1. Assessment Plan - Four Column

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

Narrative Reporting Year

2017-18

Contact Person: Mary Lange
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Program Planning Dialog: Fall, 2017 department leadership team meetings reviewed Unit PIE goals for 17-18 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 2018 department leadership team reviewed progress on the Unit PIE goals. Our work team included; department director, technical experts, faculty, adjunct counselor and classified staff. As a team we determined our program's top accomplishments for the 2017-2018 school year. Discussions included what could be carried forward in the 2018-2019 Unit PIE and the top program goals for 2017-7018 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 Education Block Grant (AEBG local regional consortium) is planning and 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 for older adults are included in the block grant.

2. 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 is working diligently to assure there is adequate access to courses and labs that teach the community's older adult population the basic and necessary skills through a series of computer courses to address their digital literacy.

3. 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.

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. The average monthly earning for Regional Center Clients (adults with developmental disabilities) who received any reportable wages in 2011 was only $485/month, according to data from the EDD. The employment rate of Californians with developmental disabilities is 13%. This 13% included part-time and sub-minimum wage earnings. As a result, the program is developing IMPACT which consists of courses designed to promote the development of independent living and employment skills of individuals with intellectual 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.

5. 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.

6. Less than 2% of EOA 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.

7. 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 for the competitive integrated workforce and independent living skills that enhance employability.

8. 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."

9. 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 4 years.

10. 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. Older adults are among the fastest growing age groups, and the first "baby boomers" (adults born between 1946 and 1964) turned 65 in 2011. 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.

11. 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.

12. For June 30, 2013, the California Department of Education reports that 5,849 students with significant disabilities (autism, intellectual disabilities and traumatic brain injury) left K-12 education. Of those, 32% graduated, 24% received a certificate of completion, and 44% either dropped out or aged out. 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.

13.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.

14.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.

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

16. SSSP mandates initiated program services to include education plans, orientations, assessments and follow-up services in addition to counseling services. As a result EOA has established orientations, education plans, follow-up services and assessment processes 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.

5. No full time 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 Adult Education Regional Consortium (AEBG) planning.

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

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

5. Established use of social media launching Facebook accounts for IMPACT, EOA using survey monkey to gather program development information.

6. Student handbook translated to Spanish to improve student outreach.

7. Develop Google Sites per discipline for faculty to access program information and discontinue using Group Portal Studio due to difficulty accessing site.

8. 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.

*AWD Program: 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 new contextualized curriculum to promote vocational and economic self-sufficiency. VOC MIT Mobil Information Technology for the Beginner and DSPS ILSHS Human Sexuality for Students with Intellectual Disabilities. Both course proposals are in the WebCMS queue.

2. EOA/AWD coordinated 1 art show at local senior center 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 Education for Older Adults have outcomes, summary of data, and use of results compiled.

4. 100% of courses 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. 14 Office Computer Application certificates were earned this year.

7. Two IMPACT students transitioned to credit and one IMPACT student gained competitive integrated employment and one IMPACT student increased their hours of paid employment.

8. Completed the WASC Accreditation process.

Notable Achievements for Theme B: To Support Student Access and Success: 1. Increased access through the addition of 1 new off-campus location. Formed new partnerships with La Puente Senior Center.

2. Secured second adjunct counselor to provide orientations, education plans, and follow-up services to meet SSSP mandates.

3. IMPACT increased communication through the creation of a quarterly newsletter and Facebook page that highlights program information, events and resources.

4. 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.

5. IMPACT enrollment grew by 42% from spring 2017 to spring 2018 with a 52% increase in FTES. Non credit EOA experienced a 6% enrollment growth with an 11% growth in FTES. Vocational Reentry had a 6% decline in enrollment yet a 6% increase in FTES from spring 2017 to spring 2018.

6. Of the students who attended in 2017-18 (1552), 625 of them have a service in SARS within the date range of March 30 2017 til June 14, 2018. # of students unduplicated in SARS for 2017-18 cohort: 625
# of students unduplicated in EOA for 2017-18 year: 1552

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 AEBG, 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 30 adjunct faculty attended 22 various conferences, classes and professional development workshops in order to maintain current in their respective fields.

3. Increased student services through hiring an additional adjunct counselor to serve students in vocational reentry courses.

4. Spring Faculty Development Day provided EOA/AWD faculty paid opportunities to share best practices and a synergistic approaches to delivering education.

5. Received NTFA pay for adjunct faculty to participate in SLO review cycle from the Outcomes Committee .

6. Received $3,000.00 for immediate needs funds to cover necessary mileage expenses due to program growth and newly required SSSP mandates.

7. One time funds of $20,000.00 for the purchase of 3 hotspots including 18 months of Verizon service, 15 laptops with 3 travel cases. This provides technology for an off campus portable computer lab.

8. Adjunct counselors gained access to SARS remotely. This streamlined services and documentation processes increasing work efficiency.

9. Technical Expert Susan Stroebel earned her Masters of Science in Education with a focus on special education.

10. EOA faculty Vanessa Jones earned her Masters of Science in Gerontology.
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 Stroebel) 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. Technical Expert Shelby White member of AEBG vocational reentry workgroup.

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

5. IMPACT hosted first stakeholders meeting. Members included Walnut Valley Unified School District, San Gabriel Valley Regional Center and Parents Place.
Contributors to the Report: Mary Lange - EOA & AWD
Shelby White - EOA & AWD
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Unit Goals	*Resources Needed*	*Where We Make an Impact: Closing the Loop on Goals and Plans*
Use of Data - Excel in use of data to for tracking, assessment, planning and reporting to promote student access and outcomes. **Status:** Active **Goal Year(s):** 2016-17, 2017-18	**Report directly on Goal**	**Reporting Year:** 2017-18 **% Completed:** 25 Survey monkey revealed that students really don't like to travel to other cities for open classes and would rather wait for courses to be offered in their home town facility. It is interesting to note that the most certificates awarded are

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	Report directly on Goal	from a cohort model program. Beginning winter 2019 computer vocational reentry will develop one additional cohort model and monitor the certificate completion rate of the cohort. Starting with the fall 2018 registration cycle, adjunct counselors will participate in the scheduled vocational reentry course registration dates to capture students counseling needs as they enter the programs. During the rollout phase of the process adjunct counselors will document procedures to establish steps and protocol for future reentry vocational registration dates. Adjunct counselors will report back to department director outlining recommended steps for vocational reentry registration process. NCR paper will be used during education plan sessions so students can maintain a copy for their personal records. Addition to education plans that include steps for certificate completion. Create additional advertisement including posters for certificate offerings that can be posted at off-campus facilities. Provide professional development activities for faculty on the topic of certificates offered. Design telephone survey to solicit information on barriers to certificate completion. (06/06/2018)
	Full Funding Requested - Fulltime program coordinator **Describe Plans & Activities Supported:** Identify barriers to course/certificate completion for student enrolled in computer classes. Survey students on issues that may prevent course completion. Survey students who have dropped from the computer classes over the past 2 years. Implement needed	**Reporting Year:** 2017-18 **% Completed:** 25 Survey monkey revealed that students really don't like to travel to other cities for open classes and would rather wait for courses to be offered in their home town facility. It is interesting to note that the most certificates awarded are from a cohort model program. The program will develop additional cohort models to monitor improvement in course and certificate completion rate.

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	interventions. Increase Beginning winter 2019 computer vocational reentry will develop one additional cohort model and monitor the certificate completion rate of the cohort. Starting with the fall 2018 registration cycle, adjunct counselors will participate in the scheduled vocational reentry course registration dates to capture students counseling needs as they enter the programs. During the rollout phase of the process adjunct counselors will document procedures to establish steps and protocol for future reentry vocational registration dates. Adjunct counselors will report back to department director outlining recommended steps for vocational reentry registration process. Counselors will include steps to certificate completion on students education plans. NCR paper will be used during education plan sessions so students can maintain a copy for their personal records and counselors can maintain a department record. An addition to education plans that include steps for certificate completion Create additional advertisement including posters for certificate offerings that can be posted at off-campus facilities to inform students of pathways.	Adjunct counselors will conduct and participate in all vocational course registration dates to capture students needs as they enter the programs. Create additional advertisement including posters for certificate offerings that can be posted at off-campus facilities. Provide professional development activities for faculty on the topic of certificates offered. Design telephone survey to solicit information on barriers to certificate completion. Addition to education plans that include steps for certificate completion. (06/06/2018)

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans	
	Include in faculty meetings activities that highlight vocational reentry certificates offered. Design and implement telephone survey to solicit information on barriers to certificate completion. **On-Going Funding Requested (if applicable):** 85000 **Type of Request:** Staffing **Planning Unit Priority:** Low **What would success look like and how would you measure it?:** Gather data to determine barriers to course completion. Gather data to determine barriers to certificate completion. Develop a plan of action to improve student course and certificate completion		
Student Learning - Improve student learning through continual improvement of curriculum and delivery, and through development and assessment of SLOs and Student Learning Goals. **Status:** Active **Goal Year(s):** 2016-17, 2017-18 **Date Goal Entered (Optional):** 09/01/2016	**In Progress -** NTFA hours **Describe Plans & Activities Supported:** Use NTFA hours to fund adjunct faculty to develop independent learning skills certificate for students with intellectual disabilities (ID). This sequence provides a comprehensive program for adults with developmental disabilities to improve the social, academic, personal, prevocational and avocational capabilities. Among the skills that students will develop are the ability to: live more independently, to improve social interactions and healthy living.	**Reporting Year:** 2017-18 **% Completed:** 50 In 2017-18, seven DSPS courses in a series of 16 have been designed and submitted into the curriculum approval process for the Independent Living Skills Certificate. The 7 courses are Interaction with Authority and Emergency Personnel, Independent Living Health and Fitness Skills, Introduction to Banking for Students with ID, Independent Living Money Skills, Independent Living Skills Basic Budget and Money Management, Independent Living Consumer Skills, and Human Sexuality for Students with Intellectual Disabilities. (05/30/2018)	: Faculty will continue to research and design curriculum to complete the Independent Living Skills Certificate. (06/28/2017)

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

Lead: Mary Lange and Briseida Ramirez

Planning Unit Priority: High

In Progress - Develop an employability certificate for students with ID. This sequence provides skills necessary to enhance employability of students with disabilities. It offers a foundation of basic skills that increase the direct and indirect job skills necessary for obtaining and maintaining employment. Among the skills that students will develop are the ability to: communicate effectively on the job; locate job opportunities; problem solve; set career goals; remain safe; utilize transportation resources to and from work; manage personal finances; use information technology; develop and maintain appropriate interpersonal skills and relationships; professional attire; and advocate for personal rights.

Describe Plans & Activities Supported: Desktop computer system

Lead: Mary Lange and Briseida Ramirez

Type of Request: Technology Equipment - new

Planning Unit Priority: High

Reporting Year: 2017-18

% Completed: 25

Faculty will continue to evaluate and research necessary employment skills required for students with intellectual disabilities to be prepared for realistic employment opportunities. (05/30/2018)

 : Faculty will continue to research and develop appropriate curriculum to prepare students with ID for the workforce. (06/28/2017)

Full Funding Requested - Fulltime program coordinator

Describe Plans & Activities Supported: Survey IMPACT students and community members to assess areas of interests and needs of students with intellectual disabilities.

Reporting Year: 2017-18

% Completed: 75

An IMPACT stakeholders group has been established with semiannual meetings institutionalized and on going. Students are surveyed on a quarterly basis via the IMPACT newsletter. (06/07/2018)

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	On-Going Funding Requested (if applicable): 85610 **Type of Request:** Staffing **Planning Unit Priority:** Low **What would success look like and how would you measure it?:** Improve student learning measured by 20% increase in enrollment of IMPACT over 3 years starting in fall 20218. **Documentation Attached?:** No	
Communication - Increase effectiveness and consistency of communication among stakeholders. **Status:** Active **Goal Year(s):** 2016-17, 2017-18 **Date Goal Entered (Optional):** 09/01/2016	**In Progress -** Increase EOA program newsletter subscription listserv by 5% over 2016-2017 subscriptions. **Lead:** Mary Lange and Shelby White	**Reporting Year:** 2017-18 **% Completed:** 100 Mission accomplished EOA program newsletter subscription listserv increased by 13% over previous year. (06/06/2018)
		Reporting Year: 2016-17 **% Completed:** 100 Mission accomplished! Program electronic newsletter subscription increased by 8%. (06/28/2017)	: Through the electronic newsletter distribution process the program leadership team learned that the senior population is becoming more skillful when using technology. As a result the program will develop Facebook in addition to the continuation of the electronic newsletter. (06/28/2017)
	In Progress - Explore feasibility of creating a news letter for IMPACT. **Lead:** Susan Stroebel **Planning Unit Priority:** Medium	**Reporting Year:** 2017-18 **% Completed:** 100 Technical expert and program faculty have developed a quarterly electronic and printed newsletter thatl reaches the IMPACT student population and community stakeholders. (05/30/2018)	: This newsletter will provide the community with relevant program information. (06/28/2017)
	In Progress - Explore feasibility of creating a Facebook account for IMPACT. **Lead:** Susan Stroebel and Sabeena Soni	**Reporting Year:** 2017-18 **% Completed:** 100 Technical expert and program faculty created and are maintaining a program Facebook account for IMPACT. This has increased communication to the student and	: Program staff will monitor Facebook activity to determine its effect on communication. (06/28/2017)

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	Planning Unit Priority: Medium **Full Funding Requested -** FT coordinator **Describe Plans & Activities Supported:** Strengthen communication among faculty, faculty and department, and students and community partners by: 1) developing and maintaining EOA/AWD Google Sites per discipline to disseminate information (among faculty) 2) Exploring options of using a technology program such as Alertist to send group text messages to faculty efficiently (between faculty and department) 3) Strengthen communication with students to increase awareness of program activities by increasing Facebook usage for dissemination of program information. EOA/AWD staff will market the programs using a variety of methods and Facebook link. (students and community partners) Documents will include meeting minutes, class locations syllabi examples, policies and other pertinent documents. Implementation will begin spring 2018. **Type of Request:** Staffing **Planning Unit Priority:** Medium **What would success look like and how would you measure it?:** 50% of faculty will access Google Sites twice	community populations. (05/30/2018) **Reporting Year:** 2017-18 **% Completed:** 25 Although the program was unable to fund a FT coordinator, Google sites were created by adjunct faculty per discipline for EOA. All documents are available to faculty, who can access at their leisure. Approximately 10% of adjunct faculty regularly access this form of communication. With a FT coordinator, perhaps participation would increase. Continue discussions with regard to technology to use for faculty group text messages. Facebook use increased ???? (07/10/2018)

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans	
	a semester and will have quicker access to documents and important dates. Determine which options which technology is a viable mode of information dissemination. 40% increase in use of Facebook page		
Student Services - Support access to high quality student services to meet needs of diverse noncredit populations. **Status:** Active **Goal Year(s):** 2016-17, 2017-18 **Date Goal Entered (Optional):** 09/01/2016	**In Progress -** Two adjunct counselor to provide SSSP services to growing programs. **Lead:** Mary Lange **On-Going Funding Requested (if applicable):** 41000 **Planning Unit Priority:** High **What would success look like and how would you measure it?:** Two adjunct counselors providing SSSP services to meet the demands of 2 growing programs.	**Reporting Year:** 2017-18 **% Completed:** 100 Two adjunct counselors have been hired and are addressing the SSSP mandates. Since their hire, education plans have been designed, student handbook has been written and orientation and assessment schedules have been institutionalized and are on going. (05/30/2018)	: Due to the addition of the adjunct counselor EOA has collected SSSP data elements and AEBG data elements to track student supportive services. Currently one adjunct counselor is serving over 1,700 students at various off campus facilities. Given the logistics and nature of the program another adjunct counselor will provide the additional support to cover the SSSP and AEBG mandates. The students reportedly are learning more about college offerings and services. The services have identified multiple students interested in taking credit courses to earn a degree or certificate. (06/28/2017)
	Improve student services by making counseling data easily accessible. **Describe Plans & Activities Supported:** Counselors will have easy access to SARS data so they can better advise students. Counselors will enter data into SARS. Streamline SARS data entry Provide access to SARS anywhere. **Planning Unit Priority:** High		

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans	
	What would success look like and how would you measure it?: 70% of Vocational Reentry students will have SARS data available by summer 2018. 85% of Vocational Reentry students will have SARS data available by summer 2019. 100% counselor satisfaction with SARS communication by summer 2018		
Facilities - Provide physical and technological infrastructure that will promote student learning. **Status:** Active **Goal Year(s):** 2016-17, 2017-18 **Date Goal Entered (Optional):** 09/01/2016	**In Progress -** AWD on campus facilities **Lead:** Mary Lange **Type of Request:** Facilities **Planning Unit Priority:** High **What would success look like and how would you measure it?:** Dedicated on campus classroom to EOA/AWD department. **Documentation Attached?:** No	**Reporting Year:** 2017-18 **% Completed:** 25 Spring of 2018 an IMPACT class has been offered on campus Tuesday and Thursday afternoons 1:00-4:00. The course offered is Lifelong Learning for the Special Needs Population. Although the classroom is assigned to the ESL Department, IMPACT is able to use the facilities during off hours. Program leadership team will continue to monitor enrollment trends. (05/30/2018)	: Design a series of course offerings to be held on campus that will met the learning needs of students with ID. (06/28/2017)
	In Progress - EOA/AWD dedicated classrooms in Bldg 40 **Lead:** Mary Lange **Type of Request:** Facilities **Planning Unit Priority:** High **What would success look like and how would you measure it?:** Dedicated on campus classroom for EOA/AWD department. **Documentation Attached?:** No	**Reporting Year:** 2017-18 **% Completed:** 25 Continue to explore opportunities to offer courses in build 40 for students with ID. Spring of 2018 an IMPACT class has been offered on campus Tuesday and Thursday afternoons 1:00-4:00. The course offered is Lifelong Learning for the Special Needs Population. Although the classroom is assigned to the ESL Department, IMPACT is able to use the facilities during off hours. Program leadership team will continue to monitor enrollment trends. EOA uses ESL dedicated classroom on Friday afternoons for Home Gardening course. The location is ideal as on campus lab is located next to building 40. (05/30/2018)	: Explore scheduling class time during non-peak hours. (06/28/2017)
	In Progress - Safety Cameras in Isolated Locations **Lead:** Mary Lange **One-Time Funding Requested (if applicable):** 5000 **Type of Request:** Equipment - new	**Reporting Year:** 2016-17 **% Completed:** 0 Security Devices including security cameras , improved lighting in quad and parking area and an alarm on all trailers to alleviate sense of isolation and safety concerns of faculty, staff, and students has not yet been provided. (06/28/2017)	: Area management will monitor security calls to document number and nature of dispatches. (06/28/2017)

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

Planning Unit Priority: High

In Progress - Purchase mobile technology and programs to provide access to technologies that support vocational learning applications. (5) portable Elmos, (7) Power Point projectors , (3) digital cameras, and (10) presentation remotes need to be purchased, 10 portable speakers.

Describe Plans & Activities Supported: Purchase mobile technology and programs to provide access to technologies that support learning.

Lead: Mary Lange

One-Time Funding Requested (if applicable): 40000

Type of Request: Instructional Equipment

Planning Unit Priority: High

What would success look like and how would you measure it?: These IT devise will help bridge the digital divide and provide access to the needed internet technology so students can learn the skills required in an increasing digital environment. Also it will eliminate the obstacle we have experienced when offering technology courses off campus at various sites. Routinely we are dependent on off campus sites internet access and this has become a barrier to offering our courses. These products are designed to add value to the students' life – such as helping them find work, and develop work-based digital literacy emphasizing digital skills attainment and broadband access. The purchase and

Reporting Year: 2017-18
% Completed: 75
The purchase of 2 portable I-PAD charging cases and (20) 10 inch I-Pads and has been completed in the 16-17 school year. Onetime instructional funds purchased 15 laptops and 3 portable carrying cases, 3 hotspots along with 18 months of Verizon service.

However, (5) portable elmos, (7) Power Point projectors , (3) digital cameras, and (10) presentation remotes need to be purchased, 10 portable speakers.
 (05/30/2018)

: Students have access to modern technology that enhances educational delivery of curriculum with the purchase of 2 portable I-PAD charging cases and (20) 10 inch I-Pads and has been completed. (07/27/2017)

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans	
	implementation of the following equipment to enhance instructional delivery and greatly improve student learning: (5) portable elmos, (7) Power Point projectors , (3) digital cameras, and (10) presentation remotes need to be purchased, 10 portable speakers. **Documentation Attached?:** No **In Progress -** Seek funds to provide a safe, functional and efficient learning environment for older adult students. **Describe Plans & Activities Supported:** 16 Swivel desk chairs for off campus computer lab. **Lead:** Mary Lange **One-Time Funding Requested (if applicable):** 8000 **Planning Unit Priority:** Medium **What would success look like and how would you measure it?:** Replace current 16 student desk chairs that are a safety risk as they are wobbly and could cause a senior citizen student to fall with 16 student desk chairs providing a safe learning environment. **Documentation Attached?:** No		
Professional Development - Implement and promote professional development initiatives that support Continuing Education themes and priorities. **Status:** Active **Goal Year(s):** 2016-17, 2017-18 **Date Goal Entered (Optional):** 09/01/2016	**In Progress -** Design and offer fee based classes for new faculty who need to meet the minimum qualifications of thirty (30) hours or two (2) semester units of coursework or classwork in understanding the needs of the older adult, taken at an accredited institution of higher education or approved by the District.	**Reporting Year:** 2017-18 **% Completed:** 75 Lead faculty is in the process of updating the current community education (fee-base) course outline of record. (05/30/2018)	**:** Lead faculty will continue to update current community education (fee-base) course outline of record in order to offer the course for faculty who need to meet the minimum qualifications of thirty (30) hours or two (2) semester units of coursework or classwork in understanding the needs of the older adult, taken at

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans	
	Lead: Shelby White **Planning Unit Priority:** High		an accredited institution of higher education or approved by the District. (07/27/2017)
	In Progress - Design and implement spring and fall flex days specifically to meet the needs of the EOA and AWD faculty. **Lead:** Shelby White **Planning Unit Priority:** High	**Reporting Year:** 2017-18 **% Completed:** 100 Spring Professional Development Day provided EOA/AWD faculty paid opportunities to share best practices and a synergistic approaches to delivering education. The event is institutionalized and ongoing. (05/30/2018)	: A fall flex day is being developed. The practice of providing an EOA/AWD spring and fall flex day will be institutionalized. (06/28/2017)
Partnerships - Develop internal and external partnerships and secure funding to improve students' educational and career opportunities. **Status:** Active **Goal Year(s):** 2016-17, 2017-18	**In Progress -** Investigate job exploration opportunities on campus for students with ID. **Lead:** Susan Stroebel **Planning Unit Priority:** Medium	**Reporting Year:** 2017-18 **% Completed:** 25 IMPACT faculty and technical expert will continue to explore on campus career training opportunities for students with ID to prepare for the workforce. (05/30/2018)	: DSPS faculty and technical expert will create a list of campus opportunities providing experiential learning that will prepare students with ID for workforce. (06/28/2017)
	In Progress - Explore funding prospects for internship opportunities for adults with intellectual disabilities (ID) from San Gabriel Valley Regional Center. **Lead:** Susan Stroebel **Planning Unit Priority:** Medium	**Reporting Year:** 2017-18 **% Completed:** 25 AWD technical expert is in contact with San Gabriel Valley Regional Center to explore funding opportunities for on campus internships for students with ID. (05/30/2018)	: Monitor funding opportunities for on campus internships for students with ID. (07/27/2017)
	Full Funding Requested - Increase mileage account by $3,000.00 **Describe Plans & Activities Supported:** The department has grown substantially in site locations and course offerings in addition to newly required SSSP mandates. The classes are offered off-campus throughout the community, and mileage is provided to instructors traveling from one location to another. The current budget no longer covers the necessary expenses. Based on usage it is anticipated that an additional $3,000.00 is needed.		

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans	
	Type of Request: Non-Instructional Supplies **Planning Unit Priority:** High **What would success look like and how would you measure it?:** Increase in mileage account by $3,000.00 **Documentation Attached?:** Yes **Related Documents:** [Immediate Need Request.pdf](#)		
Advocacy for Noncredit - Engage with public and private entities to represent and improve support for noncredit student populations. **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:** 50 IMPACT or AWD stakeholders advisory group is institutionalized an on going with semiannual meetings scheduled. Members include Walnut Valley Unified School District, Parent's Place and San Gabriel Pomona Regional Center. (06/11/2018)	
	In Progress - Formation of AWD Stakeholders Group. **Lead:** Susan Stroebel **Planning Unit Priority:** High	**Reporting Year:** 2017-18 **% Completed:** 100 IMPACT or AWD stakeholders advisory group is institutionalized an on going with semiannual meetings scheduled. Members include Walnut Valley Unified School District, Parent's Place and San Gabriel Pomona Regional Center. (06/28/2017) **Related Documents:** [IMPACT minutes 2.22.18.pdf](#) [IMPACT Minutes 10.11.17.pdf](#)	: An AWD stakeholders advisory group will be created from interested community members to provide vital information that will support and provide direction for programs 4 main areas, microenterprise, independent living skills, job readiness skills and college preparation. (06/28/2017)
Secure Staffing - Secure staffing to assure high-quality instruction and student services. **Status:** Active **Goal Year(s):** 2016-17, 2017-18 **Date Goal Entered (Optional):** 09/01/2016	**Full Funding Requested -** Increase NTFA hours with an additional 10 hours per week. This will enable program to facilitate curricular issues and coordinate responsibilities under faculty purview. EOA/AWD does not have fulltime faculty. **Describe Plans & Activities Supported:** AWD program has grown to 1,000 students doubbling in size and course offerings over the	**Reporting Year:** 2017-18 **% Completed:** 50 An additional 10 NTFA hours per week have been assigned to EOA/AWD programs for the 17-18 school year. (05/30/2018)	: With the growth of EOA and AWD programs over the last 3 years and new state mandates, more work has been generated that is under faculty. The additional NTFA hours are used to facilitate curricular issues and coordinate responsibilities under faculty purview. New courses and certificates especially in the area of vocational offerings and adults

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans	
	last year. Additional NTFA hours are required to manage and coordinate faculty purview of curriculum inventory and SLO processes for growing curriculum inventory.		with disabilities will be created as well as current courses and certificates to be reviewed and updated. (06/28/2017)
	Lead: Mary Lange **On-Going Funding Requested (if applicable):** 28000 **Type of Request:** Staffing **Planning Unit Priority:** High **What would success look like and how would you measure it?:** An additional 10 weekly hours of NTFA pay.		
	In Progress - Increase staffing to support faculty and enhance the delivery of instruction. **Lead:** Mary Lange **One-Time Funding Requested (if applicable):** 80000 **Type of Request:** Human Resources **Planning Unit Priority:** High	**Reporting Year:** 2016-17 **% Completed:** 0 Through SCE division process this position was not carried forward to the Instruction Team. (07/27/2017)	: Requested position will remain in PIE for planning and request purposes. (07/27/2017)
	In Progress - Increase staffing to support faculty and enhance the delivery of instruction. **Lead:** Mary Lange **One-Time Funding Requested (if applicable):** 70000 **Type of Request:** Human Resources **Planning Unit Priority:** High	**Reporting Year:** 2015-16 **% Completed:** 0 Through SCE division process this position was not carried forward to the Instruction Team. (07/15/2016)	: The positin will remain in PIE for planning and request purposes. (07/27/2017)
	Full Funding Requested - Fulltime faculty **Describe Plans & Activities Supported:** This will enable program to facilitate curricular issues and coordinate responsibilities under faculty purview. EOA/AWD does not have fulltime faculty. EOA/AWD		

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	Department currently serves 7,776 students, **On-Going Funding Requested (if applicable):** 85610 **Type of Request:** Staffing **Planning Unit Priority:** High **What would success look like and how would you measure it?:** Fulltime faculty for a large department that currently serves 7,776 students, offers 209 sections, manages curriculum inventory of 37 CORs, 9 CORs in the Webcms queue, and 5 certificates in the Webcms queue.	