

Executive Summary

Now completing the second year of the 2019-22 three-year plan for the Mt. SAC Regional Consortium for Adult Education, the entire 2020-21 academic year was shadowed by the COVID-19 pandemic. All campuses operated under extremely modified conditions in response to state and local health orders and essentially closed facilities to the public. Select schools offered hybrid in-person Career Technical Education/Short-term vocational programs.

As the pandemic had a drastic impact on the local region economically, socially and culturally. The road to recovery will be challenging. Unemployment in July 2020 for LA County was 17.5%, slowly declining over the year and as of May 2021 was down to 11.1%. It is still in double digits for the larger cities of our consortium service area. Industry demands and employer needs shifted dramatically, school campuses virtually closed to public, offering most courses online or via distance learning. Several member campuses conducted in-person and social distanced Career Technical Education/Short-term Vocational programs. The social shift to focus on equity related matters became a priority as well. As a result, of these factors, the Steering Committee opted to modify the 3-year plan to reflect this dramatic shift in education and training plans for the region.

Modification to the 3-year plan focuses on a shift on goals to post-pandemic regional employment demands, marketing and recruitment to reconnect with students who left and did not completed programs, displaced workers, as well as students in need of education and training offered. Heightened focus on community partnerships for cross-referrals and resource support for students. Engagement with connections related to state-endorsed training, digital divide, and alternatives to incarceration efforts is included. This includes continued interaction with the Los Angeles County Workforce Development Board and supported agencies. We will also work on refining intake and support processes of students to improve retention, progress, completion and transition.

The Consortium held over 70 virtual workgroup meetings via the Zoom online platform focused on best practices, related data, professional development, workforce development partnerships, regional economic reports and opportunities to support our students. Themes that emerged over the year including the impact of the pandemic on students and their families not only economically but also emotional and psychological impact due to COVID related illness and death. Erratic employment situations for students persisted as businesses opened and closed unexpectedly due to the pandemic. Lack of technology access and proficiency was evident for students and some teachers. Members shared about how schools managed testing ranging from drive-through to virtual online processes. Processes evolved related to virtual facilitation of high school equivalency testing. There are two America's Job Center of California offices based in consortium service area – Goodwill San Gabriel Valley and MCS Pomona. They have established co-locations at members Baldwin Park, Hacienda La Puente and Mt. SAC School of Continuing Education. AJCC staffers participate regularly in workgroup meetings, sharing resources and opportunities for collaboration.

Regular promotion of virtual professional developments was conducted to the workgroups, featuring those offered by adult education organizations including 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 Association for Career and Technical Education (ACTE). The California Adult Education Program (CAEP) events were included as well.

One major activity for the consortium was the engagement in CALPRO's "Success for All Learners through Equity" professional development. Twenty-eight individuals from across the consortium participated in this 16-hour training. Suggested by an administrator from Hacienda La Puente Adult Education, members of the steering committee authorized interested administrators, classified and certificated staff to participate. As equity is a CAEP priority area for the coming years, we will continue to promote engagement in this CALPRO training.

Consortium-wide virtual events held this year also included Mt. SAC Adult Education Day, held Friday, April 30, 2021 exclusively for adult students from our member campuses. Mt. San Antonio College staff led sessions on admissions, career pathways, financial aid, student counseling and support services, with eleven Mt. SAC departments represented. Students attended virtually from Bassett Adult, Covina-Valley, Mt. SAC School of Continuing Education, and Rowland Adult Education campuses. Our Partner Breakfast was held Friday, May 7, 2021 with 39 community partners in attendance. School presented their program offerings and select partners shared program overviews as well. On May 20, 2021, the annual consortium conference held virtually with the theme "Supporting Equity in Adult Education Environments". Eighty-four individuals participated in equity related sessions featuring facilitators from CASAS, CALPRO, the Los Angeles County Office of Education and local adult education professionals.

As our members are approved to receive Workforce Investment Opportunity Act (WIOA) Title II funds, Western Association of Schools and Colleges accredited and mandated partners for local Workforce Development Boards, efforts to identify alignments for members to meeting related requirements is prudent. Most recently the California Department of Education has implemented the requirement of a Continuous Improvement Plan (3 year with annual updates), beginning in 2020-21. Our consortium will align our plan goals and activities with related member plans to best serve our constituent community.

6-30-21 DRAFT DATA (FINAL NUMBERS DUE IN CASAS on 8/1/21 – WILL UPDATE ALL NUMBERS)

For the 2020-21 academic year, In spite of these challenges brought on by the pandemic's regional impact, member achieved the following outcomes in relation to addressing our regional needs stated in our 3-year plan. Total enrollment for student services was **29,784** (unduplicated).

Regional Need #1 – Improving English Literacy and Proficiency.

Student enrollment in English as A Second Language (ESL) programs was 6412 with 1,196 students achieving an Educational Functioning Level (EFL) gain.

Regional Need #2-Provision of adult basic education and/or academic education for high school diploma or equivalency.

Student enrollment in ABE/ASE programs for 2020-21 was 6131; 246 students earned a high school diploma or equivalency, with 535 achieving an Educational Functioning Level gain.

Regional Need #3 - Career Technical Education / Short-term Vocational Programs (CTE/STV) / Transitions to Post-Secondary.

Student enrollment in Career Technical Education/Short-Term Vocational programs for 2020-21 was 14,863. 685 students achieved a California Adult Education Program recognized post-secondary outcome. 594 students reported entering employment. Student transitions to post-secondary education, reported at 3946.

Regional Need #4 -Education, Training and Support for Adults with Disabilities.

Two members support the Adults with Disabilities population: the Mt. SAC School of Continuing Education and Hacienda La Puente. Together, both served 1432 students for the 2020-21 year; 1141 at Mt. SAC and 293 at Hacienda La Puente.

Regional Planning Overview

The Mt. SAC Regional Consortium continues to use structures, activities, and strategies identified in the modified 3-year plan to guide its implementation in focused on the post-pandemic response to support local economic recovery. Members primary concerns are reconnect with students who stopped or dropped out during the pandemic to re-enroll and complete planned education and training programs. Heightened marketing efforts will also focus on recruitment individuals displaced by industry shifts. Workgroups activities on will focus on continued trainings related to online, distance, hybrid and Hyflex instruction and operational strategies, student retention and motivation strategies and pathway transition support. Ongoing technology distribution, support and training for staff and students to leverage new online instruction opportunities that address local activities that continue to address diversity, equity, inclusion and related digital divide issues on local campuses. The outcomes of these activities and any needed adjustments will be shared with the steering committee who will provide feedback and guidance to the workgroups. In light of the devastating effects of the COVID-19 pandemic, and the abrupt cessation of programs as a result, members have opted to move all goals and strategies forward for the coming year. The goals, objectives, progress indicators and outlined strategies of the updated 3-year plan are focal for the steering committee and workgroups. Based on the focus areas within their work plans, the consortium manager will collaborate with the member leaders and workgroups to support achievement of the consortium progress metrics. The consortium manager provides intermittent and/or annual progress updates to the Steering Committee. These reports indicate related milestones achieved by each member and as a whole.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Improving regional English literacy proficiency.

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

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

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

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

Regional Need #2

Gaps in Service / Regional Needs

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

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

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

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

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

Regional Need #3

Gaps in Service / Regional Needs

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

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

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

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

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

Regional Need #4

Gaps in Service / Regional Needs

Education, Training and Support for Adults with Disabilities.

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

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

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

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

Gaps In Service

New Strategies

Strategy #1

English as a Second Language (ESL) programs and/or Adult Basic/Adult Secondary (ABE/ASE) will continue with emphasis on instructional strategies related to accelerated progress, student retention and persistence, adding transition to higher literacy, diploma, Integrated Education and Training (IET) and post-secondary opportunities. Outreach and marketing efforts to pandemic related stop-out students.

Strategy #2

Career Technical Education /Short-Term Vocational programs will be evaluated based on post-pandemic demand and continue as planned, with new programs implemented, or current offerings discontinued, based on adequate enrollment levels and supportive labor market data indicating regional or specialized demand. Integrated Education and Training (IET) and post-secondary opportunities. Outreach and marketing efforts to compensate for pandemic-related stop-out students and dislocated workers.

Strategy #3

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

Strategy #4

Given the need to reconnect with students post-COVID, members may provide major focus of resources on marketing and recognition activities, events and items including print and electronic media, and branded items to promote and inform the community regarding program offerings.

Seamless Transitions

New Strategies

Strategy #1

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

Strategy #2

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

Strategy #3

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

Student Acceleration

New Strategies

Strategy #1

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

Strategy #2

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

Professional Development

New Strategies

Strategy #1

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

Strategy #2

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

Leveraging Resources

New Strategies

Strategy #1

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

Strategy #2

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

Strategy #3

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

Fiscal Management

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

The planned allocations are consistent with the 3-year plan as funds are to be used to support the ongoing operation of our existing member campuses in support of adult learners. Members may make a priority to shift funds to support marketing and outreach efforts to reconnect with students lost due to the pandemic. Support will also continue for instruction enhancement, student support, professional development, technology and access provision for teachers and students for remote access, facilities and equipment maintenance, upgrades and improvements in the identified areas of California Adult Education Programs.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2021-22.

Priority for any carryover amounts may address outreach and marketing efforts to reconnect with students and connect with individuals who are dislocated workers post-pandemic. support of ongoing COVID-19 related safety measures and equipment, technology for remote student access, institutional facility repair and/or improvement, technology and instructional equipment new purchase or upgrades, program marketing and staff participation in professional development.