

1. Assessment Plan - Four Column



PIE - Continuing Education: Adult Basic Education (ABE) Unit

Narrative Reporting Year

2017-18

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Program Planning Dialog: Starting in September, 2017 ABE begins developing goals for the upcoming school year. Goals are discussed and developed at our leadership meetings and then discussed at counselor and faculty meetings throughout the year. At the SCE Fall Advisory Retreat, September 2017, members of ABE reviewed department goals for the 17-18 school year. Members included ABE Director, Assistant Director, Faculty, Counselor, and Classified staff. In October, ABE held it's annual PIE Day where progress on the previous year's goals was shared with entire department. Forty-one people attended pie day including ABE managers, classified staff, faculty, counselors, SCE Division Associate Dean, and ESL managers. At the Noncredit Faculty Professional Development Day, SCE faculty decided that all departments would assess the same ILO in a given year. For the 17-18 school year, the ILO for communication was assessed.

External Conditions, Trends, or Impacts: 1. Regional adult education consortia planning (AEBG) and Governor's Adult Education legislation and accountability measures provide additional opportunities for adult learners within the College community.

2. Noncredit SSSP mandates have impacted department processes and student services. Mandated services are already in place and are aligned. Strategies have been created and continue to be discussed to ensure that all students are receiving SSSP core services.

3. Workforce Innovation and Opportunity Act (WIOA, Title II) requirements and accountability continue to impact internal processes and curriculum and instruction. More emphasis will need to be placed on successful transitions and post program tracking in order to maintain funding levels that will enable ABE to continue providing academic services to a high need population.

4. The improved economy is impacting student enrollment especially for on-campus adult secondary high school programs. More students are working and not enrolling in school. Moreover, additional interventions (online classes and our own HSSS growth) are increasing in K-12 districts. With the Local Control and Accountability Plan (LCAP) and Local Control Funding Formula (LCFF), school districts have more opportunities to fund interventions. This means that in the local region there will be fewer 18 year old students seeking adult high school diplomas or equivalency. Although this trend is evident and good for the local community and higher educational institutions, there are still significant numbers of adults without diplomas. Specifically, within Mt. SAC's district the cities without robust adult education services there is about 21% adults without a diploma.

5. Increased opportunities and need for more pathways courses and certificates as a result of statewide initiatives and categorical grants.

6. The WASC Self Study Report and Visit was completed in the Spring of 2018. Program and Criterion Teams met throughout the year to give input into the self-study and identify strengths and key issues with regard to the identified criterion. The Action Plan was discussed at ABE's Program Team meetings and items that were developed will be integrated in our PIE goals.

7. Upcoming implementation of AB705 has potential implications for credit and noncredit students. Students entering college may be placed into college level transfer courses and may not have the skills needed to pass the course. It is imperative for students to be prepared for college coursework and noncredit may be a way to prepare students for success.

8. With the development of the Integrated Plan (BSI, Student Equity, SSSP), there is uncertainty about what budget allocation will look like. ABE currently has two BSI projects that are funded for curriculum development and in-class tutoring.

Internal Conditions, Trends, or Impacts : 1. Lack of adequate classrooms and poor conditions of buildings in which ABE programs are scheduled, continue to challenge and negatively affect the quality of instruction and services. This includes inadequate restroom facilities, air and heating systems, lighting, and chairs and desks for staff and students alike. Buildings are not ADA compliant. Buildings impacted include buildings 30, 32, 35 and 38.

2. Community and College interest for Contextualized learning and pathway opportunities has expanded the need for fulltime faculty. More certificates and courses need to be developed that bridge to college and work in high demand fields.

3. There continues to be a need for additional full-time faculty. There is not enough full time instructional faculty particularly for work on curriculum and instruction. ABE has over 60 courses and 3 programs where SLO and program assessment, course review, and updates based on emerging standards are needed. In addition there is an increased interest by the College and community for contextualized learning and pathway courses and programs. More certificates and courses need to be developed to bridge to college and work in high demand fields. Increased CDCP rate could provide for more faculty funding for faculty to focus on course, certificates, and program work.

4. Noncredit students are eligible for subsidized childcare through the Mt. SAC Child Development Center and this has resulted in a number of ABE students gaining access to childcare services. Students interested in applying for such support must be on a college and career training pathway.

5. Transportation continues to be a barrier for students to come to class. Students are able to earn a bus pass, however sometimes students have to take multiple buses to get to campus.

Critical Decisions Made by Unit: 1. Kinesiology 34 was offered in Building 30 for the first time in the Fall and Spring to allow noncredit students the opportunity to take a credit class in a familiar environment. Noncredit students enrolled in the credit class and were successful.

2. SAT Prep classes were offered in the area of English and Math to currently enrolled high school students.

3. Discussions are taking place about how to support credit students with the implementation of AB 705. A pilot program for English and math will be offered in Summer 2018

4. Additional Voc classes will be added to Adult Diploma. Faculty are currently working on Essential Office Skills, Bookkeeping, and Accounting and Finance.

5. SCE completed it's WASC visit in the spring and created an action plan. ABE's action plan items will be integrated into our PIE goals over the next 6 years.

Notable Achievements for Theme A: To Advance Academic Excellence and Student Achievement: 1. There were 262 certificates awarded in 17-18. 22 for HSE, 22 for Basic Career Readiness, 152 for Basic Skills, and 66 for Adult Diploma.

2. Kinesiology 34 was offered in ABE for the Fall and Spring semesters. Having the class in Building 30 allowed noncredit students exposure to a credit class in an setting they are familiar with.

3. Curriculum continues to be updated to make it more relevant to adult learners' needs and goals.
4. ABE faculty met and designed a new 4-year SLO cycle. Courses were also aligned to the new ILO evaluation cycle. 100% of courses in Year 1 of the new 4-year cycle were assessed, with reflective practice evident in the use of results, as well as the ILO for Communication.
5. ABE held it's first Annual Brown Bag Lunch with students. ABE's Educational Advisor designed activities and met with ABE students throughout the year during lunch to discuss various topics related to personal growth, college, family, etc.
6. Faculty are using the Chromebooks on a daily basis in the learning center. Chromebooks have helped to promote additional study time for students during times when classes are not in session. Using the Chromebooks has also promoted technological literacy that is integral for student college and career readiness. Faculty have created "study sets" in English, math, social studies, and science that were specifically designed to help our students in preparation for the HSE. Students are able to create online accounts that will help organize, track, and guide their study habits and progress. The Chromebooks also gave them a platform through which they could communicate and collaborate in their learning (eg Quizlet, Kahoot, peer-editing in Google Suite). Chromebooks allowed for additional learning opportunities in Google Suite, particularly when students finished the Microsoft Office Suite.
7. The High School Referral Program had an 88% completion rate (students who attended 12 or more hours) for the 17-18 school year. Embedded tutoring and counseling play a vital role in course completion.

Notable Achievements for Theme B: To Support Student Access and Success: 1. ABE students participated in several campus activities including visiting the Planetarium and Wild Life Sanctuary, participating in the Cal Fresh Day and Food Pantry, Pride Festival, Art Gallery, Oz Sanchez Event, International Day, Sonia Nazario Event, Mountie Mentor Conference, and Pizza with President.

2. Healthcare Math continues to be offered to support students enrolled in Nursing and the Psyc Tech programs. Of the 13 students who took a pre and pot test in the Winter Heath Care Math basic skills class, nine increased their skills an average of 2.5 grade levels and two maintained their grade level (which was already at the highest grade possible on the test). Five student began the class after the pre-test was given, four of whom placed into the highest grade level on the post-test.

3. ABE had students transition into EOPS and were also referred to Foster Youth Program.

4. ABE will be running a pilot program in the summer to support students enrolling in transfer level English and math courses in the Fall.

Notable Achievements for Theme C: Secure Human, Technological, & Financial Resources: ABE staff were recognized for their proactive efforts in professional development and personal growth. We had several staff members participate in the Fall and Spring AEBG conference. ABE faculty and staff also attended the ASCCC CTE and Noncredit Institute and the annual ACCE conference. Diana Dzub participated in the planning process for the Great Staff Retreat for the college and was also appointed to the USC Rosserier School of Education, Educational Counseling Advisory Board. Diana is also the Vice President of the Baldwin Park School Board. Angelena Pride continues to be a member of the School Board for Rowland Unified School District and participated in "Read Across America" at Telesis Academy. Renu Katouch has almost completed her Master's in Counseling at LaVerne University and was appointed as an Presidential Ambassador to the University. She was also honored for being a member of the Alpha Chi Honor Society at the University. Christy Perez received her Master's Degree in Psychology.

Notable Achievements for Theme D: To Foster an Atmosphere of Cooperation and Collaboration: 1. ABE department staff were fully engaged in Regional Consortium Planning. Over 20 ABE faculty and staff attended one or more AEBG events, and two ABE staff and faculty were consortium task group leaders. Several ABE staff and faculty were members of task force groups and directly contributed to the 2017-18 implementation of the Regional Plan. Donna Necke participated in presentations to other colleges on developing noncredit programs.

2. ABE staff presented at a variety of venues and conferences. Donna Necke presented at the Mt. SAC Fall Flex Day, ASCCC Fall Plenary, ASCCC CTE and Noncredit Institute. Mary Ann Gomez-Angel and Diana Dzib presented at the spring AEBG Conference.
3. In October, 2017 ABE held its annual PIE Day. This day is designed for all staff to celebrate and learn about all the accomplishments ABE has achieved with regard to PIE.
4. ABE faculty participated in the 1st annual SCE Noncredit Professional Development Day.
5. ABE continues to partner with Nursing and Psyc Tech to offer noncredit classes in the area of Health Care Math. ABE has also partnered with Kinesiology to offer classes in Building 30.
6. ABE has reached out to English and math faculty to discuss noncredit classes that will help support incoming credit students who are placed into transfer level English and math courses.
7. SCE completed it's WASC Self-Study this year. ABE participated in Program Teams and Criterion Focus Groups. The Action Plan was developed as a result of these meetings along with Advisory Team meetings.

Contributors to the Report: Lesley Johnson
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 ABE Faculty and Staff

<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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SSSP Implementation - Implement the SSSP for ABE students.
Status: Active
Goal Year(s): 2016-17, 2017-18
Date Goal Entered (Optional): 09/01/2016

Report directly on Goal

Reporting Year: 2017-18
% Completed: 75

1. In 2017-18, 68% of ABE students received an educational plan. Of students who attended for at least 12 hours, this number increased to 82%.
2. ABE counselors met with 28% of students who attended at least 20 hours in Summer/Fall and 60% of students in Winter/Spring. The rates went from 45% to 62% in Adult Diploma, and 17% to 60% in the Learning Center, and 15% to 59% in High School Equivalency.
3. ABE counselors provided embedded counseling to 54% of ABE students who attended at least 12 hours. The rates were 99% in High School Referral, 58% in Adult Diploma, 26% in the Learning Center, and 17% for High School

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	<p>Report directly on Goal</p>	<p>Equivalency. 4. ABE counselor, Susan Wright, contacted graduates who exited our program and indicated that they were transitioning to credit or going on to another college or vocational program. She was able to make contact with several students and offered services if they needed help. (06/26/2018)</p>
	<p>Partial Funding Requested - Funding for professional development, funds for hourly counselors. Describe Plans & Activities Supported: ABE students will be provided with SSSP core services. ABE students will also have access to embedded (intrusive) counseling in order to promote pathways to post-secondary and employment opportunities. A designated counselor will also track students who have transitioned into credit programs and offer resources. Lead: Lesley Johnson, Omi Miri, ABE counselors and Ed Advisor Type of Request: Staffing Planning Unit Priority: High What would success look like and how would you measure it?: 1. 100% of ABE students will receive an educational plan.</p> <p>2. ABE counselors will meet with students at least 4 times in the academic year, at least 2 times in the Summer/Fall and 2 times in the Winter/Spring for students who have been enrolled at least 20 hours.</p> <p>3. 25% of ABE students, who have been enrolled at least 12 hours, will meet with a counselor in the</p>	<p>Reporting Year: 2017-18 % Completed: 25 SSSP funding was provided for an hourly adjunct counselor for the High School Referral Program. There is still a need for additional counseling staff in the evening to support the Adult High School Diploma Program and the Learning Center. (06/27/2018)</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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classroom.

4. A designated counselor will make contact with transitioning credit students at least once after exit.

<p>SLO Assessment Cycle - All SLOs will be assessed on the current year's cycle. Status: Active Goal Year(s): 2016-17, 2017-18 Date Goal Entered (Optional): 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2017-18 % Completed: 100 ABE Faculty met and designed the new 4-year SLO cycle. Courses were also aligned to the new ILO evaluation cycle. The new cycle was discussed at the ABE faculty meeting in January. 100% of courses in Year 1 of the new 4-year cycle were assessed, with reflective practice evident in the use of results, as well as the ILO for Communication. (06/08/2018) Related Documents: ABE ILO-SLO CYCLE.xlsx</p>
	<p>No Funding Requested - Money to pay faculty non-teaching hours Describe Plans & Activities Supported: SCE faculty voted on a 4-year evaluation of ILOs (Communication, Technology, Personal Responsibility and Critical Thinking). Faculty will work to align course SLOs with new ILO evaluation cycle and, when possible, align them to CORs that are due for review. Lead: Director, ABE Faculty Type of Request: Staffing Planning Unit Priority: Medium What would success look like and how would you measure it?: Course SLOs will be aligned with the new 4-year ILO evaluation cycle.</p>	<p>Reporting Year: 2017-18 % Completed: 100 Faculty were paid non-teaching faculty pay to evaluate SLOs being assessed this year. (06/26/2018)</p>

<p>Student Equity - Evaluate and Improve services so that disproportionately impacted students can persist, complete programs, and transition.</p>	<p>Completed - Evaluate and improve services so that disproportionately impacted students can persist, complete programs and transition to post-secondary options or career.</p>	<p>Reporting Year: 2016-17 % Completed: 100 In 2016-17. 34 Adult Diploma students obtained a bus pass. The course completion rate for student who obtained a bus pass was 72%, compared to 37% among student who did</p>	<p>: In December of 2016, The Associate Dean of Student Success and Equity offered to purchase technology for students using Student Equity Funds. ABE</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>Status: Inactive Goal Year(s): 2016-17 Date Goal Entered (Optional): 09/01/2016</p>	<p>Describe Plans & Activities Supported: Bus Passess Lead: Lesley Johnson Omi Miri ABE Counselors One-Time Funding Requested (if applicable): 5000 Type of Request: Student Services Planning Unit Priority: Medium What would success look like and how would you measure it?: Students in the Adult Diploma program who receive a bus pass will have at least a 20% higher course completion rate than those who do not receive a bus pass.</p>	<p>not obtain a bus pass. (07/03/2017)</p>	<p>submitted a request for Chromebook carts and the request was granted. The Chromebooks arrived April, 2017. (01/18/2018)</p> <hr/> <p>: There is a need for students to learn technology skills to help them become 21st century learners to assist in the transition to post-secondary options or careers. Student Equity funds were used to purchase Chromebooks. A professor will take the lead using Chromebooks in the learning center. The fall semester will be spent gaining professional development with Chromebooks and she will begin to use them in the spring. (07/31/2017)</p> <hr/> <p>: 2016-17 Bus Passes were purchased using student equity funding which is no longer available. Other funding sources will be looked at to obtain bus passes for ABE students. There is also a need to develop a way to track student's hours for students who obtained bus passes. (07/03/2017)</p>
<p>Student Feedback - Collect feedback from students on program issues that will help ABE staff in program planning and improvement of services. Status: Active Goal Year(s): 2016-17, 2017-18 Date Goal Entered (Optional):</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2017-18 % Completed: 100 A total of 27 students participated in workshops in 2017-18. The focus groups included questions related to career planning and how ABE counselors can help students identify possible careers and develop workplace skills. Students indicated that they researched job and career opportunities online and in conjunction with ABE counselors, including</p>	

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
09/01/2016	Report directly on Goal	<p>utilizing the Career Center. Many students were interested in career inventories and the only students who expressed disinterest were those who already had established career paths. Students reported that counselors they appreciated that counselors were accessible and “cater” to them. They stated that this fostered a feeling of family and friendship that made them feel that ABE was “home” and encouraged them to progress. Students also recommended broadening course options, particularly in the Learning Center, to offer more computer classes in order to streamline computer skills acquisition. Students were interested in having career pathways curriculum integrated into existing the existing courses and/or course structures. Some areas students requested included journalism, health, and general “real” workplace tasks. A student who was not interested in the pathway stated that it was because she was focusing on her immediate goal of obtaining her diploma. A couple students also requested having guest speakers on a monthly basis from various industries. Students also expressed an interest in having workshops related to job skills, particularly job etiquette, soft skills, interviewing, social media cultivation to appeal to prospective employers, how to research jobs online, how to deal with difficult customers, and time management skills. Many students stated that the focus group was valuable for them to make recommendations to the counselors and the department. (06/26/2018)</p>
	<p>Partial Funding Requested - Promotional Items and Incentives for students to participate. Describe Plans & Activities Supported: Collect feedback from students on program issues that will help ABE staff in program planning and improvement of services. Lead: Director, ABE Counselors One-Time Funding Requested (if applicable): 500 Type of Request: Non-Instructional Supplies</p>	<p>Reporting Year: 2017-18 % Completed: 0 No funds were used for these student focus groups. (06/26/2018)</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: Medium
What would success look like and how would you measure it?: At least 15 students will participate in the Fall and Spring Focus Groups.

<p>Completion - Improve overall completion rates of ABE students earning diplomas, certificates, and completing courses. Status: Active Goal Year(s): 2016-17, 2017-18 Date Goal Entered (Optional): 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2017-18 % Completed: 100</p> <ol style="list-style-type: none"> In 2017-18 ABE awarded 262 certificates. This is a slight decrease from the previous year where 278 certificates were awarded. There were 22 HSE certificates, 22 Basic Career Readiness certificates, 152 Basic Skills certificates, and 66 Adult Diploma certificates. In 2017-18, 46 students completed a High School Equivalency test, compared to 36 in 2016-17; an increase of 28%. In 2017-18, 62 Adult Diploma students earned their diplomas compared to 71 in 2016-17; a decline of 13%. 65% of ABE students completed a course after they attended for at least 12 hours. The highest percentage was in High School Referral with a completion rate of 88% followed by Adult Diploma at 49%. Faculty participated in Plato training focusing on customizing courses using the CTE library in Plato. <p>There was a slight decline in the number of students earning their Adult High School Diploma. There were fewer students enrolled in the program compared to the previous year. (06/28/2018)</p>
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In Progress - Graduation Costs
Describe Plans & Activities
Supported: Improve overall rates of ABE students earning their diploma or equivalency. Graduation costs are currently covered by the Continuing Education Division trust, which is not sustainable. The needed funds would cover refreshments and paper supplies, printing costs, and other ancillary costs.
Lead: Lesley Johnson

Reporting Year: 2017-18
% Completed: 100
 Funding for graduation costs was depleted this year. (06/11/2018)

<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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Omi Miri
 Adult Diploma Staff
 Learning Center Staff
One-Time Funding Requested (if applicable): 1500
On-Going Funding Requested (if applicable): 1500
Type of Request: Non-Instructional Supplies
Planning Unit Priority: Medium
What would success look like and how would you measure it?: The number of Adult Diploma graduates and students earning their HSE certificates will increase by 5%
In Progress - Faculty non-teaching hours for curriculum development and conferences.
Describe Plans & Activities Supported: Improve overall rates of ABE students (AD, HSR, HSE, ABE) completing courses.
Lead: Lesley Johnson
 Omi Miri
 Learning Center Instructors
 Adult Diploma Instructors
 High School Referral Instructors
On-Going Funding Requested (if applicable): 5000
Type of Request: Professional Development
Planning Unit Priority: High
What would success look like and how would you measure it?: 1. The course completion percentage in High School Referral will increase by 5%.
 2. The number of ABE Learning Center computer certificates earned will increase by 5%.
 3. Faculty will attend at least 1

Reporting Year: 2017-18
% Completed: 100
 SSSP and WIOA funds were used for conferences this year. (06/11/2018)

: It is difficult to determine an accurate number of HSE certificates earned because we have to rely on the student to bring verification that the test was completed. SCE will have a testing center and we will work with the testing center to create a process for tracking HSE certificates. (06/29/2017)

<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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training/workshop per year relating to curriculum and technology.

<p>Advocacy/Partnerships - Build and strengthen on-campus and community partnerships. Status: Active Goal Year(s): 2016-17, 2017-18 Date Goal Entered (Optional): 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2017-18 % Completed: 100</p> <ol style="list-style-type: none"> 1. As a result of AB 705 students will place into higher levels of math and English. ABE is offering a support classes in the summer to help prepare students for Fall enrollment. ABE faculty have worked with credit English and math faculty to determine curriculum that should be used for the classes. 2. Kin 34 was offered in the Fall and there was a total of 5 ABE students enrolled in the class. It was also offered in the Spring and there was a total of 9 ABE students enrolled in the class. Both classes were held in building 30. 3. ABE partnered with Upward Bound and offered Saturday math classes for students in the Upward Bound Program. (06/26/2018)
	<p>In Progress - Faculty non-teaching hours Describe Plans & Activities Supported: ABE Faculty will seek out and meet with other faculty to collaborate with ABE to identify partnerships that lead to student learning. Lead: Lesley Johnson Omi Miri ABE Faculty One-Time Funding Requested (if applicable): 5000 Type of Request: Staffing Planning Unit Priority: High What would success look like and how would you measure it?: 1. ABE will develop at least one new partnership across the campus. 2. Kin 34 will be offered in the Fall 2017 and Spring 2018 in ABE. A</p>	<p>Reporting Year: 2016-17 % Completed: 75</p> <ol style="list-style-type: none"> 1. ABE staff were fully engaged in Regional Consortium Planning. Over 20 ABE faculty and staff attended one or more AEBG events. 2. Eight ABE faculty and staff were members of task force groups and directly contributed to the implementation of the Regional Plan. 3. Eight ABE staff presented at the Fall/Spring AEBG conference. 4. Two ABE staff members presented at the 1st annual Noncredit Summit. 5. Financial Data Base Management Certificates were created. 6. ABE instructor and ESL instructor co-taught Reading and Social Studies. (06/29/2017) <p>: Faculty and staff will continue to increase partnerships across the campus. ABE is partnering with credit to offer Kin 34 in the Fall, 2016. (06/29/2017)</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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designated number of seats will be reserved for ABE students.
 3. ABE will partner with Upward Bound.

<p>Curriculum and Pathways - Evaluate and improve ABE curriculum and instruction in order to increase pathway opportunities for ABE students. Status: Active Goal Year(s): 2016-17, 2017-18 Date Goal Entered (Optional): 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2017-18 % Completed: 100</p> <ol style="list-style-type: none"> 1. Faculty have begun creating contextualized assignments for English and Math classes in Adult Diploma. Write 1 and 2 now contain assignments that focus on health topics to expose students who are interested in a health career pathway. Assignments have also been added to Pre Alg 1A and B. 2. Curriculum is currently being develop for Essential Office Skills for the AD program and should be ready to implement in the Fall. Bookkeeping and Accounting and Finance are in the process of being looked at for use in the AD classroom. 3. Of the 13 students who took a pre and pot test in Winter Heath Care Math basic skills class, nine increased their skills an average of 2.5 grade levels and two maintained their grade level (which was already at the highest grade possible on the test). Five student began the class after the pre-test was given, four of whom placed into the highest grade level on the post-test. 4. Chromebooks are being utilized daily in the learning center which promotes technological literacy that is integral for student college and career readiness. Study sets have been created in math, English, social studies, and science that students can access on the Chromebooks. Additional learning opportunities are provided through tutoring in Google Suite Applications. (06/26/2018)
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In Progress - Evaluate and improve ABE curriculum and instruction in order to increase pathway opportunities for students.
Lead: Lesley Johnson
 Omi Miri
 Donna Necke
 Mary Ann Gomez-Angel
Planning Unit Priority: High

<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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What would success look like and how would you measure it?: 70 % of students who attend the Health Care Math Bootcamps will receive passing scores on the exam

Full Funding Requested - Plato Software with CTE Library and non-teaching hours for curriculum development.

Describe Plans & Activities

Supported: ABE instructors will evaluate and design new curriculum to increase pathway opportunities for ABE students.

Lead: Lesley Johnson
Mary Ann Gomez-Angel
Donna Necke

One-Time Funding Requested (if applicable): 30000

Type of Request: Instructional Equipment

Planning Unit Priority: High

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

1. AD students who identify interest in a Health Careers Pathway will successfully complete contextualized assignments in English and Math.
2. Evaluate STV courses that would be appropriate for Adult Diploma Program.
3. Offer Healthcare Math basic skills bootcamps during the year.
4. Utilize Chromebooks in the learning center.

Reporting Year: 2017-18

% Completed: 100

Edmentum (CTE Plato Software) was purchased in part with lottery money. The other part of Plato was paid from district funds. WIOA funds and BSI funds were used for curriculum development. (06/26/2018)

<p>Staffing and Resources - Secure staffing to assure high-quality instruction and student services and provide physical and technological</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2017-18</p> <p>% Completed: 25</p> <p>A ceiling mounted projector was added to the small classroom area in the ABE learning center, however, the</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>infrastructure that will promote student learning. Status: Active Goal Year(s): 2016-17, 2017-18 Date Goal Entered (Optional): 09/01/2016</p>	<p>Report directly on Goal</p>	<p>learning center still needs to be redesigned to meet the needs of students. There are still inadequate desks and chairs for adult learners in the Learning Center and in the Adult Diploma Classroom. Student restrooms are still in desperate need repair/upgrade student restrooms.</p> <p>The ABE High School Office is in need of additional personnel. With the addition of a new manager for off-campus , office staff was relocated to assist for the new program. No additional personnel have been added. (06/26/2018)</p>	
	<p>On Hold/Discontinued - Build Offices for Counselors Lead: Lesley Johnson Planning Unit Priority: High</p>	<p>Reporting Year: 2016-17 % Completed: 100 ABE was able to move personnel around in order to accommodate the new faculty. (07/03/2017)</p>	<p>: New office space was not built, but we were able to move other personnel around in order to accommodate the new faculty that was hired. At this time, no additional office space is required. (07/03/2017)</p>
	<p>Full Funding Requested - Chair and Desk Replacement in Adult Diploma Classroom, Learning Center and Assessment Room. Describe Plans & Activities Supported: Student desks are small and falling apart. Desks for adult learners allows students to be more comfortable to be successful. Lead: Lesley Johnson One-Time Funding Requested (if applicable): 50000 Type of Request: Facilities Planning Unit Priority: Medium What would success look like and how would you measure it?: Replace 100% of student desks that are not suitable for adult learners.</p>	<p>Reporting Year: 2017-18 % Completed: 0 Student desks and chairs have not been replaced. Learning center chairs and tables were sent to prioritization. Facilities has created a blueprint of one of the adult diploma classrooms (38-A2). SCE 18-19 funding will be used to complete that classroom. (06/25/2018)</p> <p>Reporting Year: 2016-17 % Completed: 25 Some staff have received new chairs, but there is still a need to replace more. The student chairs and desks have not been replaced. (07/03/2017)</p>	<p>: There is still a need to purchase new chairs for staff. The student desks need to be replaced as they are not suitable for adult learners. (07/03/2017)</p>
	<p>Full Funding Requested - Upgrade Student Restrooms Describe Plans & Activities</p>	<p>Reporting Year: 2017-18 % Completed: 0 No repairs have been done to the student restrooms.</p>	

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans	
	<p>Supported: Upgrade/Repair student restrooms. Unclean and unsanitary restrooms have a negative impact on student learning and success.</p> <p>Lead: Lesley Johnson</p> <p>One-Time Funding Requested (if applicable): 20000</p> <p>Type of Request: Facilities</p> <p>Planning Unit Priority: High</p> <p>What would success look like and how would you measure it?: 100% of the student restrooms will be upgraded/repared.</p>	<p>(06/25/2018)</p> <p>Reporting Year: 2016-17</p> <p>% Completed: 0</p> <p>No repairs have been done to the student restrooms. (07/03/2017)</p>	<p>: There is still a need to repair/upgrade the student restrooms. They are unacceptable and in desperate need of remodeling. Facilities are in such poor condition that cleaning does not rectify the problems. (07/03/2017)</p>
	<p>In Progress - Funding to redesign the ABE Learning Center to make it more functional for students.</p> <p>Describe Plans & Activities</p> <p>Supported: Redesign of Learning Center</p> <p>Lead: Lesley Johnson</p>	<p>Reporting Year: 2017-18</p> <p>% Completed: 25</p> <p>A Brightlinks projector will be installed in the classroom portion of the ABE Learning Center. While the classroom space is still small a mounted projector will allow the instructor to utilize technology for instructional delivery. (06/25/2018)</p>	
	<p>One-Time Funding Requested (if applicable): 100000</p> <p>Planning Unit Priority: High</p> <p>What would success look like and how would you measure it?:</p> <p>Redesign of ABE Learning Center. The current Learning Center does not provide enough space for instruction, thus redesign will have a positive impact on students.</p>	<p>Reporting Year: 2016-17</p> <p>% Completed: 0</p> <p>The Learning Center has not redesigned. (07/03/2017)</p>	<p>: There is still a need for the ABE Learning Center to be redesigned. The existing space needs to be more efficient to promote student learning and outcomes. (07/03/2017)</p>
	<p>Partial Funding Requested - Funding for additional Security Staff; Professional Expert Salary</p> <p>Describe Plans & Activities</p> <p>Supported: Continue to hire Security personnel to ensure a safe environment for ABE students.</p> <p>Lead: Lesley Johnson</p> <p>On-Going Funding Requested (if applicable): 30000</p>	<p>Reporting Year: 2017-18</p> <p>% Completed: 100</p> <p>A security project coordinator was hired for the 2017-18 school year. (06/25/2018)</p> <p>Reporting Year: 2016-17</p> <p>% Completed: 100</p> <p>A security project coordinator was hired for the 16-17 school year. (07/03/2017)</p>	<p>: Continued security is needed in ABE to ensure the safety of our students and staff. (07/03/2017)</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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Type of Request: Staffing
Planning Unit Priority: Medium
What would success look like and how would you measure it?: Hiring of security personnel for ABE
Full Funding Requested - Funding to upgrade staff restrooms - painting and new flooring.
Describe Plans & Activities Supported: Staff restrooms are in desperate need of an upgrade.
Lead: Lesley Johnson
One-Time Funding Requested (if applicable): 20000

Reporting Year: 2017-18
% Completed: 0
 Staff restrooms have not been upgraded. (06/27/2018)

Type of Request: Facilities
Planning Unit Priority: Medium
What would success look like and how would you measure it?: The staff restrooms would be repaired/upgraded.

Full Funding Requested - Chairs for faculty and office staff.
Describe Plans & Activities Supported: Faculty and staff in ABE have chairs that are old, broken, and not ergonomic. Many use chairs that are over 10 years old. Some staff have complained about back problems relating to their chairs.
Lead: Lesley Johnson
One-Time Funding Requested (if applicable): 20000

Reporting Year: 2017-18
% Completed: 0
 No chairs have been replaced for faculty or staff. (06/27/2018)

Type of Request: Facilities
Planning Unit Priority: Medium
What would success look like and how would you measure it?: 100% of broken and old chairs would be replaced with ergonomic chairs.

Full Funding Requested - New computers for the ABE Learning

Reporting Year: 2017-18
% Completed: 0

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
	<p>Center</p> <p>Describe Plans & Activities Supported: The computers in the learning center are old and starting to glitch. Replacement of the computers would allow students to have and use current technology. Lead: Lesley Johnson One-Time Funding Requested (if applicable): 35000 Type of Request: IT Support Planning Unit Priority: Medium What would success look like and how would you measure it?: Computers in the Learning Center would be replaced.</p> <p>Full Funding Requested - Full-time clerical staff for High School Office Describe Plans & Activities Supported: Increase one part-time permanent Administrative Specialist 1 to a full-time position for the High School Office. With the addition of a new Manager for Off-Campus High School Programs, ABE High School Staff was relocated to help with that program which left the High School Office short on personnel. Lead: Lesley Johnson On-Going Funding Requested (if applicable): 40000 Type of Request: Staffing Planning Unit Priority: High What would success look like and how would you measure it?: Increasing a part-time position to a full-time position would allow for better customer service.</p>	<p>Computers in the ABE Learning Center have not been replaced. (06/27/2018)</p> <p>Reporting Year: 2017-18 % Completed: 0 No positions have been increase to full-time (06/27/2018)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p>result of instructional intervention and support, ABE students will be academically successful.</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17, 2017-18</p> <p>Date Goal Entered (Optional): 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2017-18</p> <p>% Completed: 100</p> <ol style="list-style-type: none"> 1. 61% of students in Adult Diploma who accessed tutoring passed their class, compared to 44% of students who did not. The difference is 17%. We did not quite reach our goal of 20% but it was close. 2. Of the 26 students enrolled in Fall Kin 34, 11 students accessed basic skills tutoring. The average grade of the students who accessed tutoring was 3.27 for the course, compared to an average grade of 2.8 for the students who did not access tutoring. In Spring KIN 34, 7 students accessed basic skills tutoring. It is not possible to determine the impact of the tutoring on students' grades because all students received an "A". However, students utilized tutoring an average of 8 times, suggesting that they found it beneficial. 3. 91% of students in High School Referral who accessed tutoring passed their class, compared to 58% of students who did not. The difference is 33%. 4. A total of 33% of ABE students who attended for at least 12 hours utilized tutoring. 57% of Adult Diploma students utilized tutoring as did 26% of HSR students, 23% of Learning Center students, and 10% of High School Equivalency students. 5. 215 students took a survey to determine their views on tutoring. 28% had used tutoring and found it useful and 4% had used it and not found it useful. Ten percent had not heard of tutoring and 19% did not plan to use it. 39% planned to use it in the future. Of students who had used tutoring, 96% found the tutors to be helpful and the remaining 4% indicated that they were neither helpful nor unhelpful. <p>A key limitation with regard to tutoring data is that tutor logs only record tutoring that precedes an assessment. In 2018-19, the system for recording tutoring will be expanded to include all tutoring and this will provide a more accurate perspective on the scope and scale of tutoring in ABE. This will be of particular benefit to the ABE Learning Center, which has historically showed lower rates of tutoring by the</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
	<p>Report directly on Goal</p> <hr/> <p>Full Funding Requested - Funding for tutors and non-teaching pay for faculty.</p> <p>Describe Plans & Activities Supported: 1. Provide in-class tutoring for instructional intervention and support for ABE students. 2. Provide Kin 34 students access to basic skills tutoring one hour after the class meets. 3. Survey ABE students about their opinion on tutoring. Lead: Lesley Johnson, Omi Miri, ABE faculty</p> <p>On-Going Funding Requested (if applicable): 140000 Type of Request: Staffing Planning Unit Priority: High What would success look like and how would you measure it?: 1. Students in Adult Diploma who access tutoring will have at least a 20% higher course completion rate than those who do not access tutoring. 2. Kin 34 students who access basic skills tutoring will earn a higher overall grade than those who did not access tutoring. 3. For HSR math and science classes, students who access tutoring will have a least a 20% higher course completion rate than those who do not access tutoring. 4. At least 70% of enrolled students (AD, HSE, ASVAB, HSR) will access tutoring.</p>	<p>fact that their summative assessments are typically given at the end of a class and a tutor has not had the opportunity to intervene. (06/11/2018)</p> <hr/> <p>Reporting Year: 2017-18 % Completed: 100 Tutoring is paid for using BSI funds. (06/28/2018)</p>

Unit Goals

Resources Needed

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

5. At least 40 students will take a survey to inform staff on students' opinions on tutoring.