



**AB104 Adult Education Block Grant -
Three-Year Consortia Plan Update from AB86 Final Plan**

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

1.2 Consortium Name:

1.2 Primary Contact Name:

1.4 Primary Contact Email:

Section 2: Three-Year Plan Summary
AB86 Final Plan adapted to AB104 requirements

2.1 Provide an Executive Summary of your consortium’s AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.

AB104 Executive Summary

The Mt. San Antonio Regional Consortium for Adult Education

The Consortium is comprised of:

- Baldwin Park Unified School District
- Bassett Unified School District
- Charter Oak & Covina-Valley Unified School Districts (Tri-Community)
- Hacienda La Puente Unified School District
- Mt. San Antonio College (fiscal agent)
- Pomona Unified School District
- Rowland Unified School District
- Walnut Valley Unified School District

Consortium Vision

The Mt. San Antonio Regional Consortium for Adult Education is to align adult education services throughout the region, including the development of career and college pathways and the employment of workforce sector strategies.

Findings from the Regional Comprehensive Plan Process

Member sites within the consortium offer a wide variety of courses within each of the program areas. Faculty, counselors, staff and administrators work diligently to provide students with high quality instruction, curriculum, counseling and student services. Goals of adult education in the region include ensuring positive student outcomes and providing students with opportunities to advance along college and career pathways.

In the process of developing the regional plan, stakeholders found that, while programming is of high quality throughout the region, there is a lack of alignment across member sites and the amount of course offerings has decreased substantially since the recession. These gaps, along with others, impact student access and the consortium is poised to leverage existing resources to augment course offerings, grow programs that target employment projections, and enhance alignment and transition within and between programs in the region.

Key goals of the Consortium Plan include:

- **Program Growth:** Strategically offering additional sections of existing courses and expanding program breadth through new course offerings
- **College and Career Pathways:** Creating transitional courses using contextualized instructional approaches within and between program areas to assist with program readiness as well as college and career pathways
- **Course Affordability:** Reducing costs to students for fee-based courses
- **Expanded Course Schedules:** Broadening course scheduling to meet community needs (including evenings and weekends)
- **Online and Distance Learning:** Building technological infrastructure and developing curriculum and trainings
- **Improved Student Services:** For all students and particularly those from disproportionately impacted populations (e.g. English Language Learners and students with disabilities) and students with barriers to entry related to transportation and/or childcare needs.

Executing this ambitious plan will require support from community partners as well as additional resources that will be provided largely through state funding. Resources needed may include faculty, counselors, staff, partners, technology, professional development and facilities. Effectiveness of the plan will be measured by data collection and analysis coordinated by program area task groups and ad hoc groups that include partners. Centralized operations will also be established to facilitate student access and promote pathways and transition throughout the region.

2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document for attachment instructions.

NOTE: The updates shall include data and changes regarding the seven program areas in AB104 (five of which were in AB86):

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
5. Programs for adult with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

2.2a Objective #1:

An updated evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Overall, the current levels and types of adult education programs have not changed since the submission of the AB86 Regional Plan in March 2015. In 2015=16, Mt. San Antonio College is projecting a small growth of approximately 60-75 FTES for vocational, Adults with Disabilities, and ESL populations, but the types of programs are not anticipated to change. Other consortium members are also working to promote growth in student enrollment for some programs, including those funded by WIOA II. Some consortium members are interested in establishing pre-apprenticeship programs; however, member programs will need increased stability and consistency of funding before new types of programs are developed.

2.2b Objective #2:

An updated evaluation of *current needs* for adult education programs within the consortium's region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts' K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on the community college district boundaries (<http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx>).

This should provide an updated overview (if applicable) of the consortium's region including:

- **Analysis/description of local regional economy**
- **Additional analysis utilizing other data**

As part of the AB86 Plan, the Mt. San Antonio Regional Consortium conducted a thorough evaluation of the regional need for adult education. This comprehensive analysis identified unmet needs in the five program areas defined by AB86 legislation. Because this evaluation was conducted approximately six months ago and much of the data was based on US Census data, there are no available updates on demographics within the region at this time. Furthermore, local data such as free or reduced lunch, school district learner statistics and waitlists also do not reflect any significant changes.

The Consortium conducted another analysis of the most recent current labor market data in Los Angeles County and the region and found few changes in the labor market have occurred (<http://www.labormarketinfo.edd.ca.gov/data/employment-projections.html>). According to EDD Labor Market Information for 2012-2022, Occupational Employment Projections for Los Angeles-Long Beach-Metropolitan Division (LA County), employment opportunities are expected to increase approximately 13% by 2022, which is not a change since the AB86 Plan was submitted. However, there is change in the levels of demand for workers in one employment field indicated in the AB86 Plan. Furthermore, the occupation of Construction Trade worker has emerged more prominently as an occupation with a great need for trained workers. The three occupational areas with the greatest projected gains in employment for Los Angeles County include:

1. Personal Care and Service (40.5%) - The occupation with the greatest need is Personal Care Aides (61.5% growth, 92,800 openings). The demand for trained workers in this field has grown by over 15%. Fortunately, the Mt. SAC Regional Consortium can respond to this demand as most member institutions currently offer training for Personal Care Aide or Certified Nursing Assistant.
2. Construction and Extraction (24.4%) - The occupation with the greatest need is Construction Trade Workers (25.1% growth, 23,020 openings).
3. Health Care Support (20.2%) - The occupation with the greatest need is Nursing, Psychiatric and Home Health Aides (24.1% growth, 10,440 openings).

It was not possible to determine the gap in service to train Construction Trade workers due to the short timeline for completing this Three-Year Plan. However, in the upcoming year this updated labor data will guide further evaluation of program gaps within the region.

2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below.

NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.

2.3a Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED)

Some Consortium members have expressed interested in potentially expanding these services within their institutions. However, there has not been enough clarity of information provided to Consortia by the State on the new program guidelines and expectations. Therefore, more direction and guidance on these new service areas are needed for the Mt. San Antonio Regional Consortium for Adult Education to fully determine implementation plans.

Across the region, there may very well be a need to provide these services added to AB104. However, an evaluation to determine potential gaps in service will require intensive and further study, so it is not yet possible to describe how by 2017-18 the consortium will look for placement of adults seeking education and workforce services. Research will be conducted to determine the actual and, if applicable, levels of need. Additionally, this will be accomplished through discussion with relevant parties including faculty, staff and managers from existing programs as well as partners who can provide input on the development of programs and services.

2.3b Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards. (REQUIRED)

Some member institutions have expressed interest in developing pre-apprenticeship training. However, not enough guidance has been provided to Consortia on the new program guidelines and expectations. Therefore, more direction and clarity on these new service areas are needed for the Mt. San Antonio Regional Consortium for Adult Education to fully determine implementation plans.

Extensive research and communication with existing apprenticeship organizations and employers are necessary to determine first if a gap exists in service and then if it is feasible for member institutions to develop new programs. One member, Hacienda La Puente Adult School has an apprenticeship program and can provide leadership to other members interested in developing a pre-apprenticeship program. It is expected that further study will help to determine the actual and, if applicable, level of need. Therefore, it is not yet possible to describe how by 2017-18 the consortium will look in the area of pre-apprenticeship training.

2.3c Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED)

Member institutions have not yet determined if programs within the region are needed for adults to develop knowledge and skills to assist children with school academics. Not enough information has been provided to our Consortium about the guidelines and expectations for this new program. Thus, more direction and guidance is needed for the Mt. San Antonio Regional Consortium for Adult Education to fully determine implementation plans.

There may be a need for this program area within the consortium, although it is expected that further study will help to determine the actual and, if applicable, level of need. This will be accomplished through discussion with relevant parties including faculty, staff and managers from existing programs as well as partner agencies.

2.3d Collection and availability of data. (REQUIRED)

Data will be collected through an aligned process to be determined by the steering committee and workgroups and will be implemented for all participating districts. This process will include an identification of required data points (e.g., program completion, employment outcomes, and testing gains) and the development of a mechanism that will capture and report this summary data for the region. Summary data will be obtained from existing sources (MIS for Community Colleges, TOPSpro Enterprise for WIOA participants, and locally developed systems) There are a number of challenges, including a need to align data reporting in the required areas across districts, alignment of progress indicators where relevant, and development of a reporting process. Efforts will be made to develop a common process and repository of data for storage and retrieval to be shared across districts. In order manage and coordinate data collection, the Mt. San Antonio Consortium for Adult Education has committed Consortia funds for a project manager and data collection assistant.

As part of the development of the common process, faculty task groups will discuss alignment of major outcomes for each area and update them as needed. Data will be presented at these meetings on an on-going basis, in order to ensure that program areas activities are on track with expected outcomes.

2.3e Qualifications of instructors (including common standards across entities). (REQUIRED)

At the K-12 level, the minimum qualifications for eligibility for employment are to possess a Preliminary or Clear Designated Subjects Adult Education Teaching Credential. The holder is then authorized to teach in the subjects named on the credential. The Preliminary Credential request a high school diploma, three years of experience and/or education in the subject to be named on the credential, and a basic skills requirement (can be met with the CBEST or CSET). This credential is valid for three years. In order to obtain a Clear

Credential an individual must possess a Preliminary Credential, complete a commission-approved program of personal preparation, have two years of successful teaching (teaching one course in each of the four terms within the three years), and complete coursework related to the US Constitution, health education, and computer-based technology.

At the community college level, the minimum qualifications for eligibility for employment vary by program. The majority of programs require a bachelor's degree in a field that is appropriate for the course (ABE/ASE, EOA, CTE, ESL). CTE and EOA also have an option for equivalencies that enable a person with an associate's degree plus a requisite amount of occupational experience to instruct. EOA also requires coursework in understanding the needs of the older adult and ESL requires a bachelor's degree in teaching ESL/ESOL or a certificate in teaching ESL and these requirements can be fulfilled in the first year of teaching. A full time, clear California Designated Subjects Adult Education Teaching Credential in the field will also suffice for ABE/ASE, CTE and ESL with no further requirements.

All programs require LiveScan clearance.

2.3f Alignment of academic content and curricula (OPTIONAL)

The Regional Plan our Consortium submitted in March 2015 strongly prioritized the need for alignment of academic content and curricula across member adult education providers. Beginning in spring 2015, faculty workgroups began implementation of portions of the plan, specifically alignment of curriculum. Faculty teams from ABE/ASE, ESL and CTE have been working to align Career and College Readiness Standards, ESL levels, and CTE standards for particular employment sectors. Their work and progress was recently shared at the AEBG Summit, which was held in September 2015 and October 2015.

The work to align academic content and curricula will continue as stated in the plan. Consortia members are confident that steady progress aligning academic content and curricula will continue. By 2017-18, it is anticipated that for at least ABE/ASE, ESL, and most CTE programs, there will be a clear alignment of academic content and curricula across the region.

2.3g Alignment of educational services supported by this grant. (OPTIONAL)

As part of improving educational services for all member institutions and to ensure seamless pathways across institutions, the Mt. SAC and K-12 Consortium is committed to aligning educational services. Specifically, alignment of services is part our regional plan. However, it is too early in the planning stages to report current progress or potential future progress regarding alignment of services.

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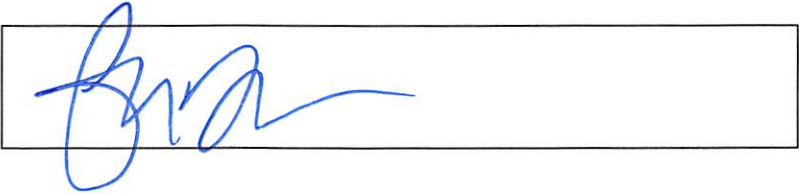
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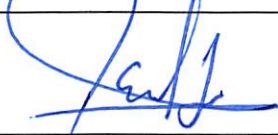
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