

1. Assessment Plan - Four Column



PIE - Continuing Education: Education for Older adults & Adults with Disabilities Unit

Narrative Reporting Year

2018-19

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Program Planning Dialog: Fall, 2018 department leadership team meetings reviewed Unit PIE goals for 18-19 school year, discussed and outlined plans and activities for PIE. Our team included department director, technical experts, adjunct faculty, adjunct counselors and classified staff.

During spring 2019 department leadership team reviewed progress on the Unit PIE goals. Our work team included; department director, technical expert, faculty, adjunct counselor and classified staff. As a team we determined our program's top accomplishments for the 2018-2019 school year. Discussions included what could be carried forward in the 2019-2020 Unit PIE and the top program goals for 2018-2019 school year. Conversations included the need to strengthen information technology (IT) support for faculty and staff, and digital literacy for the populations served. The team also prioritized resource requests.

External Conditions, Trends, or Impacts: 1. Mt. San Antonio Adult California Adult Education Plan (CAEP local regional consortium) is developing programs across CC/K-12 districts to improve adult education, including serving adults with disabilities. Unfortunately, it excludes the traditional noncredit education for older adult classes. However, vocational reentry courses are included in the plan.

2. For June 2018, the California Department of Education reports that 7,624 students with significant disabilities (autism, intellectual disabilities and traumatic brain injury) left K-12 education. Of those, 35.3% graduated, 22.8% received a certificate of completion, and 41.8% either dropped out or aged out.

3. According to the Employment Development Department (EDD) data only 13.1% of working age regional center clients (adults with intellectual/developmental disabilities) receive wages. With most of them working part-time and many earning sub-minimum wage. Only 1% is at minimum wage or above and for those who are working the average wage is \$766 per month. Yet, in our consortium the San Gabriel Valley Regional Center there are only 9% of people of working age that are earning wages of any kind.

4. San Gabriel/Pomona Regional Center identified a need for additional offerings for adults with intellectual disabilities emphasizing integrated and competitive employment, micro enterprise and independent living skills. As a result, the department is developing IMPACT which consists of courses designed to promote the development of independent living and employment skills of individuals with intellectual/developmental disabilities. Our classes will provide students with the skills they need to transition into more integrated independent living and working environments in the community and college courses.

More than half of students with an intellectual disability either dropped out or aged out of the K-12 school system. Finishing high school is a requirement for many entry level jobs. In the Mt. SAC Regional Consortium area there are over 4,000 individuals served by the Regional Center, yet fewer than 1,300 individuals receive services through member districts. Thus the key gap facing the region is a lack of services focused toward assisting adults with intellectual disabilities, particularly as related to workforce preparation.

5. The focus of adult education is on adults who are 22 years of age or older as these students cease to qualify to receive services from the K-12 under the Individuals with Disabilities Education Act (IDEA). A majority of the students are SSI/SSA recipients and are being served through the Regional Center. As a result AWD targets its education toward the needs of this population.

6. In this age of technology, older adults are at a disadvantage. AARP reports that 62% of people age 75+ do not even own a computer. As such, EOA/AWD is working diligently to assure there is adequate access to courses and labs in the community to provide technology basics and necessary skills through a series of computer courses to address their digital literacy. Telecommunication devices, hot spots, have been successfully utilized the past year to provide technology services to off campus locations. In order to maintain the telecommunications and additional \$1,500.00 is requested to be added to the departments budget.

7. Public Policy – The National Public Health Initiative and the Healthy Brain Initiative, both of the Centers for Disease Control, make an urgent call for public engagement in coordinated strategies to promote cognitive health and functional independence for our rapidly-aging population. To address this important need EOA/AWD offers multiple healthy aging courses including two courses specifically addressing brain health. All course are delivered with the brain based learning theory.

8. The National Longitudinal Transition Study indicates there are 20 predictors for positive outcomes, with many relevant to our students. They include: Inclusion with typically developing peers, career awareness, college experience (not necessarily a degree, but the experience) student support, vocational awareness, job exploration and career preparation, occupational courses, experiential learning/volunteer or work study, and interagency collaboration. This drives the need home for developing on campus college classes to provide a college experience for people with ID. Additionally this fosters a rich environment for career awareness and exploration.

9. Less than 2% of EOA/AWD classes are held on campus. This drives home the importance of building and maintaining partnerships, relations, and collaboration to deliver education to our target populations.

10. Legislature AB1041, Employment First Policy in the Lanterman Disabilities Services Act signed into law in October 2014 and recognizing that only 13% of people with significant disabilities have employment. The 13% includes persons working for sub-minimum wages and part-time employment. This highlights the importance of developing vocational offerings and certificates to prepare people with ID/DD for the competitive integrated workforce and independent living skills that enhance employability.

11. WIA and Rehabilitation Act Reauthorization was signed by President Obama on July 2, 2014. In his comments, the President stated that WIOA “will help workers, including workers with disabilities, access employment, education, job-driven training, and support services that give them the chance to advance their careers and secure the good jobs of the future.”

12. Economic upswing requires growth of noncredit classes to meet college FTES goal. As a result EOA/AWD has had a strong growth pattern for the past 5 years. Due to this growth there has been an increase in need for mileage reimbursement over the last two years. An immediate needs request of \$3,000.00 to address the shortage has been submitted and granted over the last two years.

13. The number of Americans ages 65 and older is projected to more than double from 46 million today to over 98 million by 2060, and the 65-and-older age group’s share of the total population will rise to nearly 24 percent from 15 percent. More than 37 million people in this group (60 percent) will manage more than 1 chronic condition by 2030. Chronic conditions are the leading cause of death among older adults. Preventive health education is a valuable service for maintaining the quality of life and wellness of older adults. Standard and Poors recently reported that the economy hinges on Health of the aging population. Over the next two decades, our total lost output from these and other conditions associated with aging — such as Alzheimer’s disease — is projected to be nearly \$47 trillion — equal to approximately 5 percent of the world’s 2010 Gross Domestic Product. In response EOA/AWD offers multiple courses focusing on healthful aging.

14. Older adults are working longer. In 2014, 23 percent of men and about 15 percent of women ages 65 and older were in the labor force, and these levels are projected to

rise further by 2022, to 27 percent for men and 20 percent for women. Technological illiteracy is no longer a sustainable option for the modern workforce. In response the program offers multiple vocational courses including computer skills, crafting, and microenterprise. To address the labor market challenges for seniors, a primary objective of the program is for students to acquire skills that will help them to advance in their careers, transition into a new career, or reenter the workforce.

15. California's older adults age 60 and over continue to grow rapidly. Between 1970 and 2016, the number of older adults in this State grew from 2.5 million to 7.8 million, an increase of 212 percent. By 2030, when all of the Baby Boomers have reached age 60, there will be an estimated 10.9 million older Californians. While 604,139 Californians were 85 or older in 2010, projections indicate that by 2030 over 1 million individuals will be in this age group, a 70 percent increase. This rapid aging population can be attributed to two factors: (1) individuals are living longer lives than in previous decades; and (2) the baby boomer cohort is proportionately larger than previous generations. This projected growth has many implications for individuals, families, communities, and government.

16. The Lengthy process of curriculum approval delays delivery of education to respond to community needs in a timely manner.

17. SEAP mandates initiated program services to include education plans, orientations, and follow-up services in addition to counseling services. As a result Vocational Reentry has established orientations, education plans, and follow-up services which are now institutionalized and on going.

Internal Conditions, Trends, or Impacts : 1. Facilities - Inadequate space and poor conditions of EOA/AWD faculty resource area. Program autonomy is hindered due to limited facilities.

2. Communication continues to be a challenge with the current structure/logistics of EOA/AWD program infrastructure locations of management, faculty and students.

3. Limited space available on campus to develop AWD fully integrated campus program. This inhibits students from having an inclusive college experience.

4. Growth focus for noncredit classes to meet college FTES needs resulted in requesting funding increase to cover mileage. Due to the growth of EOA/AWD department additional support of a project program specialist is required to sustain program integrity.

5. No full time EOA and AWD faculty assigned to department. All curricular issues and faculty purview are performed by adjunct faculty.

Critical Decisions Made by Unit: 1. Increase the number of reentry vocational certificate offerings to enhance employability of students.

2. Expand AWD offerings in response to gaps identified through Mt. San Antonio California Adult Education Plan Regional Consortium (CAEP) planning.

3. Continue with current model of AWD classes with vendors of Regional Center providing classroom support for students with ID/DD.

4. Offer IMPACT* class on campus Tuesday and Thursday afternoon.

5. First IMPACT open house hosted.

6. Student artwork displayed on campus, promoting program across divisions. Artwork displayed in the Child Development Center, POD, and the Learning Assistance Center in addition to all major SCE departments.

7. Developed online IT report system for department to streamline and document services and supplies.

*AWD Program: IMPACT Independent living skills / Mobility training / Physical health and safety / Advocacy for self / College to Career / Technology training.

Notable Achievements for Theme A: To Advance Academic Excellence and Student Achievement: 1. Developed 7 new contextualized curriculum to promote independent

living skills and economic self-sufficiency. ACCS ILSHS Human Sexuality for Students with Intellectual Disabilities, ACCS IBSID Introduction to Banking for Students with Intellectual Disabilities, ACCS ILCS Independent Living Skills - Consumer Skills, ACCS ILHFS Independent Living- Health and Fitness Skills, ACCS ILMS Independent Living- Money Skills, ACCS ILSBB Independent Living- Basic Budgeting and Money Management, ACCS MBS Memory Building Skills for Students with Intellectual Disabilities. All course proposals are in the WebCMS queue.

2. EOA/AWD coordinated 2 art shows at local senior centers providing opportunities for students to learn to sell their work including display and pricing in order to maintain economic self-sufficiency in their retirement age.

3. 100 % of certificates offered in department have two or more SLOs.

4. 100% of courses offered in EOA&AWD have two or more SLOs.

5. 100% of current courses offered have been assessed, with reflective practice evident in the use of results.

6. XX Office Computer Application 1 certificates were earned this year.

XX Office Computer Application 2 certificates were earned this year.

XX Basic Computer Presentation and Publication certificates earned this year.

7. Seven IMPACT students transitioned to credit courses. Following a resume writing and job search workshop 4 students left IMPACT for employment and 2 of the 4 left for full time jobs with benefits one at Hot Topic in their warehouse and the other at Subway here on the Cal Polly Campus. Our students are becoming involved in campus life such as participating in the makerspace.

Notable Achievements for Theme B: To Support Student Access and Success: 1. Increased access through the addition of 3 new off-campus location. Formed new partnerships with Hacienda Heights Community Center, Diamond Bar - Pantera Park Community Center, and LA County Libraries - Diamond Bar Library.

3. AWD technical expert participated in San Gabriel Valley transition fair, Parents Place Family Resource Fair, Parents Place Open House and Center for Independent Living Stakeholders meeting. Additionally made 3 presentations at San Gabriel Pomona Regional Center and Down Syndrome Support Groups.

4. IMPACT enrollment grew by 18% from spring 2018 to spring 2019 with a 13% increase in FTES.

5. in 2018-19 there were 1,518 unique/unduplicated students attended vocational reentry classes. 493 of them received counseling services in SARS within the date range of July 1, 2019 til June 14, 2019. There were 364 counts of advising, 91 received career counseling, 321 education plans and 308 orientations for a total of 1,085 counseling services.

Notable Achievements for Theme C: Secure Human, Technological, & Financial Resources: 1. Several EOA & AWD faculty and staff presented at 7 various workshops and symposiums including CAEP, and San Gabriel Pomona Regional Center on such topics as "Preparing high school students for post secondary education and employment", "Resume writing for today's workforce", and "Plant Propagation for Sustainability."

2. Four EOA/AWD staff and 38 adjunct faculty attended 20 various conferences, classes and professional development workshops in order to maintain current in their respective fields.

3. Received \$3,000.00 for immediate needs funds to cover necessary mileage expenses due to program growth.

4. One time funds of \$4,536.53 for the purchase of 19 desk chairs for off campus lab.

5. The following 5 certificates were approved

Certificate Code	Title
Bart1936375	
I812036834	
J812136803	
J811336278	Office Computer Applications –Level1
J811836560	Office Computer Applications –Level2
	Sewing and Tailoring

6. Received \$2,000.00 donation from student/community member John Chen for EOA.

Basic Excel
Presentation and Publication

7. Fulltime tenure track faculty approved for EOA faculty.

Notable Achievements for Theme D: To Foster an Atmosphere of Cooperation and Collaboration: 1. EOA students, faculty, and staff participated in a community service project, including the collection of items for hygiene kits and community food drive in partnership with Beta Program Center.

2. EOA/AWD Director and AWD technical expert (Susan Stroebe) are members of the Full Inclusion Advisory Group for the City of La Verne. AWD technical expert joined Tri-City Mental Health Collaborative, collaborator in the transition to adult support group for San Gabriel Valley Regional Center and Inter Agency Council for San Gabriel Valley Regional Center.

3. EOA/AWD Director serves a President of California Community College Educators of Older Adults (CCCEO), co-chairs AWD task force for Mt. SAC CAEP, and as an active member of ACCE.

4. IMPACT hosted first open house. Guests included Walnut Valley Unified School District, San Gabriel Valley Regional Center, Parents Place, potential students and their parents/conservators.

5. IMPACT • Hosted Local Partnership Agreement (LPA) meeting with San Gabriel Valley Regional Center and Department of Rehabilitation. LPAs articulate the ways in which local partners can work together to streamline service delivery, engage their communities, and increase Competitive Integrated Employment (CIE) opportunities for individuals with ID/DD. These agreements provide the opportunity for each set of local partners to determine what strategies will work best for individuals with ID/DD.

Contributors to the Report: Mary Lange - EOA & AWD

Briseida Ramirez - EOA &AWD

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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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Advocacy and Partnerships -

Advocate for noncredit and community education students to remain a critical part of the California

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community college mission through partnerships, as well as community, regional and state involvement.
Status: Active
Goal Year(s): 2018-19

<p>Data - Ensure equity, access, completion, and success of educational goals for all students. Status: Active Goal Year(s): 2018-19</p>	<p>Request - Full Funding Requested - Fulltime counselor Describe Plans & Activities Supported (Justification of Need): Explore and discuss data collection, referral, and follow-up process for post program outcomes (F2019) to increase Vocational Re-entry post program outcomes. Lead: Mary Lange Laura Espinoza Yasmin Cardona What would success look like and how would you measure it?: 1. By spring 2019 a process for collecting post program data is discussed by, faculty and counselors. 2. Collect internal post certificate outcomes for 20% of Voc reentry students 3. A post program referral process will be established by fall 2019 Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees. Planning Unit Priority: High On-Going Funding Requested (if applicable): 100000</p>	<p>Reporting Year: 2018-19 % Completed: 25 Did not receive funding for fulltime counselor. We did meet spring 2019 with adjunct counselors and adjunct faculty. As a result the following plan of action has been developed: Counselors will create a questionnaire to gather post program outcomes. Counselors will work with staff to filter out students who are: unemployed and seeking work, employed and employed with notice Counselors to connect with students who meet the above criteria Counselors will track the above students who earn certificates Counselors will call students for post program outcomes 3 months after completion to complete a questionnaire Currently collecting internal post certificate outcomes for vocational reentry students. Without an additional counselor it will not be achievable to establish a post program referral process. (05/30/2019)</p>
	<p>Request - Full Funding Requested - Fulltime Project Program Specialist Describe Plans & Activities Supported (Justification of Need):</p>	<p>Reporting Year: 2018-19 % Completed: 25 Did not receive funding for fulltime project program specialist.</p>

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	<p>Explore and discuss data collection, referral, and follow-up process for post program outcomes (F2019) to increase Vocational Re-entry post program outcomes.</p> <p>Lead: Mary Lange Laura Espinoza Yasmin Cardona</p> <p>What would success look like and how would you measure it?: 1. By spring 2019 a process for collecting post program data is discussed by, faculty and counselors.</p> <p>2. Collect internal post certificate outcomes for 20% of Voc reentry students</p> <p>3. A post program referral process will be established by fall 2019</p> <p>Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.</p> <p>Planning Unit Priority: High</p> <p>On-Going Funding Requested (if applicable): 80000</p> <p>Request - Full Funding Requested - Career Services Specialist</p> <p>Describe Plans & Activities Supported (Justification of Need): Explore and discuss data collection, referral, and follow-up process for post program outcomes (F2019) to increase Vocational Re-entry post program outcomes.</p> <p>Lead: Mary Lange Laura Espinoza Yasmin Cardona</p> <p>What would success look like and how would you measure it?: 1. By spring 2019 a process for</p>	<p>We did meet spring 2019 with adjunct counselors and adjunct faculty.</p> <p>As a result the following plan of action has been developed: Counselors will create a questionnaire to gather post program outcomes. Counselors will work with staff to filter out students who are: unemployed and seeking work, employed and employed with notice Counselors to connect with students who meet the above criteria Counselors will track the above students who earn certificates Counselors will call students for post program outcomes 3 months after completion to complete a questionnaire Currently collecting internal post certificate outcomes for vocational reentry students. Without an additional counselor it will not be achievable to establish a post program referral process. (05/30/2019)</p> <p>Reporting Year: 2018-19 % Completed: 25 Did not receive funding for fulltime Career Services Specialist.</p> <p>We did meet spring 2019 with adjunct counselors and adjunct faculty.</p> <p>As a result the following plan of action has been developed: Counselors will create a questionnaire to gather post program outcomes. Counselors will work with staff to filter out students who are: unemployed and seeking work, employed and employed with notice Counselors to connect with students who meet the above criteria Counselors will track the above students who earn</p>

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	<p>collecting post program data is discussed by, faculty and counselors.</p> <p>2. Collect internal post certificate outcomes for 20% of Voc reentry students</p> <p>3. A post program referral process will be established by fall 2019</p> <p>Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.</p> <p>Planning Unit Priority: Medium</p> <p>On-Going Funding Requested (if applicable): 80000</p>	<p>certificates</p> <p>Counselors will call students for post program outcomes 3 months after completion to complete a questionnaire</p> <p>Currently collecting internal post certificate outcomes for vocational reentry students.</p> <p>Without an additional counselor it will not be achievable to establish a post program referral process. (05/30/2019)</p>
<p>Teaching and Learning - Expand and support innovation in teaching, learning, academic support, and management within SCE.</p> <p>Status: Active</p> <p>Goal Year(s): 2018-19</p>	<p>Request - Full Funding Requested - Fulltime support staff Project Program Specialist</p> <p>Describe Plans & Activities Supported (Justification of Need): Identify technology needs in order to Increase technology competence of EOA/AWD students using portable devices and other equipment. Survey students on technology use Evaluate and discuss survey results Develop and submit new curriculum if needed</p> <p>Lead: Mary Lange Laura Espinoza Yasmin Cardona</p> <p>What would success look like and how would you measure it?: 1. In spring 2019, 20% of students will take the survey on use of technology</p> <p>2. Based on survey results identify 2 areas of interest that could lead to 2 new courses outlines of</p>	<p>Reporting Year: 2018-19</p> <p>% Completed: 25</p> <p>Did not receive funding for fulltime support staff Project Program Specialist.</p> <p>The goal of 20% of students will take the survey on use of technology was not met.</p> <p>A piloted survey revealed that the questionnaire needs to be redesigned for better understanding and with a higher completion rate.</p> <p>The interesting fact that was revealed is that most older adults have internet and computer access in their homes. It was also revealed that many O/A students use technology for online banking and health purposes</p> <p>The majority of O/A people who do use computers use them on a daily basis.</p> <p>Reason for redesign, not all questions were answered and directions need to be improved with more specific details.</p> <p>The goal of 20% of students taking the survey on use of technology was not met. As a consequence, insufficient survey results could not identify 2 areas of interest that</p>

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	<p>records</p> <p>Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.</p> <p>Planning Unit Priority: High</p> <p>On-Going Funding Requested (if applicable): 80000</p> <p>Request - Full Funding Requested - Full-time tenure track faculty for AWD</p> <p>Describe Plans & Activities Supported (Justification of Need): Identify technology needs in order to increase technology competence of EOA/AWD students using portable devices and other equipment. Survey students on technology use Evaluate and discuss survey results Develop and submit new curriculum if needed</p> <p>Lead: Mary Lange Laura Espinoza Yasmin Cardona</p> <p>What would success look like and how would you measure it?: 1. In spring 2019, 20% of students will take the survey on use of technology</p> <p>2. Based on survey results identify 2 areas of interest that could lead to 2 new courses outlines of records</p> <p>Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.</p> <p>Planning Unit Priority: High</p>	<p>could lead to 2 new course outlines of records. (05/30/2019)</p> <p>Reporting Year: 2018-19 % Completed: 25 Did not receive funding for fulltime tenure track faculty for AWD.</p> <p>The goal of 20% of students will take the survey on use of technology was not met.</p> <p>A piloted survey revealed that the questionnaire needs to be redesigned for better understanding and with a higher completion rate.</p> <p>The interesting fact that was revealed is that most older adults have internet and computer access in their homes. It was also revealed that many O/A students use technology for online banking and health purposes The majority of O/A people who do use computers use them on a daily basis.</p> <p>Reason for redesign, not all questions were answered and directions need to be improved with more specific details.</p> <p>The goal of 20% of students taking the survey on use of technology was not met. As a consequence, insufficient survey results could not identify 2 areas of interest that could lead to 2 new course outlines of records. (05/30/2019)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
	<p>Request - Full Funding Requested - 7 hotspots and fees to pay for 10 hotspots annually</p> <p>Describe Plans & Activities</p> <p>Supported (Justification of Need): 2 Identify technology needs in order to Increase technology competence of EOA/AWD students using portable devices and other equipment. Survey students on technology use Evaluate and discuss survey results Develop and submit new curriculum if needed</p> <p>Lead: Mary Lange Laura Espinoza Yasmin Cardona</p> <p>What would success look like and how would you measure it?: 1. In spring 2019, 20% of students will take the survey on use of technology</p> <p>2. Based on survey results identify 2 areas of interest that could lead to 2 new courses outlines of records</p> <p>Type of Request: INSTRUCTIONAL SUPPORT PROGRAM FUNDING (INSTRUCTIONAL EQUIPMENT): Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over \$500.</p> <p>Planning Unit Priority: High</p> <p>On-Going Funding Requested (if applicable): 6175</p> <p>Request - Full Funding Requested - 10 laptops</p>	<p>Reporting Year: 2018-19</p> <p>% Completed: 25</p> <p>Did not receive funding for 7 hotspots and fees to pay for 10 hotspots annually.</p> <p>The goal of 20% of students will take the survey on use of technology was not met.</p> <p>A piloted survey revealed that the questionnaire needs to be redesigned for better understanding and with a higher completion rate.</p> <p>The interesting fact that was revealed is that most older adults have internet and computer access in their homes. It was also revealed that many O/A students use technology for online banking and health purposes The majority of O/A people who do use computers use them on a daily basis.</p> <p>Reason for redesign, not all questions were answered and directions need to be improved with more specific details.</p> <p>The goal of 20% of students taking the survey on use of technology was not met. As a consequence, insufficient survey results could not identify 2 areas of interest that could lead to 2 new course outlines of records. (05/30/2019)</p> <p>Reporting Year: 2018-19</p> <p>% Completed: 25</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
	<p>Describe Plans & Activities Supported (Justification of Need): Identify technology needs in order to Increase technology competence of EOA/AWD students using portable devices and other equipment. Survey students on technology use Evaluate and discuss survey results Develop and submit new curriculum if needed</p> <p>Lead: Mary Lange Laura Espinoza Yasmin Cardona</p> <p>What would success look like and how would you measure it?: 1. In spring 2019, 20% of students will take the survey on use of technology</p> <p>2. Based on survey results identify 2 areas of interest that could lead to 2 new courses outlines of records</p> <p>Type of Request: INSTRUCTIONAL SUPPORT PROGRAM FUNDING (INSTRUCTIONAL EQUIPMENT): Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over \$500.</p> <p>Planning Unit Priority: High One-Time Funding Requested (if applicable): 5000</p> <p>Request - Full Funding Requested - \$ 3,000.00 increase in mileage funds.</p> <p>Describe Plans & Activities Supported (Justification of Need): Due to program growth and increase</p>	<p>Did not receive funding for 10 laptops. The goal of 20% of students will take the survey on use of technology was not met.</p> <p>A piloted survey revealed that the questionnaire needs to be redesigned for better understanding and with a higher completion rate.</p> <p>The interesting fact that was revealed is that most older adults have internet and computer access in their homes. It was also revealed that many O/A students use technology for online banking and health purposes The majority of O/A people who do use computers use them on a daily basis.</p> <p>Reason for redesign, not all questions were answered and directions need to be improved with more specific details.</p> <p>The goal of 20% of students taking the survey on use of technology was not met. As a consequence, insufficient survey results could not identify 2 areas of interest that could lead to 2 new course outlines of records. (05/30/2019)</p> <p>Reporting Year: 2018-19 % Completed: 25</p> <p>The goal of 20% of students will take the survey on use of technology was not met.</p>

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	<p>in services EOA/AWD department has requested immediate needs funds to cover mileage shortage of \$3000.00 for the past two years.</p> <p>Lead: Mary Lange Laura Espinoza Yasmin Cardona</p> <p>What would success look like and how would you measure it?: 3,000.00 increase in department mileage account</p> <p>Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.</p> <p>Planning Unit Priority: High</p> <p>On-Going Funding Requested (if applicable): 3000</p>	<p>A piloted survey revealed that the questionnaire needs to be redesigned for better understanding and with a higher completion rate.</p> <p>The interesting fact that was revealed is that most older adults have internet and computer access in their homes. It was also revealed that many O/A students use technology for online banking and health purposes The majority of O/A people who do use computers use them on a daily basis.</p> <p>Reason for redesign, not all questions were answered and directions need to be improved with more specific details.</p> <p>The goal of 20% of students taking the survey on use of technology was not met. As a consequence, insufficient survey results could not identify 2 areas of interest that could lead to 2 new course outlines of records.</p> <p>Without the addition of \$3,000.00 in mileage funds EOA/AWD will not be able to provide/sustain program growth. Due to program growth and increase in services EOA/AWD department has requested immediate needs funds to cover mileage shortage of \$3000.00 for the past two years. (06/20/2019)</p>

<p>Student Support - Increase access to high quality student services to support student goals and promote pathways for a diverse noncredit population.</p> <p>Status: Active</p> <p>Goal Year(s): 2018-19</p>	<p>Request - Full Funding Requested - Fulltime support staff Project Program Specialist</p> <p>Describe Plans & Activities Supported (Justification of Need): Increase CDCP certificate completion of Vocational Re-entry students by providing the necessary student support services. A survey will be developed, & administered to students to identify barriers to completion.</p> <p>Lead: Mary Lange</p>	<p>Reporting Year: 2018-19</p> <p>% Completed: 25</p> <p>Did not receive funding for fulltime support staff Project Program Specialist.</p> <p>Due to lack of resources the survey to identify at least 3 barriers that could be addressed to help increase course/certificate completion was not completed. There are plans to filter data in order to identify students that completed less than 50% of class time required to complete a course. Adjunct counselors are to then follow up with students to identify barriers to course completion.</p> <p>Without the funding of the fulltime support staff Project Program Specialist a survey to identify at least 3 barriers</p>
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
	<p>Laura Espinoza Yasmin Cardona</p> <p>What would success look like and how would you measure it?: 1 From survey results, identify at least 3 barriers that could be addressed to help increase course/certificate completion</p> <p>2. For 18-19 increase CDCP certificate completion by at least 5% over previous year</p> <p>Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees. Planning Unit Priority: High On-Going Funding Requested (if applicable): 80000</p> <p>Request - Full Funding Requested - Describe Plans & Activities Supported (Justification of Need): Increase CDCP certificate completion of Vocational Re-entry students by providing the necessary student support services. A survey will be developed, & administered to students to identify barriers to completion.</p> <p>Lead: Mary Lange Laura Espinoza Yasmin Cardona</p> <p>What would success look like and how would you measure it?: 1 From survey results, identify at least 3 barriers that could be addressed to help increase course/certificate completion</p>	<p>that could be addressed to help increase course/certificate completion will not be achieved.</p> <p>However, 18-19 increase CDCP certificate completion by at least 5% over previous year. (waiting for Data) (05/30/2019)</p> <p>Reporting Year: 2018-19 % Completed: 25</p> <p>Did not receive funding for fulltime tenure track faculty. Due to lack of resources the survey to identify at least 3 barriers that could be addressed to help increase course/certificate completion was not completed. There are plans to filter data in order to identify students that completed less than 50% of class time required to complete a course. Adjunct counselors are to then follow up with students to identify barriers to course completion.</p> <p>Without the funding of the fulltime support staff Project Program Specialist a survey to identify at least 3 barriers that could be addressed to help increase course/certificate completion will not be achieved.</p> <p>However, 18-19 increase CDCP certificate completion by at least 5% over previous year. (waiting for Data) (05/30/2019)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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2. For 18-19 increase CDCP certificate completion by at least 5% over previous year

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

Request - Full Funding Requested - \$ 3,000.00 Increase in mileage.

Describe Plans & Activities

Supported (Justification of Need):
Due to program growth and increase in services EOA/AWD department has requested immediate needs funds to cover mileage for the past two years.

Lead: Mary Lange
Laura Espinoza
Yasmin Cardona

What would success look like and how would you measure it?:

3,000.00 increase in department mileage.

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc.

services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 3000

Reporting Year: 2018-19

% Completed: 0

\$3,000.00 addition funds for mileage has not been received. Due to program growth and increase in services EOA/AWD department has requested immediate needs funds to cover mileage for the past two years.

Due to lack of resources the survey to identify at least 3 barriers that could be addressed to help increase course/certificate completion was not completed. There are plans to filter data in order to identify students that completed less than 50% of class time required to complete a course. Adjunct counselors are to then follow up with students to identify barriers to course completion.

Without the addition of \$3,000.00 in mileage funds EOA/AWD will not be able to provide/sustain program growth to conduct a survey to identify at least 3 barriers that could be addressed to help increase course/certificate completion will not be achieved.

However, 18-19 increase CDCP certificate completion by at least 5% over previous year. (waiting for Data)

(06/20/2019)

<p>Communication - Increase effectiveness and consistency of communication among stakeholders. Status: Active</p>	<p>Request - Full Funding Requested - Two assigned classrooms on campus. Describe Plans & Activities Supported (Justification of Need):</p>	<p>Reporting Year: 2018-19 % Completed: 50 Did not receive two assigned classroom on campus.</p>
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p>Goal Year(s): 2018-19</p>	<p>Establish stakeholders advisory group for AWD program development, design, and quality (Su2018)</p> <p>2.Survey AWD students and community members (F2018)</p> <p>3. Evaluate data and share with faculty and stakeholders</p> <p>Lead: Mary Lange Susan Stroebel</p> <p>What would success look like and how would you measure it?: Criteria for success:</p> <ol style="list-style-type: none"> 1. Stakeholders group meeting institutionalized and ongoing. 2. 20% of AWD students will be surveyed 3. Based on survey results, identify two areas of interest that lead to new two new course outlines of records <p>Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.</p> <p>Planning Unit Priority: High</p> <p>Request - Full Funding Requested - Fulltime tenure track faculty for AWD</p> <p>Describe Plans & Activities Supported (Justification of Need):</p> <p>Establish stakeholders advisory group for AWD program development, design, and quality (Su2018)</p> <p>2.Survey AWD students and community members (F2018)</p> <p>3. Evaluate data and share with faculty and stakeholders</p>	<p>Fall 2018 AWD student survey revealed the need for independent living skills to increase their ability for full inclusion into the community and workforce.</p> <p>This was also reflected in our IMPACT Advisory group meetings where members recommended money skills, consumer skills, health, transportation and the students desire to have a college experience.</p> <p>Developed 7 new contextualized curriculum to promote independent living skills and economic self-sufficiency. ACCS ILSHS Human Sexuality for Students with Intellectual Disabilities, ACCS IBSID Introduction to Banking for Students with Intellectual Disabilities, ACCS ILCS Independent Living Skills - Consumer Skills, ACCS ILHFS Independent Living-Health and Fitness Skills, ACCS ILMS Independent Living-Money Skills, ACCS ILSBB Independent Living- Basic Budgeting and Money Management, ACCS MBS Memory Building Skills for Students with Intellectual Disabilities. All course proposals are in the WebCMS queue.</p> <p>However classroom space is required on campus in order to deliver the curriculum to students with developmental disabilities. (05/30/2019)</p> <p>Reporting Year: 2018-19 % Completed: 50 Did not receive funding for fulltime tenure track faculty for AWD</p> <p>Fall 2018 AWD student survey revealed the need for independent living skills to increase their ability for full inclusion into the community and workforce.</p> <p>This was also reflected in our IMPACT Advisory group meetings where members recommended money skills, consumer skills, health, transportation and the students desire to have a college experience.</p>

Unit Goals

Resources Needed

Where We Make an Impact: Closing the Loop on Goals and Plans

Lead: Mary Lange

Susan Stroebel

What would success look like and how would you measure it?: 1.

Stakeholders group meeting institutionalized and ongoing.

2. 20% of AWD students will be surveyed

3. Based on survey results, identify two areas of interest that lead to new two new course outlines of records

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

Request - Full Funding Requested -

Fulltime Project Program Specialist

Describe Plans & Activities

Supported (Justification of Need):

Establish stakeholders advisory group for AWD program development, design, and quality (Su2018)

2. Survey AWD students and community members (F2018)

3. evaluate data and share with faculty and stakeholders

Lead: Mary Lange

Susan Stroebel

What would success look like and how would you measure it?: 1.

Stakeholders group meeting institutionalized and ongoing.

2. 20% of AWD students will be surveyed

3. Based on survey results,

Developed 7 new contextualized curriculum to promote independent living skills and economic self-sufficiency. ACCS ILSHS Human Sexuality for Students with Intellectual Disabilities, ACCS IBSID Introduction to Banking for Students with Intellectual Disabilities, ACCS ILCS Independent Living Skills - Consumer Skills, ACCS ILHFS Independent Living-Health and Fitness Skills, ACCS ILMS Independent Living-Money Skills, ACCS ILSBB Independent Living- Basic Budgeting and Money Management, ACCS MBS Memory Building Skills for Students with Intellectual Disabilities. All course proposals are in the WebCMS queue.

However not having fulltime faculty adversely affects the program as faculty should have primacy over curriculum development, associated academic and professional matters and leadership roles in order to deliver the curriculum to students with developmental disabilities. (05/30/2019)

Reporting Year: 2018-19

% Completed: 50

Did not receive funding for fulltime Project Program Specialist.

Fall 2018 AWD student survey revealed the need for independent living skills to increase their ability for full inclusion into the community and workforce.

This was also reflected in our IMPACT Advisory group meetings where members recommended money skills, consumer skills, health, transportation and the students desire to have a college experience.

Developed 7 new contextualized curriculum to promote independent living skills and economic self-sufficiency. ACCS ILSHS Human Sexuality for Students with Intellectual Disabilities, ACCS IBSID Introduction to Banking for Students with Intellectual Disabilities, ACCS ILCS Independent Living Skills - Consumer Skills, ACCS ILHFS Independent Living-Health and Fitness Skills, ACCS ILMS Independent Living-

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
	<p>identify two areas of interest that lead to new two new course outlines of records</p> <p>Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.</p> <p>Planning Unit Priority: High</p> <p>Request - Full Funding Requested - 7 hotspots with funding for 10 hotspots annually.</p> <p>Describe Plans & Activities Supported (Justification of Need): Establish stakeholders advisory group for AWD program development, design, and quality (Su2018) 2.Survey AWD students and community members (F2018) 3. evaluate data and share with faculty and stakeholders</p> <p>Lead: Mary Lange Susan Stroebel</p> <p>What would success look like and how would you measure it?: 1. Stakeholders group meeting institutionalized and ongoing. 2. 20% of AWD students will be surveyed 3. Based on survey results, identify two areas of interest that lead to new two new course outlines of records</p> <p>Type of Request: IT SUPPORT: Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.</p>	<p>Money Skills, ACCS ILSBB Independent Living- Basic Budgeting and Money Management, ACCS MBS Memory Building Skills for Students with Intellectual Disabilities. All course proposals are in the WebCMS queue.</p> <p>However additional program support is required in order to deliver the curriculum to students with developmental disabilities. (05/30/2019)</p> <p>Reporting Year: 2018-19 % Completed: 50 Did not receive funding for 7 hotspots with funding for 10 hotspots annually.</p> <p>Fall 2018 AWD student survey revealed the need for independent living skills to increase their ability for full inclusion into the community and workforce.</p> <p>This was also reflected in our IMPACT Advisory group meetings where members recommended money skills, consumer skills, health, transportation and the students desire to have a college experience.</p> <p>Developed 7 new contextualized curriculum to promote independent living skills and economic self-sufficiency. ACCS ILSHS Human Sexuality for Students with Intellectual Disabilities, ACCS IBSID Introduction to Banking for Students with Intellectual Disabilities, ACCS ILCS Independent Living Skills - Consumer Skills, ACCS ILHFS Independent Living- Health and Fitness Skills, ACCS ILMS Independent Living- Money Skills, ACCS ILSBB Independent Living- Basic Budgeting and Money Management, ACCS MBS Memory Building Skills for Students with Intellectual Disabilities. All course proposals are in the WebCMS queue.</p> <p>Hotspot devices are required for off campus class locations in order to deliver the curriculum to students with developmental disabilities. (05/30/2019)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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Planning Unit Priority: High
On-Going Funding Requested (if applicable): 6750
Request - Full Funding Requested - 5 portable projectors, 10 laptops and 5 elmos
Describe Plans & Activities Supported (Justification of Need):
 Establish stakeholders advisory group for AWD program development, design, and quality (Su2018)
 2. Survey AWD students and community members (F2018)
 3. Evaluate data and share with faculty and stakeholders
Lead: Mary Lange
 Susan Stroebel
What would success look like and how would you measure it?: 1. Stakeholders group meeting institutionalized and ongoing.
 2. 20% of AWD students will be surveyed
 3. Based on survey results, identify two areas of interest that lead to new two new course outlines of records
Type of Request: INSTRUCTIONAL SUPPORT PROGRAM FUNDING (INSTRUCTIONAL EQUIPMENT): Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over \$500.
Planning Unit Priority: High
One-Time Funding Requested (if applicable): 10000

Reporting Year: 2018-19
% Completed: 50
 Did not receive funding for 5 portable projectors, 10 laptops and 5 elmos.

 Fall 2018 AWD student survey revealed the need for independent living skills to increase their ability for full inclusion into the community and workforce.

 This was also reflected in our IMPACT Advisory group meetings where members recommended money skills, consumer skills, health, transportation and the students desire to have a college experience.

 Developed 7 new contextualized curriculum to promote independent living skills and economic self-sufficiency. ACCS ILSHS Human Sexuality for Students with Intellectual Disabilities, ACCS IBSID Introduction to Banking for Students with Intellectual Disabilities, ACCS ILCS Independent Living Skills - Consumer Skills, ACCS ILHFS Independent Living-Health and Fitness Skills, ACCS ILMS Independent Living-Money Skills, ACCS ILSBB Independent Living- Basic Budgeting and Money Management, ACCS MBS Memory Building Skills for Students with Intellectual Disabilities. All course proposals are in the WebCMS queue.

 Modern technology is required in order to deliver the curriculum to students with developmental disabilities. (05/30/2019)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
	<p>Request - Full Funding Requested - \$3,000.00 additional mileage funds.</p> <p>Describe Plans & Activities Supported (Justification of Need): Establish stakeholders advisory group for AWD program development, design, and quality (Su2018) 2. Survey AWD students and community members (F2018) 3. evaluate data and share with faculty and stakeholders</p> <p>Lead: Mary Lange Susan Stroebel</p> <p>What would success look like and how would you measure it?: 1. Stakeholders group meeting institutionalized and ongoing. 2. 20% of AWD students will be surveyed 3. Based on survey results, identify two areas of interest that lead to new two new course outlines of records</p> <p>Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.</p> <p>Planning Unit Priority: High</p> <p>On-Going Funding Requested (if applicable): 3000</p>	<p>Reporting Year: 2018-19 % Completed: 50 Did not receive \$3,000.00 additional mileage funds.</p> <p>Fall 2018 AWD student survey revealed the need for independent living skills to increase their ability for full inclusion into the community and workforce.</p> <p>This was also reflected in our IMPACT Advisory group meetings where members recommended money skills, consumer skills, health, transportation and the students desire to have a college experience.</p> <p>Developed 7 new contextualized curriculum to promote independent living skills and economic self-sufficiency. ACCS ILSHS Human Sexuality for Students with Intellectual Disabilities, ACCS IBSID Introduction to Banking for Students with Intellectual Disabilities, ACCS ILCS Independent Living Skills - Consumer Skills, ACCS ILHFS Independent Living- Health and Fitness Skills, ACCS ILMS Independent Living- Money Skills, ACCS ILSBB Independent Living- Basic Budgeting and Money Management, ACCS MBS Memory Building Skills for Students with Intellectual Disabilities. All course proposals are in the WebCMS queue.</p> <p>Due to program growth additional mileage funds are necessary in order to deliver the curriculum to students in off campus locations. (05/30/2019)</p>