



THREE-YEAR PLAN

CAEP 2022-2025

Mt. San Antonio Regional Consortium

Baldwin Park Adult and Community Education

Bassett Adult School

Charter Oak Adult School

Tri-Community Adult Education

Hacienda-La Puente Adult Education

Mt. San Antonio College - School of Continuing Education

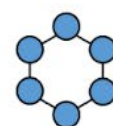
Pomona Adult and Career Education

Rowland Adult and Community Education



CALIFORNIA
ADULT EDUCATION
PROGRAM

www.mtsac-rc.org



Mt. SAC
Regional Consortium
for Adult Education

Mt. San Antonio Regional Consortium 3YP

Executive Summary.....	1
Pre-Planning Assessment.....	3
Overview and Preparation	3
Regional Alignment and Priorities	4
Evaluate the Educational Needs of Adults in the Region.....	4
Regional Need for Adult Education and Workforce Services	5
Mt. San Antonio Consortium Service Area	5
Selected Economic and Social Characteristics	6
Education and Adult Literacy	6
Industry in the Region.....	7
Student Outcomes	7
Contributions by Entities.....	7
Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region .	8
Metrics	10
Consortium Level Metric Targets.....	10
Adults who Became Participants	10
Member Spending Targets.....	11
Objectives	12
Address Educational Needs	12
Growth of CTE & Healthcare Programs	12
Pathways for Immigrants	12
Growth of Adult Secondary and Adults with Disabilities Programs	12
Improve Integration of Services & Transitions	13
College Transition Support.....	13
Improved Student Services	14
Improve Effectiveness of Services	14
Professional Development.....	14
Consortium Events	15
Technological Support	15
Data Needs.....	15

Funds Evaluation	16
Activities.....	17
Consortium-Wide	17
Baldwin Park Adult and Community Education	19
Bassett Adult School	19
Charter Oak Adult School.....	20
Covina Valley/Tri-Community Adult Education	21
Hacienda-La Puente Adult Education	22
Mt. SAC School of Continuing Education	23
Pomona Adult and Career Education.....	24
Rowland Adult and Community Education	25

Executive Summary

Serving 34,920 students in 2020-21, the Mt. San Antonio Regional Consortium for Adult Education is the second largest consortium in California. The Consortium boundaries encompass the communities of Baldwin Park, Bassett, Charter Oak, Covina, Diamond Bar, the southern portion of Glendora, Hacienda Heights, City of Industry, Irwindale, La Puente, La Verne, Pomona, Rowland Heights, San Dimas, Valinda, Walnut, and West Covina. The Consortium area lies in eastern Los Angeles County and is a vital part of the Southern California economy. The 385-square-mile region is home to almost a million people.

The Mt. San Antonio Regional Consortium includes seven school districts and one community college. The Consortium sites include Baldwin Park Adult & Community Education (BPACE), Bassett Adult School, Charter Oak Adult Education, Covina Valley/Tri-Community Adult School, Hacienda La Puente Adult Education, the Mt. San Antonio College School of Continuing Education, Pomona Adult & Career Education (PACE), and Rowland Adult & Community Education (RACE). Representatives from each site participated on the three-year planning team, the Steering Committee, and program teams that provided input to the plan.

Consortium faculty, staff, and managers are working to account for the needs of current students as well as prospective students in an educational environment largely shaped by the statewide COVID-19 response and current protocols. Currently, there are broader opportunities to build upon the goals from the June 2019 3 Year Plan than in previous years. There is also the opportunity to reflect upon how the Consortium can support people in our region as they respond to the employment shifts that have resulted from the COVID-19 era. While unemployment has dropped from the peak of 19 percent in May 2020 to 4.9 percent in March 2022, this shift requires reexamination of adult education priorities in the region to target areas where there are gaps between the number of skilled workers and projected job openings.

The 2022-25 3 Year Plan is focused largely on developing stronger pathway programs particularly in the healthcare field, growing CTE opportunities, improving educational opportunities for adults with disabilities and people lacking high school credentials, and increasing transitions to post-secondary education and employment. The Consortium will work to reconnect with students who did not complete their courses as well as recruit new adult learners via marketing efforts and direct outreach. Online learning has also improved among Consortium members, in particular for employed students, parents, and individuals with unreliable access to transportation. The 3 Year Plan includes instructional strategies to ensure that students can access high-quality instruction from their homes, if that is their preference. This includes expenditures related to expanded technology for distance learning for students and staff, as well as professional development for faculty. There is a continued focus on interaction and engagement with America's Job Centers of California (AJCC). AJCCs and related student support agencies, which will include increased opportunities for co-locations at member sites as per the June 2019 3 Year Plan. The 2022 Plan will also further the goal from the June 2019 plan, which is the establishment of integrated transition counseling across adult schools and college programs. In addition, Consortium faculty and staff will continue the important work of examining practices within a Diversity, Equity, and Inclusion framework to ensure that all students are welcomed and supported in our programs, both online and in person.

Particular attention will be paid to growing health careers programs, programs for adults with disabilities, CTE programs (both online and in person), and adult secondary education. In addition, support will be provided to assist students in applying those skills through transition to employment or post-secondary opportunities. The need for increased adult secondary education is shown by the fact that twenty percent of people in the region over the age of 25 have not earned a high school diploma or equivalent. CTE programs are crucial as the highest demand occupations in the region are in healthcare, particularly, Medical Assistants, Vocational Nurses, CNAs, Physical Therapist Assistants, and Personal Care Aides. Targeted CTE programs can also address the need for trained workers in fields such as business, hospitality, manufacturing, and skilled crafts. It is also critical to develop and grow programs for Adults with Disabilities, as only two percent of the over 10,000 individuals with intellectual and/or developmental disabilities in the region are currently served. Consortium members have long been a source of training in these areas and can leverage their experience and knowledge to address the changing vocational and academic needs of people in our region.

Pre-Planning Assessment

Overview and Preparation

Provide a narrative description of the Assessment conducted by the consortium. In this section, include the overall approach to the assessment, the process undertaken, and the data sources and their contribution to the assessment.

The Mt. San Antonio Regional Consortium 3 Year Planning Team met regularly to discuss and reflect upon the Consortium's capacity for providing service in all seven CAEP program areas to adults within the region. The analysis considered the current levels of service compared to the CAEP allocation as well as the Consortium's capacity to implement services, outreach to students, develop programs, provide educational planning and transitional support, articulate programs leading to certifications and completions, and leverage resources that accelerate student progress. Representatives from all member institutions participated on the 3 Year Planning Team.

The Consortium Leadership discussed the 3 Year Plan Guiding Questions with the Program Teams to develop an understanding of faculty, staff, and managers' goals and priorities. Feedback from the Program Teams, particularly with regard to accomplishments and gaps, have been incorporated into the members districts' Activities. Members of the 3 Year Planning Team also consulted with their faculty and staff to ensure that Activities were reflective of programmatic goals.

Data sources utilized include:

- 2020 US Census
- Adult Ed Pipeline
- CAEP Fact Sheets
- Center for Excellence (COE) for Labor Market Data
- CASAS Employment and Earnings Survey
- Bureau of Labor Statistics
- USC Dornsife Equity Research Institute Data
- NCES/PIAAC US Skills Map for Indicators of Adult Literacy and Numeracy

The current levels and types of education were gleaned from Consortium members' websites and catalogs as well as discussions with faculty and staff. This approach provided a comprehensive assessment of on-going services as well as programs that are being developed.

Educational needs were assessed through a detailed examination of the available data, including Census Data for the region. The CAEP Fact Sheets provided relevant, timely Census breakdowns that enabled us to understand how various populations (e.g. foreign-born, those with limited English) were faring in the region. Overall Census data also provided insight into technology needs of prospective students, which is particularly critical since many programs are operating online and/or in a hybrid model. The USC Equity Research Institute's "State of Immigrants in Los Angeles 2021" report provided context and reflection to those Census numbers and led to fruitful conversations regarding how to best serve the diverse immigrant populations in the Consortium. Bureau of Labor Market statistics and Center for Excellence

(COE) for Labor Market Data provided valuable projections about high demand fields in our region and enabled the Planning Team to discuss how Activities and plans could ensure that members had adequate programming to support that growing demand.

The regional alignment was then completed by comparing the current levels and types of education already offered by Consortium members with the needs of the region that were identified in the analysis of the available data. Three Year Plan team members then discussed these gaps with their faculty and staff to generate Activities that will ensure that community members have access to relevant, comprehensive instructional programs, student support services, and transitional support.

Regional Alignment and Priorities

Provide a description of the alignment of adult education and workforce services supported by CAEP with those described in other education and workforce plans guiding services in the region, including plans pertaining to the building of career pathways and the employment of workforce sector strategies and those required pursuant to WIOA.

One of the strongest partnerships in the region is between the Consortium and the Los Angeles County Workforce Development, Aging and Community Services (WDACS). WDACS provides oversight to facilitate actions outlined in the county Workforce Development Plan, including oversight of the local America's Job Centers of California (AJCC). There are two primary AJCCs that support our region: the Goodwill East San Gabriel Valley and Pomona Valley AJCC. Pomona Valley AJCC is a strong collaborator with the Consortium and has allowed members to establish a presence in their offices. As a result, the Mt. SAC School of Continuing Education (SCE) and Pomona Adult and Career Education (PACE) have staff available at that location to assist students and community members. In addition, Pomona Valley AJCC representatives for youth services and adult education service a co-location at Mt. SAC SCE. Goodwill East San Gabriel Valley is also a strong partner with Consortium schools and provides a co-location at both Hacienda La Puente (HLPAGE) and Baldwin Park Adult and Community Education (BPAGE). AJCC staffers participate regularly in workgroup meetings to share resources and opportunities for collaboration. In addition, SCE collaborated with WDACS, local AJCCs, and adult school partners to host a career fair in order to link adult learners with employment opportunities.

In developing the objectives for the 3-year plan, the Mt. San Antonio Consortium has taken into consideration and aligned both the with the Los Angeles County Workforce Development Board Local Area Plan and the California Community College Los Angeles Strong Workforce Plan. The California Department of Education also recently implemented the requirement of a Continuous Improvement Plan (3 year with annual updates), beginning in 2020-21. In addition, as our members are approved to receive Workforce Investment Opportunity Act (WIOA) Title II funds, the consortium members are mandated partners for local Workforce Development Boards. Our consortium will align our plan goals and activities with related member plans to best serve our constituent community.

Evaluate the Educational Needs of Adults in the Region

Evaluate both the needs for and the current levels and types of education and workforce services in the region, to identify gaps in current services. The description and evaluation should include a summary of key data points identified by the consortium as educational needs, and the implications of these data points and educational needs for the consortium's prioritization of services and resources.

Regional Need for Adult Education and Workforce Services

The Consortium service area is in the eastern region of the county. Since the development of the initial AB86 plan in 2015, the unemployment rate in the region has gone from 7.1% in 2015 to 4.2% pre-pandemic to a peak of 19% during the pandemic. Since that time the rate has shifted back to 4.9%. This fluctuation in the unemployment rate highlights the need for comprehensive adult education in the region. While the unemployment rate is dropping, there are on-going challenges from the pandemic in addition to increased home prices and rents, overall inflation, the need for training to acquire higher skill-level jobs, and changing industry needs that require re-training. Some industries that are currently in high demand for skilled workers include the health field (particularly personal care aides, physical therapy assistants, and occupational therapy assistants), food preparation, construction, technology, transportation, and logistics.

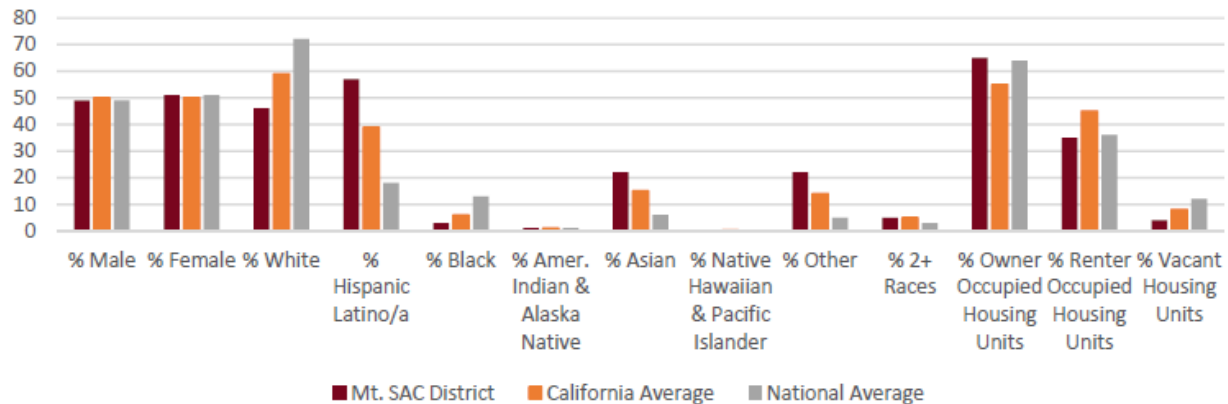
Although the region is experiencing low unemployment rates, the data indicates that certain populations have a major need for adult education programs. Unmet need data reveals major gaps in the areas of adult literacy, diploma attainment, and support for adults with disabilities. Poverty levels are also high in some cities within the region. Current statewide education and workforce initiatives also place major emphasis on advancing literacy and workplace training for groups that include immigrants and English language learners, as well as other disproportionately impacted populations. Adults with disabilities are also much less likely to be employed than individuals without disabilities (17.9% compared to 63.7%, respectively).

Mt. San Antonio Consortium Service Area

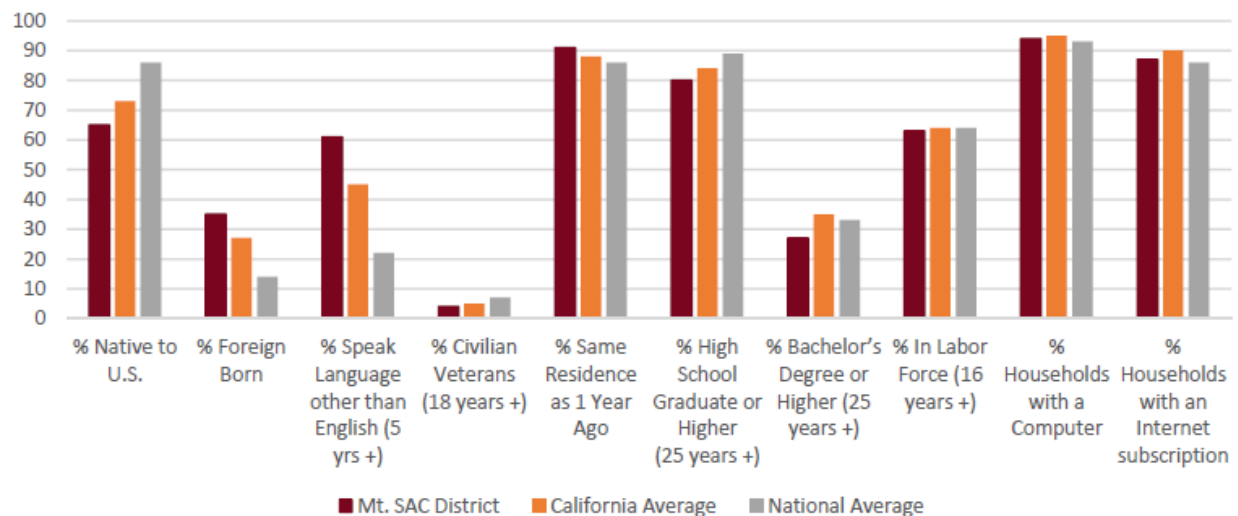
The service area of the Consortium is aligned with the Mt. San Antonio College District service area. It is located approximately twenty miles east of downtown Los Angeles and encompasses the Los Angeles Country regions identified as the San Gabriel and Pomona Valleys. The Consortium is the second largest in the state. In 2020, the total population for the consortium service area was 945,401.

Cities in the service area include Baldwin Park, Bassett, Charter Oak, Covina, Diamond Bar, the southern portion of Glendora, Hacienda Heights, City of Industry, Irwindale, La Puente, La Verne, Pomona, Rowland Heights, San Dimas, Valinda, Walnut, and West Covina. Pomona is the most populous city with 152,209 residents. The region is diverse in race and ethnicity with the majority of the population (54%) identifying as Hispanic/Latino, 24% as Asian, and 16% as white. This data is reflected by Consortium data, which shows that 52% of participants identify as Hispanic, 15% as Asian and 14% as white (14% did not report).

Census Data Profile



Selected Economic and Social Characteristics



Selected Economic and Social Characteristics

Our immigrant population is reflected in the higher regional rate of foreign born and individuals who speak a language other than English. Of foreign-born individuals, the populations identify evenly as Asian (48%) and Hispanic/Latino (47%). The primary languages spoken in foreign-born households are Spanish (45%), Chinese and Mandarin (10%), Tagalog (6%), Cantonese (5%), and Korean and Vietnamese (3%). This linguistic diversity is also representative of the general population, with English being the primary language spoken at home (39%), followed by Spanish (38%).

Education and Adult Literacy

Educational achievement data indicate that 20% of regional residents over the age of 25 lack a high school diploma or equivalent and that percentage is higher among foreign-born populations (27%), those who reported speaking English “less than well” (47%), and individuals near or below the poverty level (27%). In addition, Los Angeles County residents have lower literacy and numeracy rates than California and the nation overall per NCES.

Industry in the Region

Los Angeles County, where the Consortium is located, is home to a wide variety of industries. The COE LA County Sector Profile reports that primary existing sectors are Business & Entrepreneurship (employing 629,158 people) followed by Retail, Hospitality and Tourism (411,359). However, job growth in these fields is projected to diminish by up to 5 percent by 2024. While the Health sector currently comprises 188,328 employees, it is poised to have the highest level of job growth between 2019-2024 at 11 percent. This number is supported by Labor Market data that places Occupational Therapy Assistants, Physical Therapist Assistants, and Personal Care Aides among the top ten highest fastest growing occupations in the region.

Student Outcomes

Students in the Consortium reported improved outcomes until 2020 at the onset of the COVID-19 pandemic. At that time, regional outcomes declined in proportion with statewide outcomes, except with regard to students taking a transfer-level college course, which increased.

Contributions by Entities

Describe the ways in which each consortium member or partner contributed to the development of the three-year plan. The description should include a list of all consortium members and partners who contributed, and a brief description of the ways in which each member contributed.

The Consortium considered input from each consortium member and their stakeholders, including teachers, faculty, principals, administrators, and classified staff.

The following consortium members contributed to the Plan in the following ways:

- Baldwin Park Adult Education - participated in planning meetings, provided data, designed proposed activities, proposed staff collaboration in activities, had faculty and staff involvement in Program Teams that were consulted during the planning process.
- Bassett Adult School - participated in planning meetings, provided data, designed proposed activities, proposed staff collaboration in activities, had faculty and staff involvement in Program Teams that were consulted during the planning process.
- Charter Oak Adult School - participated in planning meetings, provided data, designed proposed activities, proposed staff collaboration in activities, had faculty and staff involvement in Program Teams that were consulted during the planning process.
- Covina Valley/Tri-Community Adult School - participated in planning meetings, provided data, designed proposed activities, proposed staff collaboration in activities, had faculty and staff involvement in Program Teams that were consulted during the planning process.
- Hacienda-La Puente Adult Education - participated in planning meetings, provided data, designed proposed activities, proposed staff collaboration in activities, had faculty and staff involvement in Program Teams that were consulted during the planning process.
- Mt. SAC School of Continuing Education - participated in planning meetings, provided transitional and outcomes data, designed proposed activities within program areas, proposed staff collaboration in activities, had faculty and staff involvement in Program Teams that were consulted during the planning process, examined Labor Market data when determining goals

and metrics, and determined targets for outcomes based on labor market research and input from the community.

- Pomona Adult and Career Education - participated in planning meetings, provided data, designed proposed activities, proposed staff collaboration in activities, had faculty and staff involvement in Program Teams that were consulted during the planning process.
- Rowland Adult and Community Education - participated in planning meetings, provided data, designed proposed activities, proposed staff collaboration in activities, had faculty and staff involvement in Program Teams that were consulted during the planning process.

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region

Describe and evaluate existing education and workforce services for adults among consortium members. The description and evaluation should include the levels and types of education and workforce services currently offered by the consortium, and an evaluation of whether the existing levels and types of services addressed the educational needs identified in Section 2.

The COVID-19 pandemic significantly reduced the Consortium's enrollment and each member district is working diligently to reach out to the community with information about programs and services. The Consortium served 34,920 students in 2020-21 (down from 50,430 in 2018-19) and has course offerings in all seven CAEP program areas. Even though there is still unmet regional need (particularly over the past two years), the member institutions have utilized available funds to provide services and programs. As a result of COVID-19, distance education has been increasingly delivered for students who due to their situations, need an online environment. Offering online learning has increased access to programs and services for students who otherwise would not be able to attend in person due to family, employment, health, financial, or other reasons.

The Consortium is also clearly committed to serving immigrants seeking employment, college, and family enrichment. While the pandemic and other external conditions made it difficult for ESL students to access classes, there were 4,462 participants in ESL programs in 2020-21 in either in-person, online, or hybrid courses.

With 13,165 enrolled in CTE/STV and 14,840 in the ABE/ASE program, the consortium is meeting a significant regional need for those seeking to increase basic skills, improve job skills, and/or attain a high school diploma or equivalency. However, this number is lower than it was pre-pandemic. The Consortium is committed to identifying students who "stopped out" in previous years and providing them with the opportunity to complete their programs. The need for increased CTE programs, particularly related to healthcare fields, is apparent and districts are working to support the regional demand. In addition, various programs have been created in direct response to the pandemic, including a Contact Tracer training program, to address the need for skilled workers. CTE programs include Health Careers (CNA, Home Health Aide, Dental/Medical Assistant, Medical Billing, PT Aide, Psych Tech), Business & Computer Skills, Cosmetology, Hospitality & Culinary Arts, Electrician, HVAC, Welding, and Carpentry, among others. A full list of programs is available at: <http://www.mtsac-rc.org/About/CTESTV-Programs>.

The Adults with Disabilities (AWD) program serves a high need population and, while the enrollment is still small compared to other areas, the two largest member institutions, Hacienda La Puente and Mt.

SAC, offer programs to this student group. In addition to Life Skills courses, programs offered to Adults with Disabilities by Hacienda La Puente Adult Education include supported community employment opportunities in the areas of Food Services (catering), Building Maintenance, Landscape Gardening, and Production Workshop.

Metrics

Consortium Level Metric Targets

Year	2019-20 Actuals	2020-21 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Number of Adults Served	45,162	34,920	36,670	38,500	40,425
English Language Learner	15,065	8,401	8,820	9,260	9,725
Low Literacy	31,672	23,253	24,415	25,635	29,920
Low Income	21,999	17,639	18,520	19,450	20,420
Long Term Unemployed	581	648	680	715	750

Adults who Became Participants

Year	2019-20 Actuals	2020-21 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Baldwin Park	1,375	952	1,100	1,250	1,400
Bassett	1,064	622	1,125	1,250	1,300
Charter Oak	359	366	395	435	479
Covina-Valley	1,090	1,187	1,225	1,260	1,320
HLP	11,695	9,720	12,279	12,892	13,536
Mt. SAC	18,856	15,491	19,500	20,500	21,500
PACE	933	441	950	1,150	1,200
RACE	1,434	591	1,050	1,155	1,325

Member Spending Targets

Year	% of 2019-20 Available Funds Spent	% of 2020-21 Available Funds Spent	% of 2021-22 Available Funds Spent	2022- 23 Target	2023- 24 Target	2024- 25 Target
Baldwin Park	100%	86%	0%			
Bassett	100%	35%	0%			
Charter Oak	100%	38%	0%			
Covina- Valley	100%	62%	80%	90%	100%	100%
HLP	100%	100%	0%	100%	100%	100%
Mt. SAC	100%	9%	0%			
PACE	100%	93%	0%			
RACE	100%	31%	0%			

Objectives

Address Educational Needs

Growth of CTE & Healthcare Programs

Consortium members will continue to offer in-demand trainings and programs while developing creative ideas to expand offerings based on availability of resources and where programs are not currently offered. Programs where we will seek to grow are “green jobs”, which include solar-related trainings such as installation and manufacturing; health care programs, including Certified Nursing Assistant, Emergency Medical Technician, Medical Assistant, Home Health Aide and Vocational Nursing; and construction-based areas that will include Basic Tools. These programs also align with the regional employment priorities according to the Workforce Development Board Regional Plan. The health occupations are also identified on the Employment Development Department’s Labor Market Information Data website as occupations with the most openings or the fastest growing. In addition, these careers all provide livable median wages. These programs could be established online, in-person, or hybrid. HLPAGE, for example, is expanding their online CTE offerings to ensure that students have flexibility in enrolling in and completing CTE programs while mitigating barriers to enrollment such as childcare and/or transportation.

Pathways for Immigrants

Consortium members are dedicated to increasing opportunities for immigrant populations, in areas including English language acquisition, vocational training, citizenship, and Integrated Education and Training (IET). DREAMers are also served by the Mt. SAC DREAM Program and transition support from Consortium sites will be provided for qualifying students. One pathway is Adult Special Admit, as undocumented students can take concurrent college courses at no cost.

Growth of Adult Secondary and Adults with Disabilities Programs

In order to ensure access to all adults needing services in the region, the Consortium is committed to expanding programs for adults without high school credentials and adults with disabilities.

High School Diploma and/or Equivalency programs are currently offered at each member site, with the option to prepare for the GED/HiSET in Spanish at Baldwin Park, Charter Oak, Covina Valley/Tri-Community Adult School, and Hacienda La Puente. However, the enrollment in these programs is not reflective of the need in the community. One possibility is that students are unaware of the programs and efforts will be made to create targeted marketing campaigns to reach prospective students. Another is that students are unable to dedicate time to their high school studies as a result of needing to work. Flexible schedules, online options, and wrap-around services will be developed to reduce barriers to entry and instruction. Yet another issue is that, while high school graduation rates have not changed statewide, learning gaps among future adult secondary students are projected to have increased as a result of absenteeism and less rigorous grading approaches during the pandemic. A strong adult secondary education base in the region will assist in mitigating economic and social fallout by providing students with options as adults.

Adults with Disabilities are a perpetually underserved population and the Consortium is committed to growing programs to enable students to pursue vocational and educational opportunities. There are 10,337 people with intellectual and/or developmental disabilities in the Consortium area and only two percent of those students are currently being served. In order to improve services to adults with disabilities in the region, services such as the Mt. SAC IMPACT program will be expanded. IMPACT focuses on Independent living skills, **Mobility** training, **Physical health and safety**, **Advocacy for self**, **College and career and job readiness skills**, and **Technology** training. The IMPACT program offers students a safe place for them to achieve their goals, be it to develop new skills, advance their academics, earn a certificate, and/or enter the workforce. Research indicates that students with intellectual and/or developmental disabilities who have experience in a college-setting have higher expectations and better life outcomes in terms of employment and independence. In addition to Life Skills courses, programs offered to Adults with Disabilities by Hacienda La Puente Adult Education include supported community employment opportunities in the areas of Food Services (catering), Building Maintenance, Landscape Gardening, and Production Workshop. Unfortunately, upcoming changes in WIOA legislation will require the closure of the Production Workshop in Hacienda La Puente Adult Education the coming year, resulting in the discontinued employment and servicing of nearly 100 clients in this program and further compounding the status of this population in the community as being underserved. In addition, partnerships will need to continue with both the East San Gabriel/Pomona Regional Centers, as well as be established with prospective employers.

Improve Integration of Services & Transitions

Strategies for improving transitions are embedded in the previously mentioned goals and will focus on moving students along established or emerging pathways to literacy and/or academic advancement, post-secondary enrollment, and/or career employment. For example, members have identified that ESL students often “stop out” around the mid-point of a program or Level 3. The English as a Second Language and Adult Basic Education and Secondary Education workgroups continue to develop structures to address the “stop out” phenomena and support students’ retention, persistence, and transition from ESL into high school diploma or equivalency programs. For example, programs have conducted retention studies to identify reasons students leave the program and to develop solutions to those issues. Members are also creating Integrated Education and Training (IET) courses or modified programs for ESL, ABE, and ASE students that are contextualized and aligned with Career Technical Education/Short-Term Vocational programs. Since the last 3-year plan, the Consortium has primarily been focused on meeting students’ needs during the pandemic while ensuring that programs are relevant and accessible. Having a heavier focus on transitioning students into employment and college is more possible because of the Consortium’s progress over the last four years.

College Transition Support

The Mt. SAC School of Continuing Education (SCE) offers counseling courses to all members’ students related to college entry and success. SCE has dedicated counseling services at adult schools to provide permanent, structured, and site-based access to college counseling and transition assistance. These services include weekly scheduled counseling hours and coordinated presentations to students. Adults who are enrolled in adult secondary programs at adult schools in California are also eligible to take community college courses with no fees as a result of SB554 in 2019. This provides a concurrent enrollment option at Mt. SAC (or another college of their choosing) to adult high school and high school

equivalency students and a number of Consortium sites have already referred students. Members are also successfully articulating adult education CTE courses with the College, with seven members currently having formal agreements. Mt. SAC's articulation specialist provides industry-specific program information, sessions, and tours and invites adult school students to participate in these activities. This enables Consortium students the opportunity to become informed about specific program requirements, demands, financial responsibility, and employment projections. The adult schools and noncredit programs that have articulation agreements with Mt. SAC's credit programs are Baldwin Park, Bassett, Covina Valley/Tri-Community, Hacienda La Puente, Mt. SAC School of Continuing Education, and Pomona. Charter Oak will also be hiring a Postsecondary/Workforce Advisor to support students transitioning to either postsecondary, trade school, or the workforce. The Consortium steering committee also agreed to hire a dedicated counselor who will focus on transition to post-secondary for students within the Consortium.

The strong connection with the Pomona Valley AJCC and the East San Gabriel Valley AJCC also enhances students' transition to employment. All members are developing internal processes to link students with an AJCC when they are completing or near completion of their program to receive employment placement assistance. Eligible students are entered into the CalJOBS system and are provided with additional resources related to job placement. This is also useful for data integrity as the student information in the CalJOBS system is used for the California Adult Education Program data matching to determine outcomes for job placement and wage increases.

Improved Student Services

Student service faculty and staff will work to address barriers to persistence and completion for all students and particularly those from disproportionately impacted populations (e.g., English Language Learners, low-income, and students with disabilities) as measured by program completion rates. The growth of online instruction has also reshaped the way that counselors, advisors, and other student support staff interface with and serve students. Attention will be paid to ensuring that online services (including websites, onboarding, orientations, and appointments) promote student engagement and success. Many sites also offer resources including basic needs (which can include food, gift cards, bus passes, referrals to housing), comprehensive assistance for students applying to local, state, and federal services including CalFresh, and one-time grants provided using HERFF and federal funds that supported students through the pandemic.

Improve Effectiveness of Services

Professional Development

Professional development will be enhanced over the next three years to include relevant information about technology, instruction, CASAS, Diversity, Equity, & Inclusion, and other critical areas. Even during the pandemic, professional development was promoted among consortium faculty and staff including workshops led by the Outreach and Technical Assistance Network (OTAN), California Adult Literacy Professional Development Project (CALPRO), CATESOL, CASAS, the Association of Community and Continuing Education (ACCE), the Coalition on Adult Basic Education (COABE), and the Association for Career and Technical Education (ACTE). In order to support these efforts, the Consortium plans to coordinate and promote professional development. A key strategy will be to host and sponsor professional development activities for respective staff that are also open to the greater adult education

community. This could include conferences and events related to instructional and/or leadership development; strategies to support student retention, persistence, and/or acceleration (including competency-based education); compliance training; adult students support; and collaborative networking.

Consortium Events

Consortium-wide events are another resource to improve the effectiveness of services through collaboration, discussion, and teambuilding. Events such as the Mt. SAC Adult Education Day, the Partner Breakfast, and the Annual Consortium Conference provide opportunities to not only meet with colleagues, but to develop relevant strategies and share best practices to enhance student outcomes. During the pandemic, the 2021 Mt. SAC Adult Education Day provided virtual sessions led by Mt. SAC staff that informed adult students about admissions, career pathways, financial aid, student counseling, and support services. The 2021 Partner Breakfast enabled 39 community partners the opportunity to learn about members' program offerings and overviews. The 2021 Annual Consortium Conference focused on DEI and 84 participants attended equity-related sessions led by facilitators from CASAS, CALPRO, the Los Angeles County Office of Education, and local adult education community. The Consortium plans to resume these activities in person in 2022-23.

Technological Support

Technological support and infrastructure will be provided to ensure that new online instructional opportunities are successful for faculty and students. While remote learning is advantageous to many populations, it also highlights equity gaps in the region with regard to access to technology. This gap can be mitigated through coordinated efforts to provide technology, hardware support, access to high speed internet, and technological support to students among programs that are continuing online. Professional development will also be made available to faculty to maximize the opportunities provided in an online environment.

Data Needs

The Consortium places a high value on data for decision making and program effectiveness analyses. Professional development efforts have included emphasis on data and on-going PD will build on existing knowledge to foster opportunities for discussion about Consortium-wide data. In order to facilitate this, the Steering Committee recently approved the hiring of a data staff member. This person will coordinate state reporting requirements and expectations, including increasing the consortium's ability to show accurate participation and program enrollment, student characteristics, educational progress and milestones, and employment and wage gains.

Funds Evaluation

The evaluation should include an overview of how adult education funds will be allocated over the coming three years, other resources (not reported in NOVA) that are available to consortium members, and how CAEP and other funds will be leveraged to implement strategies and activities and achieve outcomes in the plan.

Based on the 18-19 fiscal year, member expenditures have been clearly aligned with past consortium goals and objectives as well as current and planned activities. For K12 adult schools, the majority of their funding is allocated from CAEP. A number of K12 members have been offering robust CTE programs, leveraging student fees collected for purposes of expanding and maintaining much needed CTE offerings. Mt. SAC has blended state community college funds to develop and expand CTE and adults with disabilities programs. Most members have been leveraging WIOA II funds to strengthen, expand, and develop ESL, Vocational ESL, Citizenship, and IET programs. In 2018-19, the consortium reported leveraging over \$49 million to support the educational needs of adults in the region.

Serving the educational and vocational needs of immigrant students within the region is a priority among the consortium members. This has been evidenced by the significant investment of funds by all members to support immigrant education. Serving and supporting immigrant students who seek language acquisition, vocational training, citizenship, and IET will continue as a priority with dedicated financial investments.

Most member institutions and the overall consortium have prioritized the growth of CTE pathways as part of their planned activities. Increasing pathway opportunities will include collaborations among members. Several consortium member institutions are seeking to expand health career program offerings, which directly addresses the regional need for healthcare workers. Members will continue to leverage other funds, such as WIOA II, Strong Workforce Program, student fees, and community college apportionment. The 2022-23 State budget has also carved out funds coinciding with the timing of this 3-year plan for purposes of training immigrants for health careers. The consortium can request some of these funds to strengthen career pathways for immigrants.

Increasing student transitions to post-secondary and employment is also a priority as a shared consortium objective. Individual member activities and objectives also emphasize improving and integrating support services. Past and planned expenditures demonstrate that counseling, advising, and other academic support are included for each member. The consortium has recently approved hiring a dedicated counselor for the region to focus on increasing students' transitions into degree seeking programs.

Activities

Consortium-Wide

Post-secondary and Employment Transitions		Mt. San Antonio RC
<p>This activity will focus on developing new pathways and expanding existing pathways for adults that lead to employment or college enrollment. All consortium members will be included and will involve their counselors and counselor workgroups, as well as the Consortium Steering Committee and AJCCs. Deliverables will include increased enrollment, program completion, college transition, skill attainment, employment gains and increased wages. It will achieve the CAEP outcomes of increased college transition, employment gains, and completion of program as well as the targets related to selected metrics of transitions to post-secondary and job attainment and wage increase for DI populations who have been unemployed, underemployed or without a career path.</p>		
Short-Term Outcomes	Intermediate Outcomes	Long Term Outcomes
<ul style="list-style-type: none"> Hire consortium-wide counselor to engage with member institutions' support staff Increase consortium students participating in the adult ed special admit process by 2-3% in one year. Strengthen and maintain relationships with AJCC for job placement. 	<ul style="list-style-type: none"> Develop consortium-wide process for documenting and tracking college transitions and when possible, tracking employment gains Increase consortium-wide college transitions by 5% within 1-2 years Increase member articulation agreements with credit programs 	<ul style="list-style-type: none"> Increase college transitions by 10% by Year 3 Report 5% increase in employment attainment within 2-3 years (permitting accurate data are available)

Growth of CTE Programs and Pathways		Mt. San Antonio RC
<p>This activity will focus on collaboration among schools to grow CTE programs and expand pathways, including health career training programs. All consortium members will be included as well as the Consortium director. Deliverables will include increased enrollment, employment gains, college transitions. It will achieve the CAEP outcomes of enrollment growth, transition to college, employment gains, completion of post-secondary programs as well as the targets related to selected metrics of increased access, program completion, employment gains, and college entrance for underrepresented populations</p>		
Short-Term Outcomes	Intermediate Outcomes	Long Term Outcomes

Increase health care program offerings and enrollment among consortium members by 5% at the end of Year 1	Increase CTE offerings by 5% for overall consortium and enrollment into CTE programs by 10% after Year 2	CTE completions and job attainment among consortium students will increase by 10% over 3 years (if labor market data are available).
---	--	--

Baldwin Park Adult and Community Education

NEW Adult Literacy Center		BPACE (1 of 2)
This activity will focus opening a new family literacy center on the other side of the city to allow students to take courses in ESL, ABE, and HSE and eliminate transportation barriers. It will involve Baldwin Park Adult and Community Education site administrators and Teachers of Special Assignment (ToSAs). Deliverables will include increased enrollment, increase paypoints and benchmarks, and improve retention.		
Short-Term Outcomes	Intermediate Outcomes	Long Term Outcomes
Enrollment will be increased by having these classes readily available to more of the community.	There will be gains in regard to equity and retention.	There will be increased paypoints due to increased enrollment and retention efforts.

Bassett Adult School

Growth of CTE Programs & Training		Bassett Adult School (1 of 2)
This activity will focus on growing CTE programs at Bassett Adult School, adding OSHA-10 training to all CTE courses, and adding CPR to all health careers programs.		
Short-Term Outcomes	Intermediate Outcomes	Long Term Outcomes
All Health careers students earn OSHA-10 license	All CTE classes earn OSHA-10 license	Program specialist becomes OSHA-10 trainer

Career Support for Students		Bassett Adult School (2 of 2)
This activity will focus on establishing career support through rapport with EDD specialists, an AJCC co-location, and being added to I-TRAIN/ETPL.		
Short-Term Outcomes	Intermediate Outcomes	Long Term Outcomes
Increase EDD training contacts	Include new programs into ETPL	Shared space with AJCC

Charter Oak Adult School

Increase Postsecondary Transitions and Workforce Placements		Charter Oak Adult School (1 of 2)
<p>Charter Oak Adult School will develop a student resource center to increase the number of students transitioning to either postsecondary, trade school, or workforce placement and will hire a Postsecondary/Workforce Advisor. This will be led by site administrators. Deliverables will include an increase in postsecondary transitions, payment points, number of students gaining employment, and CTE course articulations with community colleges. It will achieve the CAEP outcomes of transition to college, employment gains, completion of post-secondary programs as well as the targets related to selected metrics of increased employability and students transitioning to CTE pathways and postsecondary options.</p>		
Short-Term Outcomes	Intermediate Outcomes	Long Term Outcomes
<ul style="list-style-type: none"> • Articulation of CTE courses with community college • Create student resource center 	<ul style="list-style-type: none"> • Identify business partners • Hire Postsecondary/workforce advisor 	<ul style="list-style-type: none"> • Increase in number of students transitioning to postsecondary or the workforce

Increase High School Equivalency Success Rates		Charter Oak Adult School (2 of 2)
<p>Charter Oak Adult School will develop strategies to increase success rates among high school equivalency students. This will be led by Charter Oak instructors and site administrators. Deliverables will include an increase in the number of HSE certificates, enrollment numbers, and payment points. It will achieve the CAEP outcome of increasing high school diploma and equivalency as well as the targets related to selected metrics of increased employability and students transitioning to CTE pathways and postsecondary options.</p>		
Short-Term Outcomes	Intermediate Outcomes	Long Term Outcomes
<ul style="list-style-type: none"> • Students will complete one or more core academic sections in Aztec with a score of 75% or better • Create an onsite testing center 	<ul style="list-style-type: none"> • Students will take and pass one or more HiSET/GED exams. • Partner with HiSET & Pearson Vue to administer exams to students onsite 	<ul style="list-style-type: none"> • Students will complete all sections of the HiSET/GED exams and receive their high school equivalency certificate.

Covina Valley/Tri-Community Adult Education

Growth of Health Career Pathways		Covina Valley (1 of 2)
<p>Covina Valley/Tri-Community Adult Education will expand CTE Health Career courses. Nursing and Health Care Aides are among the 10 fastest growing jobs in the region. Adding these programs will help to meet the labor demands within our community and provide our students with training in an area where they can find employment. The Tri-Community Instructional Leadership Team will partner with our District Office to expand the offerings within our Health Career/Patient Care Pathways. There will also be partnership with local community facilities, clinics, offices or hospitals for student clinical hours. Deliverables will include enrollment, completion, and student employment data; and student certification. It will achieve the CAEP outcome as it Addresses Educational Needs in the region by providing much needed courses within the Health Career field as well as the targets related to selected metrics of increased employability and students transitioning to CTE pathways and postsecondary options.</p>		
Short-Term Outcomes	Intermediate Outcomes	Long Term Outcomes
Over the next year, Tri-Community will increase career based course offerings to address student educational needs in the region.	Over the next three years, Tri-Community will increase student enrollment and the number of students who are completing courses within the Health Career fields.	Over the next three to five years, Tri-Community will increase the number of students receiving Certifications, placement, and transitions to Higher Education within the Health Career fields.

Strengthen CTE Pathway Sectors		Covina Valley (2 of 2)
<p>Covina Valley/Tri-Community Adult Education will expand CTE Health Career courses. It will include the addition of a CTE counselor and increasing Career Technical Education course based offerings to meet student needs and job demand in the region will lead to increased student enrollment; student certifications and job placement. Adding a counselor and additional offerings will help to meet the labor demands within our community and provide our students with training in an area where they can find employment. This will be led by Tri-Community Instructional Leadership Team, CTE Counselor, District Office, and community partners. There will also be partnership with local community facilities, clinics, offices or hospitals for student clinical hours. Deliverables will include enrollment, completion, and student employment data; and student certification. It will achieve the CAEP outcome as it Addresses Educational Needs in the region by providing much needed transitional support within the CTE field as well as the targets related to selected metrics of increased employability and students transitioning to CTE pathways and postsecondary options.</p>		
Short-Term Outcomes	Intermediate Outcomes	Long Term Outcomes
Over the next year, Tri-Community will increased Career based course	Over the next three years, Tri-Community will increase student enrollment and the number of	<ul style="list-style-type: none"> • Student Certifications • Student completion

offerings & provide counseling Services for our CTE Students	students who are completing CTE courses	<ul style="list-style-type: none"> • Job placement • Transition to Advanced educational opportunities
--	---	---

Hacienda-La Puente Adult Education

Expand IET Program		HLPAE (1 of 2)
<p>The already existing IET program at Hacienda La Puente Adult Education will expand to more CTE programs. This will benefit students as many of the potential CTE students applying to programs at HLPAE do not meet the required benchmarks to enroll in the program. Some that so continue to need contextualized academic support throughout the program. The increased support of the IET program will also support the educational needs of the community. This will be led by program instructors and site administrators. Deliverables will be increased payment points for IET students. It will achieve the CAEP target related to low literacy.</p>		
Short-Term Outcomes	Intermediate Outcomes	Long Term Outcomes
Student goals will be met as they will have a higher degree of success academically in class, including higher completion rates and higher retention rates	Increased enrollments will be met when more students pass required CASAS benchmarks before enrolling in programs	Increased enrollment will be met when more IET sections are able to open based on increased budget supplemented by payment points

Expansion of Online CTE Offerings		HLPAE (2 of 2)
<p>HLPAE will expand from 2 online CTET programs during the 21/22 school year to 7 programs during the 22/23 school year. By offering students more flexibility in enrolling in and completing CTE courses, more students will be able to access re-training. Barriers to enrollment for students (i.e. childcare and transportation) will be mitigated with more online class offerings. More students will be able to access programs and retraining when the location and times the classes are held are not as rigid. Flexibility in completing classes will allow more students to enroll in programs. During the pandemic, when classes were almost 100% online, enrollments increased. This will be led by program instructors and site administrators. Deliverables will be increased CTE enrollment on the 2022/23 CAEP DIR. It will achieve the CAEP target related to low income and long-term unemployment.</p>		
Short-Term Outcomes	Intermediate Outcomes	Long Term Outcomes
Increased CTE program enrollment	Increased CTE program enrollment	Expansion of CTE course offerings and sections.

Mt. SAC School of Continuing Education

AWD Program Development and Expansion		SCE (1 of 3)
Mt. SAC SCE will expand AWD program in terms of enrollment, services (including work-based experience), and transitions. This will be led by the AWD program faculty and manager and will include regional centers, adult education providers, employers, and workforce agencies. Deliverables will include increased student wages and/or economic status and educational level. It will contribute to targets including transitions, wages, and enrollment.		
Short-Term Outcomes	Intermediate Outcomes	Long Term Outcomes
Increase enrollment of students in AWD within the next year by 10%	Identify employers and work-based learning opportunities	Increased students enrolled in credit by 5% over the next 3 years; Identify at least 5 employers in the next 3 years that will hire AWD students.

Health Careers Program Development		SCE (2 of 3)
Mt. SAC SCE will expand healthcare program offerings, such as LVN, to meet the increased demand in these careers. SCE will also develop apprenticeships. This will be led by STV faculty, counselors, and administrators. Partnerships will be with AJCCs and adult education providers. Deliverables will include increased student wages and/or economic status and educational level. It will contribute to targets including transitions, wages, and enrollment.		
Short-Term Outcomes	Intermediate Outcomes	Long Term Outcomes
Obtain grant funds to establish a health careers apprenticeship program.	Identify employee partners and establish at least one apprenticeship in the next two years. Enroll at least 100 students in healthcare apprenticeships by end of year 2.	Established health care apprenticeships will result in at least 50% of completing students in getting a job or enrolling in post-secondary pathways.

Increase post-secondary transitions Health Careers Program Development		SCE (3 of 3)
Mt. SAC SCE will increase the number of SCE students that transition to credit programs, particularly those who are underrepresented and disproportionately impacted. Mt. San Antonio College, SCE will carry out this objective. This will include partnerships with credit colleagues and other college departments. Key deliverables will be increased transitions, completion of college degrees and certificates. It will contribute to the CAEP objectives of Improve Integrations and Transitions and		

Address Educational Needs. This goal is specifically focused on supporting those with multiple barriers to seek post-secondary transitions and college degrees.		
Short-Term Outcomes	Intermediate Outcomes	Long Term Outcomes
Increase noncredit transitions by at least 5% within the first year	Increase the number of noncredit students transitioning to credit by at 10% within two years and an increase of degree or credit certificate attainment of 5% within two years	Increase degree attainment for noncredit transitioning students by 10%

Pomona Adult and Career Education

Expand CTE Programs		PACE (1 of 2)
<p>Pomona Adult and Career Education will expand CTE programs by two programs in 2022-23 and two additional CTE programs by 2023-2024. Pomona Adult and Career Education will enhance partnerships with local AJCC's, Mt. San Antonio ROP as well as Mt. San Antonio College. Deliverables will include increased CTE participation accompanied by increased completion and job placement rates. By increasing the number of our CTE and Academic student participation, our communities' will have better economic opportunities for improved social mobility. This will result in improved pathways from our academic to vocational programs and completion and job placement metrics.</p>		
Short-Term Outcomes	Intermediate Outcomes	Long Term Outcomes
Increase student enrollment and return to pre-pandemic participation	Increase CTE program opportunities for our students	Improve the connection between our ESL and academic student population into our career pathway opportunities.

Increase GED & HS Completers		PACE (2 of 2)
<p>Pomona Adult and Career Education will have an increase of GED and high school completers of 5% per year. This will be led by faculty, support staff, and administration. With an increase of GED and high school completers Pomona Adult and Career Education community will be in a better position to attain much needed living wages, which will lead to an improved economic status for our community. It could also lead to better access to CTE and college opportunities that will result in better opportunities to attain family sustainable employment. It will target increased enrollment, transitions, and better wages.</p>		
Short-Term Outcomes	Intermediate Outcomes	Long Term Outcomes
Increase high school and GED graduation rate	Increase CTE programs to allow for high school completers to enroll in our programs	Improve pathway opportunities from our Academic to our CTE programs

Rowland Adult and Community Education

Growth of Adult Secondary Education Program		RACE (1 of 2)
<p>Rowland Adult and Community Education will grow the Adult Secondary program by at least 10% annually over the next three years. RACE has hired a full-time counselor who will work with the Leadership team and ASE instructor to accomplish this. Deliverables will include diplomas/certificates and completion/EFL gains. It will address academic needs in the region through an increase in high school completion.</p>		
Short-Term Outcomes	Intermediate Outcomes	Long Term Outcomes
Increase program participants through local marketing and community partnerships.	Increased high school completion rates	Increased transition of RACE ASE and ESL students into post-secondary training

Enhance Pathway to College and Career		RACE (2 of 2)
<p>Rowland Adult and Community Education will enhance opportunities for ABE/ASE students to seeking postsecondary training and education. Students will develop intermediate and long-range academic and career development goals. The RACE Counselor will partner with counselors from consortium agencies. Deliverables will include persistence and completion rates and student employment data. It will address increasingly student access to community college and CTE training as well as increasingly literacy and employability.</p>		
Short-Term Outcomes	Intermediate Outcomes	Long Term Outcomes
Counselor and instructors will assist students to develop intermediate and long-range academic and career goals	Students will enroll in community college and CTE course	Students will complete community college courses and CTE certificated programs