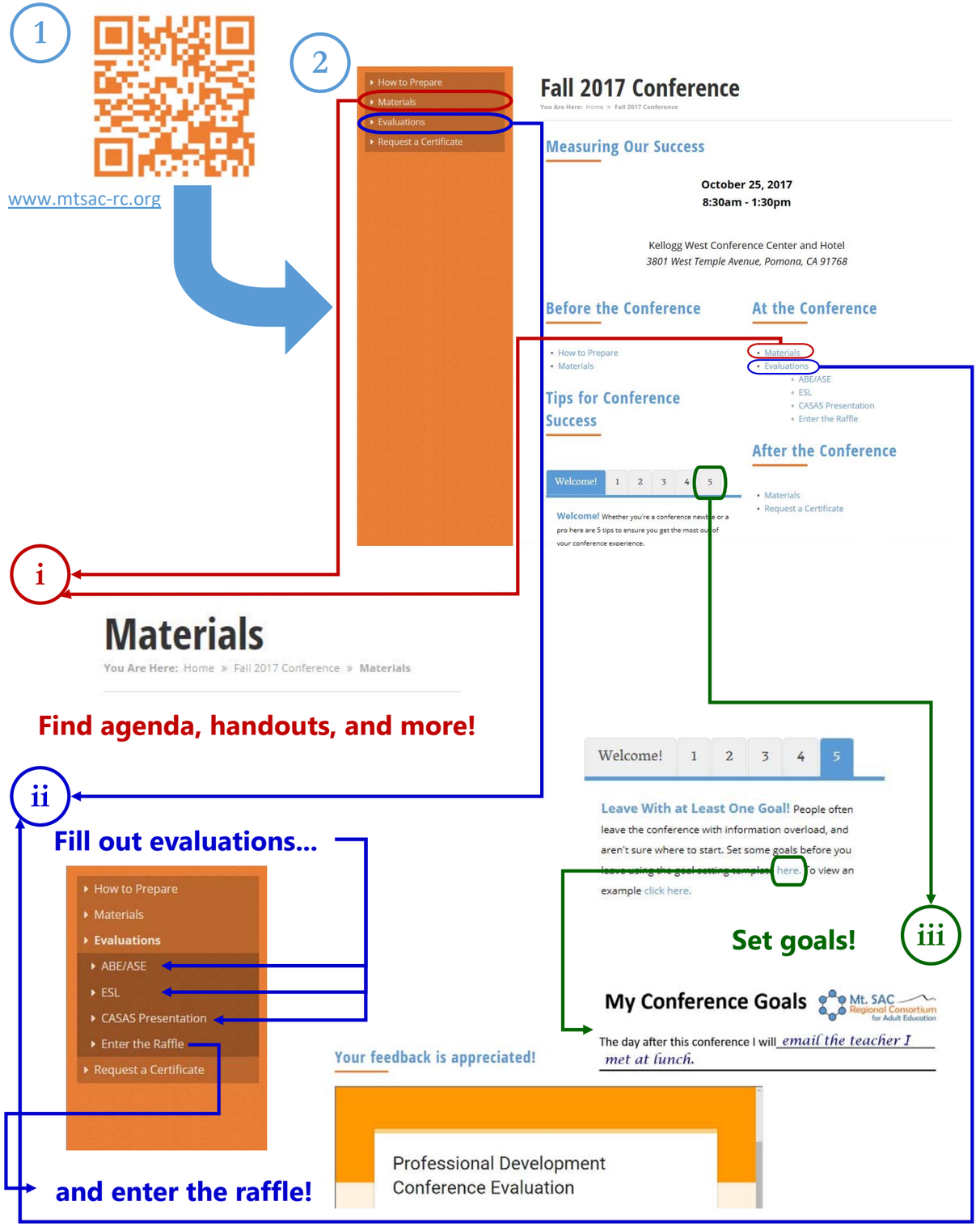
Facebook @MtSACRC

Twitter @MtSACRC

YouTube @Mt. SAC - RC

ABE/ASE: Adult Basic/Adult Secondary Education
ESL: English as a Second Language
AWD: Adults with Disabilities
CTE: Career Technical Education
EOA: Education for Older Adults Re-Entering the Workforce
Pre-App: Pre-Apprenticeship

How to Use the Website at the Conference



2017-18 Consortium Annual Plan Highlights

The Mt. San Antonio Regional Consortium's vision is the

- alignment of services,
- leveraging resources, and
- accelerating progress of students

Expanding Program Offerings

- Improving student services
- College and Career Pathways
- Data Accountability
- Education Technology Access

ISSUES: Consortium members are now hitting budgetary thresholds and unable to expand further, challenges with governing districts in accessing funds.

Meeting Regional Needs

- Elementary and Secondary Education-basic and high school diploma or equivalency need estimated at 53%
- English as a Second Language is estimated at 90%
- Career Technical Education need estimated at 61%
- Programs for Adults with Disabilities, estimated at 98%

Gaps in Service Strategies

- ESL Work Groups - increase student retention, persistence
- Improve completion rates overall - leverage resources for acceleration and integrated opportunities -academic and CTE/ STV programs
- Career Technical Education/Short Term Vocational - high wage, high growth, and/or high demand
- develop regional community partnerships

Seamless Transitions

Plans, challenges, interventions and suggestions for the state to support seamless transitions into post- secondary education or the workforce.

- Establish and maintain viable communication paths
- Develop standards for curriculum based on faculty input & state standards
- Embed access to student services
- Review and augment current student progress indicators
- Strengthen existing pathways, establish articulation agreements, and create new, relevant pathways

2017-18 strategies

- common report cards and competencies
- Increase Collaboration with K-12, local AJCCs and Workforce Development
- Transitional College courses at the adult schools
- Data Process Reviews by Work Groups
- Establish and integrate career interest and aptitude assessments

Challenges: schools at fiscal capacity, districts slow to release funds, staff development needed, lack of state guidance

Student Acceleration

- Short-Term High Value Courses
- Explore credit earning
- Expand Contextualized Learning
- Managed Enrollment
- Student Progress Review

2017-18 strategies

- Implementation of Integrated Education Training i.e. I-BEST model
- Interested Consortium members will partner with the college offer specific courses that will complement an existing or develop new adult education course that are either academic or career technical/short-term vocational that will form Integrated Education and Training opportunities for students (via the I-BEST model)
- Distance Learning and supplemental learning options

Shared Professional Development

- Curriculum Meetings
- Flex Days for specialized offerings
- Professional Learning Communities

2017-18 strategies

- Focus on community partnerships related to student services including intake (increasing referrals from community organizations), outside social need support, and placement partnerships
- Focus on data and accountability for the coming year focused on the new metrics from the AEBG office

Leveraging Resources

- Advisory groups
- Communication, contacts, MOUs, counseling support, curriculum development support, and/or facilities
- CTE Contracts, tasks/activities including guest speakers, review of program courses and feedback of training procedures, internship and externship and training Opportunities
- Faculty representatives in advisory groups
- Service learning projects, curriculum design, pathways to College

2017-18 strategies

Collaborative workforce development meeting(s)
Co-location of AJCC offices, regular site visits by AJCC/EDD staff, visits to offices
Local and regional school district English Learner Advisory Councils (ELAC/DELAC) collaboration
Have all eligible students to register with CalJOBS

Session Descriptions

9:45 am - 11:15 am Breakout Sessions — *Various Locations*

ABE/ASE — *Valley Vista*

Employers say they need a workforce that can apply basic academic, critical thinking, and interpersonal skills to specific job tasks. CASAS shows Educational Functional Level (EFL) gains. How can we help our students make progress towards these gains faster for all AEBG basic skills programs?

In this session participants will work in small groups to review and use CASAS reports. Participants will learn how to use the details in the reports to evaluate student and class success, and to guide instruction towards student needs. Through the three A's (Assess, Analyze, and Adjust), participants will learn how to help their students master the necessary competencies for success.

Please bring samples of rubrics, table of contents, or other tools you can share during small group work.

Presenters: Norm Chavez (Rowland), Mary Ann Gomez-Angel (Mt. SAC), Debbie Jensen (Baldwin Park), Alex Martinez (Bassett), Carl Swift (Covina-Valley), Peggy Toda (Rowland), Margaret Velarde (Pomona)

ESL — *Mountain Vista 1&2*

Employers say they need a workforce that can apply basic academic, critical thinking, and interpersonal skills to specific job tasks. In addition to the EFL gains on CASAS, how can we show that our students are making progress toward skills gains for all AEBG basic skills programs?

In this session participants will work in small groups to develop writing and speaking rubrics to complement the ESL Student Progress Report: http://www.mtsac-rc.org/Work-Groups/ESL/index.html

Please bring samples of rubrics, formative assessments, and student work that you can share as we begin our work on identifying and developing rubrics and formative assessments in writing and speaking.

Presenters: Gale Ard (Bassett), Victoria Banuelos (Covina-Valley), George Funk (Baldwin Park), Luisa Giron (Mt. SAC), Marieann Han (Rowland), Grace Kim (Mt. SAC), Gale Lee (Rowland), Mike Marrero (Pomona), Olga Moreno (Bassett), Karen Neville (Hacienda La Puente), Karen Rodriguez (Charter Oak), Margaret Teske (Mt. SAC), Rita Van Dyke-Kao (Mt. SAC)

AWD, CTE, CSS, EOA, and Pre-App — *Auditorium*

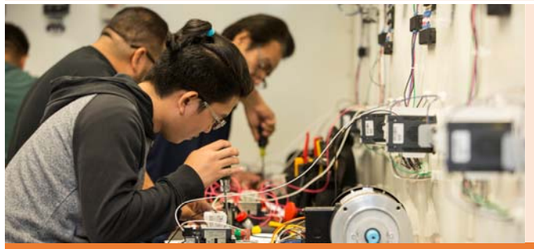
Employers seek workers with strong basic skills to work smart and grown on the job. They are prepared to invest in job candidates who can learn independently, benefit from training, take on new responsibilities, and move up the career ladder. The CASAS Workforce Skills Certification System (WSCS) will document and develop employer validated academic and soft skills for adults entering the workforce, transition to work, incumbent workers, and dislocated workers and facilitate transitions to the workforce.

In this session Adriana Terry from CASAS will present on the CASAS WSCS. Adriana will also provide insights to AEBG goals and outcome metrics, and answer any questions related to these topics. Please prepare questions for the presenter. You can learn more about the WSCS here: https://www.casas.org/product-overviews/assessments/WSCS

Presenters: Adriana Terry, Ryan Whetstone

11:15 am - 11:45 am Large Group Share Out — *Auditorium*

Representatives from each breakout session will give a brief overview of what was discussed and/or developed during the session. Then, everyone will participate in an interactive game to review the AEBG Outcomes one more time. Winners will receive prizes! Please download Kahoot! from the App Store.



November 2017

Monday	Tuesday	Wednesday	Thursday	Friday
30	31	1	2	3 Moodle Training 8am @ Baldwin Park ESL Meeting 1pm @ Mt. SAC
6	7 ABE/ASE Meeting 1pm @ Covina-Valley	8	9	10
13 CSS Meeting 10am @ Baldwin Park Steering Committee Meeting 2pm @ Mt. SAC	14 Digital Badges Workshop 1pm @ Bassett	15 AWD Meeting 1pm @ Mt. SAC Data Meeting 1pm @ Baldwin Park	16 CTE/Pre-App/EOA Meeting 9am @ Mt. SAC (Rio Verde) ATCSS Meeting 3pm @ Charter Oak	17 CCAE Fall Conference
20	21	22	23	24
27	28	29	30	1 ESL Meeting 1pm @ Mt. SAC

Notes:

Professional Development Work Group Meetings

http://www.mtsac-rc.org/Calendar/

Integrated Education and Training (IET) for Student Success

Integrated Education and Training (IET) is a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. I-BEST (Integrated Basic Education Skills Training) is a model for integrated education and training that is proven to help students reach their work, literacy, and college-readiness goals quickly. On May 31, 2017 administrators, teachers, and counselors from across the Mt. SAC Regional Consortium attended an all-day professional development training on the I-BEST model. As we enter the new academic year the Mt. SAC Consortium for Adult Education will be

Student Highlight - Natalie Tercero

"Before I entered the AltaMed program I was working a minimum wage job… I was tired of working and not getting anywhere. Then, I happened to stumble upon a post on Facebook about the AltaMed Medical Assistant Program. I was immediately interested and made an appointment for the orientation. They referred me to **East San Gabriel Valley ROP/TC**… Thanks to the school, my instructor, and my program director I was able to graduate, get certified and even get hired with one of the greatest companies out there, HealthCare Partners… They make me feel happy

Showcase Night!

COVINA-VALLEY UNIFIED SCHOOL DISTRICT

Check out the academic, vocational, and community courses that **Tri-Community Adult Education** has to offer.

160 N. Barranca Ave.
Covina, CA 91723

AUG
22
5:00 PM - 7:00 PM

AEBG eMagazine

The AEBG Progress Report, a new eMagazine developed by the AEBG Office, was recently released. You can view it here. The eMagazine tells the story of why adult education is important to California's economy and provides an overview of AEBG activities,

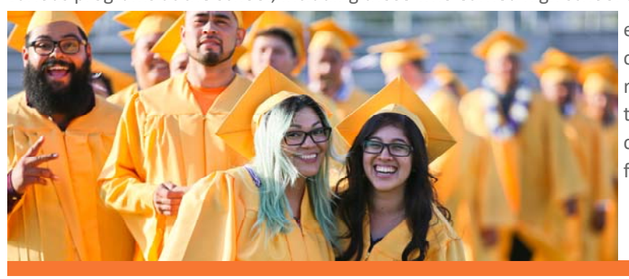
Hacienda La Puente Featured on Inside California Education

Inside California Education, a new public television series, explores the challenges, issues and stories of public education. **Hacienda La Puente Adult Education** was featured in a recent episode discussing public school for adults. The video highlights the Willow Adult Center programs including: automotive, appliance repair, culinary arts, nursing, and dentistry. Brief interviews with students, teachers, and administrators demonstrate the amazing opportunities offered in the Consortium including learning English, obtaining new job skills, and achieving a high school diploma. You can watch the feature here.

Congrats Grads!

"The job of an educator is to teach students to see the vitality in themselves."
-Joseph Campbell

On May 25, 2017 the California School News Report highlighted **Baldwin Park Adult and Community Education** in an article. The article celebrates the 284 students graduating from various programs at the school, including those who earned high school diplomas, high school equivalency certificates, and career technical education certificates. Read the full article here.



WASC Success

Congratulations to **Tri-Community Adult Education/Covina Valley Unified School District** and **Rowland Adult and Community Education** for completing their Western Association of Schools and Colleges (WASC) accreditation during the last academic year! Both schools received a six year accreditation.

Mt. SAC Regional Consortium for Adult Education
http://www.mtsac-rc.org/
(909) 274-5785

To submit a story for the next newsletter click here
To subscribe click here
To unsubscribe click here

Mt. SAC Regional Consortium for Adult Education eNews

Fall 2017

Welcome Back! Ed. 1

Steering Committee

Co-Chairs

Madelyn A. Arballo, Ed.D., Dean
School of Continuing Education
Mt. San Antonio Community College

Rocky Bettar, Director
Rowland Adult and Community Education

Members

John Kerr, Ed.D., Senior Director
Baldwin Park Adult and Community Education

Albert Michel, Principal
Bassett Adult School

Ivan Ayro, Ed.D., Director
Charter Oak Unified School District

Claudia Karnoski, Principal
Tri-Community Adult Education
Covina Valley Unified School District

Elia Evans, Assistant Superintendent
East San Gabriel Valley Regional Occupational Program

Greg Buckner, Executive Director
Hacienda-La Puente Adult Education

Enrique Medina, Ph.D., Director
Pomona Adult and Career Education

Consortium Staff

Ryan Whetstone, Manager

Wanda Pyle, Ed.D., Coordinator

Lila Manyweather, Data Coordinator

Check us out on social media!

Facebook @MtSACRC

Twitter @MtSACRC

Who are we?

Led by our Steering Committee, we are one of 71 regional consortiums from across the state, developed in response to California State Assembly Bill AB 86 (2013), and AB 104 (2015). Those laws established ongoing funding for the **Adult Education Block Grant (AEBG)**, mandating the unprecedented partnering of the California Community College Chancellor's Office, California Department of Education and related agencies to collaborate within local regions to support adult learners of the state.

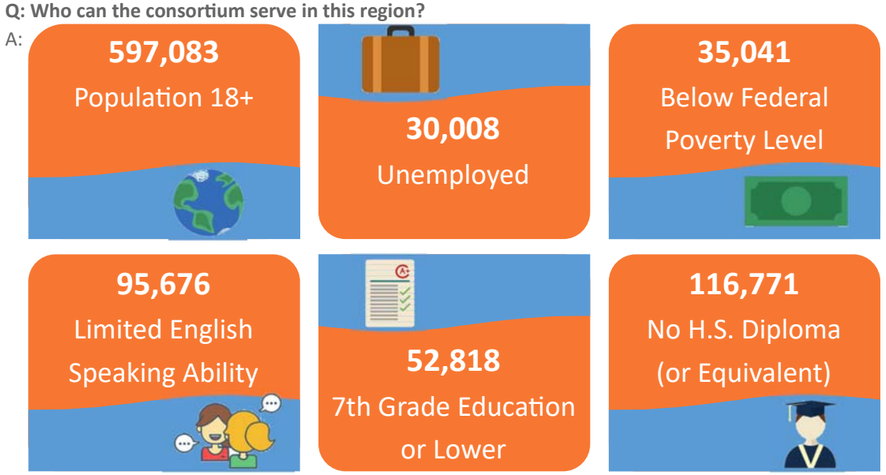
Our member school districts include the following: Baldwin Park, Bassett, Charter Oak, Covina Valley, Hacienda-La Puente, Pomona, and Rowland; East San Gabriel Valley Regional Occupational Program and Mt. San Antonio College.

We provide education and services in the areas of English as A Second Language, Adult Basic/Secondary Education, Career Technical/Short-Term Vocational Education including Older Adults, Pre-Apprenticeship, Adults Training for Child School Success and Adults with Disabilities.

Mt. SAC-RC FAQ

Q: Who can the consortium serve in this region?

A:



AEBG Data Source

If you have a question related to adult education, AEBG or the Mt. SAC Regional Consortium click here.

November 3, 2017
8:00am - 12:00pm
Baldwin Park Adult and Community Education
4640 Maine Avenue, Baldwin Park, CA 91706

Please sign up if you are interested in assistance with migrating your instructional materials to a digital delivery platform and creating free Moodle courses.

Ongoing training will take place one Friday per month.

December 15
January 19
March 23
April 20
May 11

Moodle Training

Digital Badges

November 14, 2017
1:00pm - 4:00pm

Bassett Adult School
943 North Sunkist Av., La Puente, CA 91756

Representatives from OTAN will teach us all about digital badges:
What are they?
How can I use them?
How will they help my students?

AEBG Performance Measures *2017-18*

- ***Improved Literacy Skills***
- ***High School Diploma/HSE***
- ***Post-Secondary***
- ***Job Placement***
- ***Improved Wages***
- ***Transition to Post-Secondary***

Short Term Services

- Record short term services to students such as counseling or mentorship that may be received outside of the classroom.
- Supportive Services
- Training Services
- Transition Services

Enter in TE in Records – Students –In Program Years -OR- use Update Record field #8

Improved Literacy Skills

- For ABE/ESL/ASE programs, measured by pre/post learning gains
- ABE/ESL/ASE: Career Development and College Preparation (CDCP) certificate
- HS Diploma can report gains through achieving high school credits/Carnegie Units
- Occupational Skills gain
- Workforce Readiness Milestone

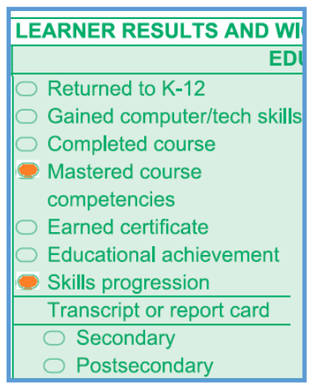
Adults With Improved Literacy & Basic Skills

- Attainment of a functional level tied to completion of a course or a Career Development and College Preparation (CDCP) certificate using a crosswalk of the National Reporting System EFLs and the community college CB21 course rubric for levels below transfer

Mark "Mastered Course Competencies on Update field #9 (Education)

Improved Literacy Skills – HS Diploma

- Progress towards Diploma (New) – Participants who improved from ASE low to ASE high on the NRS-approved assessment– or, who completed enough high school credits to advance from ASE Low (9th/10th grade) to ASE High (11th/12th grade) levels.
- Instructional Program = HS Diploma
- Instructional Level = ASE Low or ASE High – either through pretest or self-report (Entry Record field 18)
- If ASE Low – learner achieves outcome by marking self-report ASE High, or earn HS diploma
- If ASE High – learner achieves outcome by marking earn HS diploma



Other CTE/STV-Related Skills Gains

- Occupational Skills Gain – Participants who achieve milestones in CTE programs, but who do not complete their credential or certificate because they obtain employment or realize a shorter-term goal related to occupational advancement.
- Workforce Preparation Milestone – Participants who complete workforce preparation courses or certificates.

Postsecondary Credential Completion

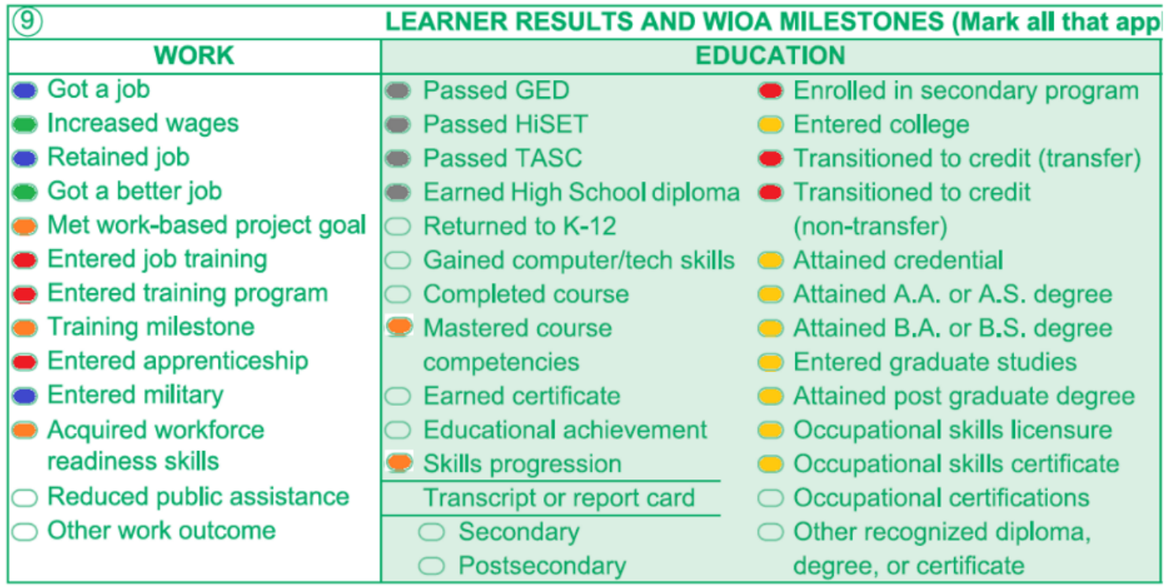
- Workforce preparation (work readiness) or occupational safety certificates (e.g. OSHA or Safeserve) ARE NOT counted for completion under this metric
- These outcomes should count as short term services, not Post-Secondary outcomes
- Workforce preparation (work readiness) or occupational safety certificates (e.g. OSHA or Safeserve) ARE NOT counted for completion under this metric
- These outcomes should count as short term services, not Post-Secondary outcomes
- Transition to ASE: AEBG will track transitions from ABE to ASE or ESL to ASE.
- Transition into Post-secondary: Applies to participants transitioning into 1) Any K12 adult education or community college CTE program or 2) Community college for-credit coursework that is not developmental.

Transition to Post-Secondary

- Transition into Post-secondary: Specific student based scenarios that qualify for the AEBG transition outcome:
- K12 Adult Education or community college noncredit ABE, ASE or ESL participant who enrolls in a K12 adult education CTE course
- K12 Adult Education or community college noncredit ABE, ASE or ESL participant who enrolls in a noncredit community college CTE course

Specific student based scenarios that qualify for the AEBG transition outcome:

- *A K12 adult education ABE, ASE or ESL participant who enrolls in a community college credit course that is not developmental (including both CTE and non-CTE courses)*
- *A community college noncredit ABE, ASE or ESL participant who enrolls in a college credit course that is not developmental (including both CTE and non-CTE courses)*



Literacy Gains **Employment**

Secondary **Wages**

Post-Secondary **Transition**