

California Adult Education Program Implementation Meeting

December 19, 2024 ♦ 1:00pm-2:30pm

Meeting Agenda

Agenda Item		Purpose	Person(s) Responsible	Timeframe
I.	Introduction	A. Welcome	Thatcher	5 min
II.	Minutes	A. Review & Approval of Minutes for April 18, 2024, May 16, 2024, June 20, 2024, July 18, 2024, August 15, 2024, September 19, 2024, October 17, 2024, November 17, 2024	Board	5 min
III.	Public Comment	A. Community Comments	Community	5 min
IV.	Director's Report	A. Director's Report	Thatcher	15 min
V.	Strategic Planning	A. CAEP Assessment	MaryAnn	45 min
VI.	Partnership	A. Partner Updates	Partners	15 min
VII.	Next Meeting	B. Next meeting date: January 16, 2024		
IX.	Adjourn	A. Adjournment		

Our Mission: The Glendale Community College Regional Consortium welcomes adult learners of all abilities and provides accessible pathways to skill acquisition and education towards viable employment, through multiple career partners.



Adult Education Implementation Virtual Meeting

November 21, 2024 ♦ 1:00pm-2:30pm

Attendees: Gamid Akhmedov, Patricia Assaf, Abigail Espericueta, Hilda Ghazarian, Edith Gonzalez, Laura Isaacs-Galvan, Ani Khachikyan, Peyman Malaz, Caryn Panec, Julia Roman Romo, Naomi Sato, Erika Vasquez

Board Members: Thatcher Weldon

Coordinator: MaryAnn Pranke

Meeting Notes

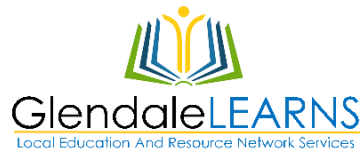
Agenda Item		Outcome
I.	Welcome	A. MaryAnn welcomed the partners and opened the meeting with introductions for new partners.
II.	Minutes	A. Approval of Minutes 1. Postponed until next meeting when quorum is confirmed.
III.	Community Comments	A. No comments were submitted.
IV.	Director's Report	A. Thatcher noted that enrollments for the past year are the highest they have ever been. 1. The waitlist for English as a Second Language (ESL) continues at more than 1,000. Short-term Vocational (STV) for basic computers for ESL has helped, offering a course for some of the ESL students. 2. Students from the Advanced Level ESL toured the Verdugo Campus to explore options for continuing their education.
V.	Professional Development	A. Julia presented the services available at Glendale Library including Literacy classes and technology loan program.
VI.	Strategic Planning	A. CAEP Four-Year Plan 1. MaryAnn facilitated the walk-through of the CAEP Self-Assessment. Attendees rated each element in the Assessment elements reviewed during the session. The Assessment will continue in the next meeting.
VII.	Partner Updates	A. Glendale Youth Alliance (GYA)

Agenda Item	Outcome
	<ol style="list-style-type: none"> 1. The 31st annual luncheon was a magnificent success! Laura thanked those that were able to attend. 2. Laura noted that GYA continues to recruit 14-24 year olds looking for a job, either part-time or full-time. 3. The annual golf tournament will be held in April and Laura will share flyers when they are available. <p>B. Verdugo Jobs Center (VJC)</p> <ol style="list-style-type: none"> 1. Ani reported that all programs and services for adults are operational and continuing to enroll job seekers. 2. Ani continues to enroll Garfield students who complete medical assistant, dental assistant and accounting clerk STVs, and place them in paid externships to assist them in finding employment. Many students are being hired by the employers that provide the externship opportunities. <p>C. The Campbell Center (TCC)</p> <ol style="list-style-type: none"> 1. Abigail reported that TCC continues to provide supported employment to individuals with disabilities. 2. TCC is merging with New Horizons and is looking forward to new opportunities that this merger may bring. <p>D. JVS SoCal</p> <ol style="list-style-type: none"> 1. Gamid noted that they are continuing to provide supportive services to refugees that are referred to them by Department of Public Social Services (DPSS). They continue to refer participants to STVs available at Garfield. <p>E. International Rescue Committee (IRC)</p> <ol style="list-style-type: none"> 1. Hilda reported that one-on-one financial assistance continues to be provided to individuals. 2. Other services provided and that are in-demand include the support provided to prepare for citizenship tests and immigration assistance. <p>F. Garfield ESL</p> <ol style="list-style-type: none"> 1. Naomi reported that the Winter session will run from January 6, 2025 through February 13, 2025. Registrations will open on

Agenda Item		Outcome
		<p>December 19 for returning students and December 20 for new students</p> <p>2. Naomi also noted that the Spring semester will run from February 18, 2025 through June 11, 2025.</p> <p>3. Naomi also reported that she recently spoke at a healthcare symposium hosted by the Los Angeles Regional Adult Educational Regional Consortium (LARAEC). She is also invited to speak at the Riverside and Mount San Antonio College (Mt SAC) Consortia meetings. She noted that she appreciates learning from other consortia.</p>
VIII.	Next Meeting	Next meeting will be held: December 19, 2024 from 1:00-3:00pm

Meeting Schedule

Program Year 2024 - 2025



Month	Date	Partner Presentation
July	July 18, 2024	Strategic Planning
August	August 15, 2024	Review of Final Strategic Plan
September	September 19, 2024	IRC: Parolee and Other Immigrant Services
October	October 17, 2024	Labor Market Report
November	November 21, 2024	Glendale Library Arts & Culture: Julia Roman Romo
December	December 19, 2024	CAEP Assessment
January	January 16, 2025	CAEP Assessment Labor Market Report
February	February 20, 2025	Strategic Planning
March	March 20, 2025	Strategic Planning
April	April 17, 2025	Motivational Interviewing
May	May 15, 2025	Strategic Planning
June	June 19, 2022	Annual Planning



Healthcare Job Fair



Tuesday, January 28, 2025

9:30 AM - 11:30 AM



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***STV 62 — Dental Front Office** - Topics include: Dental Terminology, Office Procedures, Billing and Coding techniques and Dental Software. “may join at any time”

1600	TTH	9:00 am — 1:00 pm	REMOTE
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STV 65 — Basic Review for California Certified Medical Assistant

1598	TTH	8:30 am — 10:30 pm (+4 hrs online per week)	1/7 — 1/23	REMOTE/HYBRID
1598	MW	11:30 am — 1:30 pm (+4 hrs. online per week)	1/6 — 1/22	REMOTE/HYBRID
1599	MTWTH	8:30 am — 10:30 am (+8 hrs. online per week)	1/27 — 2/13	REMOTE/HYBRID

***STV 21 — Business Math and Calculators** - Students improve basic and business math skills and learn calculators by touch with speed development and calculator functions. “may join at any time”

1565	MW	8:00 am — 12:00 pm	W REMOTE	M MP 314
1566	MW	12:30 pm — 4:30 pm	W REMOTE	M MP 314
1567	TTH	5:00 pm — 9:00 pm	REMOTE	

***STV 22 — Beginning Account Clerk** - Students will study full cycle accounting in chapters 1-17: financial statements, payroll, and accounts receivable and payable in manual, QuickBooks and Peachtree format. “may join at any time”

1568	MW	8:00 am — 12:00 pm	W REMOTE	M MP 314
1569	MW	12:30 pm — 4:30 pm	W REMOTE	M MP 314
1570	TTH	5:00 pm — 9:00 pm	REMOTE	

***STV 23 — Advanced Account Clerk** - Students will study advanced accounting in chapters 18-24: financial statements, uncollectible, notes payables and receivables, accruals, inventory, and advanced accounts receivable/payable in manual QuickBooks and Peachtree formats. “may join at any time”

1571	MW	8:00 am — 12:00 pm	W REMOTE	M MP 314
1572	MW	12:30 pm — 4:30 pm	W REMOTE	M MP 314
1573	TTH	5:00 pm — 9:00 pm	REMOTE	

STV 40 — 21st Century Employment Strategies - This course prepares students for success in gaining employment. Topics to be covered include resume development, cover letters, interviewing techniques.

1574	TTH	8:00 am — 12:00 pm (+8 hrs online per week)	1/7 — 2/13	REMOTE/HYBRID
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***STV 120 — Computer Lab** Open Lab for Garfield Campus students.

1581	MTWTH	8:00 am — 7:00 pm (7-9 pm Remote) F 8:00 am — 12:00 pm (12:30-4:30 pm Remote) S 8:00 am—3:00 (Remote)	MP 309
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www.glendale.edu**

*All classes are subject to change.
Please check our website for our current classroom schedule*

* "Students may join this class at any time."

Registration Begins December 2nd

***STV 11 — Beginning Keyboarding**

1554	TTHFS	8:00 am — 12:00 pm	S REMOTE	TTHF MP 315
1608	MW	9:00 am — 11:00 am (+4 hrs. online per week))	1/6-2/12	HYBRID/MP 315
1586	MTWTH	12:00 pm — 4:00 pm	MP 315	
1555	MW	4:00 pm — 8:00 pm	REMOTE	
1609	TTH	5:00 pm — 7:00 pm (+4 hrs. online per week))	1/7-2/13	REMOTE//HYBRID

***STV 12 — Intermediate Keyboarding**

1556	TTHFS	8:00 am — 12:00 pm	S REMOTE	TTHF MP 315
1557	MTWTH	12:00 pm — 4:00 pm	MP 315	
1558	MW	4:00 pm — 8:00 pm	REMOTE	

***STV 13 — Advanced Keyboarding**

1559	TTHF	8:00 am — 12:00 pm	MP 315	
1560	MTWTH	12:00 pm — 4:00 pm	MP 315	
1561	MW	4:00 pm — 8:00 pm	REMOTE	

***STV 14 — Keyboarding/HS Credit**

1563	MTWTH	12:00 pm — 4:00 pm	MP 315	
1564	MW	4:00 pm — 8:00 pm	REMOTE	

STV 70 — Introduction to Computers

1578	MW	9:00 am — 11:00 am (+4 hrs online per week)	1/6 — 1/15	REMOTE/HYBRID
1627	MW	5:00 pm — 9:00 pm	1/6-1/15	MP 314

STV 80 — Windows

1612	S	12:30 pm — 4:30 pm	1/11 — 2/1	REMOTE
1582	MW	1:00 pm — 5:00 pm	1/6 — 1/15	MP 316
1638	MW	5:00 pm — 9:00 pm	1/22 — 1/29	MP 314

M = Monday T = Tuesday W = Wednesday TH = Thursday F = Friday S = Saturday

STV 140 — Internet

1615	S	8:00 am — 12:00 pm	1/11 — 2/1	REMOTE
1596	MW	12:30 pm — 2:30 pm (+4 hrs. online per week)	1/6 — 1/15	REMOTE/HYBRID
1628	MW	5:00 pm — 9:00 pm	2/3 — 2/12	MP 314

STV 72 — Google Workspace Fundamentals

1611	TH	1:00 pm — 3:00 pm (+2 hrs. online per week)	1/9 — 2/13	REMOTE/HYBRID
1597	MW	12:30 pm — 2:30 pm	1/22 — 2/12	REMOTE/HYBRID

STV 90 — Beginning Microsoft Excel

1583	TTH	9:00 am — 11:00 am (+4 hrs. online per week)	1/7— 2/13	REMOTE/HYBRID
1584	TTH	5:30 pm — 9:30 pm	1/7 — 2/13	REMOTE

STV 100 — Beginning Microsoft Word

1579	TTH	8:00 am — 10:00 am (+4 hrs. online per week)	1/7 — 2/13	REMOTE/HYBRID
1580	MW	5:30 pm — 9:30 pm	1/6 — 2/12	REMOTE

STV 111 — PowerPoint

1601	MW	9:00 am — 11:00 am (+4 hrs. online per week)	1/22 — 2/12	REMOTE/HYBRID
1613	MW	1:00 pm — 5:00 pm	1/22 — 2/12	MP 316

STV 60 — Pathways to Health Careers

1610	F	9:00 am — 1:00 pm	SO 102	
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***STV 61 — Administrative Medical Assisting** - This course includes: Medical Terminology, Front Office Procedures, Medical Billing and Coding, Medical Transcription and Medical Software.

1575	MTWTH	8:30 am — 10:30 am (+6 hrs. online per week)	REMOTE/HYBRID	
1576	MTWTH	11:00 am — 3:00 pm	TTH REMOTE	MW SO 102
1577	MTWTH	4:00 pm — 8:00 pm	REMOTE	

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STV 70 – Introduction to Computers

1/6 – 1/15, 5 PM – 9 PM

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STV 80 – Windows

1/22 – 1/29, 5 PM – 9 PM

Navigate the world of Windows with ease in this beginner's course, where you'll learn essential skills to make your computer work for you!

STV 140 – Internet

2/3 – 2/12, 5 PM – 9 PM

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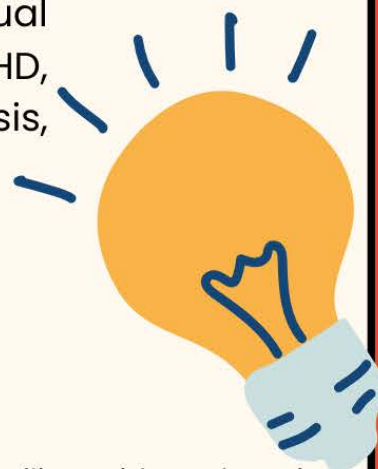
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- Minors must have a work permit



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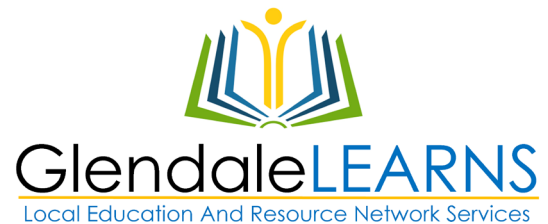
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747-270-7183

CAEP Assessment

Three-Year Plan





Consortium Program Quality Self-Assessment

- Completed every three years
- Completed during monthly meetings
- Assesses GlendaleLEARNs, the consortium vs individual partner organizations



Key Areas of Assessment

1. **Capacity:** Capacity to deliver high quality adult ed.
2. **Connection:** Engage potential students on education and training options
3. **Entry:** Common intake and provide individualized career and goal planning
4. **Progress:** Shared and aligned programs to accelerate progress to student goals.
5. **Completion/Transition:** Facilitate timely program completion and successful transition into post-secondary education, training or employment.



Ratings

1s: There is strong need for improvement and the consortium has an urgent need to address this area.

2s: The consortium is making progress in this area but can improve further. This area needs targeted support in order to improve its outcomes.

3s: The consortium is doing well in this area but needs additional work to be addressed.

4s: The consortium is doing very well in this area and need only a few improvements in order to be exceptional.

5s: The consortium is exceptionally proficient in this area, evident in many ways. This area can serve as an example or model for other consortia to follow.

Completing the Assessment

Not an analysis

Consider gaps if not all partners are aware

Consider potential solutions

Focus on key important areas to address in Plan



***Use the Chat for Your Score & Comments:
Let's Begin***

Quality Indicator #1: Capacity

Key Concept: This section asks questions about the consortium and individual members' ability to support each other and build capacity to deliver high quality adult education to meet community needs.

1.1. Consortium maintains effective collaborative processes for planning, implementation and accountability.

Consortium
staffing

- | | | | | | |
|--------|--|---|---|---|---|
| 1.1.1. | 1 | 2 | 3 | 4 | 5 |
| | No staff positions are charged with overall consortium management / coordination | | Part-time staff are charged with overall consortium management / coordination | | 1 or more staff charged with overall consortium management / coordination |

Review
Goals

- | | | | | | |
|--------|---|---|---|---|---|
| 1.1.2. | 1 | 2 | 3 | 4 | 5 |
| | Consortium seldom convenes to discuss progress toward goals | | Consortium occasionally convenes to discuss progress toward goals | | Consortium frequently convenes to discuss progress toward goals |

Documented
processes

- | | | | | | |
|--------|--|---|--|---|---|
| 1.1.3. | 1 | 2 | 3 | 4 | 5 |
| | Consortium has few documented processes or procedures for facilitating collaboration and coordination (i.e., shared calendars, bylaws, governance, etc.) | | Consortium has some documented processes and procedures for facilitating collaboration and coordination (i.e., shared calendars, bylaws, governance, etc.) | | Consortium has significant documented processes and procedures for facilitating collaboration and coordination (i.e., shared calendars, bylaws, governance, etc.) |

1.2. Consortium agencies have the leadership, management, and accountability processes necessary to meet community need for adult education

CAEP
knowledge &
skills

1.2.1.	1	2	3	4	5
	Few agency leaders (adult school principals, community college staff with consortium leadership roles (deans, directors, etc.)) have the knowledge, skills, and abilities to meet the goals and objectives of the California Adult Education Program.		Some agency leaders (adult school principals, community college staff with consortium leadership roles (deans, directors, etc.)) have the knowledge, skills, and abilities to meet the goals and objectives of the California Adult Education Program.		Mostly all agency leaders (adult school principals, community college staff with consortium leadership roles (deans, directors, etc.)) have the knowledge, skills, and abilities to meet the goals and objectives of the California Adult Education Program.

Sufficient
staffing

1.2.2.	1	2	3	4	5
	Resource allocations (e.g., time and funding) for several agency leadership positions (principals, deans, etc.) are not commensurate with community need and program size		Resource allocations (e.g., time and funding) for some agency leadership positions (principals, deans, etc.) are not commensurate with community need and program size		Resource allocations (e.g., time and funding) for agency leadership positions (principals, deans, etc.) are commensurate with community need and program size

Partner
participation

1.2.3.	1	2	3	4	5
	Few agencies can be said to participate fully in consortium activities		Some agencies can be said to participate fully in consortium activities		Mostly all agencies can be said to participate fully in consortium activities

1.3. Consortium agencies have resources that promote adult learning and provide high levels of access to communities of need

1.3.1.

1

Few agencies have staffing models that support agency-wide coordination and collaboration to achieve high levels of student success and AEBG outcomes

2

3

Some agencies have staffing models that support agency-wide coordination and collaboration to achieve high levels of student success and AEBG outcomes

4

5

Mostly all agencies have staffing models that support agency-wide coordination and collaboration to achieve high levels of student success and AEBG outcomes

Partners set
up to
collaborate

1.3.2.

1

Few agencies have access to sufficient number of classrooms and other learning spaces appropriate for adult learners

2

3

Some agencies have access to sufficient number of classrooms and other learning spaces appropriate for adult learners

4

5

Most agencies have access to sufficient number of classrooms and other learning spaces appropriate for adult learners

Sufficient
space

1.4. Professional development provides opportunities for faculty and staff to turn new knowledge into practice

CAEP Orientation

1.4.1.

1

New program staff / member representatives are expected to learn about AEBG policies on their own

2

3

Some program staff / member representatives receive limited training and orientation to the consortium or AEBG policies and guidance

4

5

All new program staff attend local program orientations that includes a thorough review of AEBG policies and guidance

1.4.2.

1

Existing professional development for staff has not been aligned to ensure that the skills of staff meet the consortium's mission and outcome goals.

2

3

Existing professional development for staff is somewhat aligned to ensure that the skills of staff meet the consortium's mission and outcome goals.

4

5

Existing professional development opportunities for staff are clearly aligned to with the consortium's mission and outcome goals.

Professional Development

Quality Indicator #2: Connection

Key Concept: This section asks questions about the consortium members' ability to provide coordinated, proactive engagement to potential students on educational and training options and choices.

2.1. Consortia and members collaboratively engage prospective students from communities of high need to provide services in aligned program areas

Student
recruitment

2.1.1.	1 Few if any programs develop annual recruitment plan(s) or establish stretch goals for number of students enrolling in program areas	2 3 Some programs develop annual recruitment plan(s) or establish stretch goals for number of students enrolling in program areas	4 5 Mostly all programs develop annual recruitment plan(s) or establish stretch goals for number of students enrolling in program areas
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Student
outreach

2.1.2.	1 Few programs conduct outreach or early engagement with prospective students to help them understand educational options and services available	2 3 Some programs conduct outreach or early engagement with prospective students to help them understand educational options and services available	4 5 Mostly all programs conduct outreach or early engagement with prospective students to help them understand educational options and services available
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Data are used
to inform
recruitment

2.1.3.	1 Data are not used to inform recruitment	2 3 Some census data, labor market data, and / or assessments of regional and community needs are used to inform recruitment	4 5 Recruitment is consistently informed by census data, labor market data, and / or assessments of regional and community needs
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2.2. Consortium agencies demonstrate a “no-wrong door” approach to regional education and training

Knowledge of partner services	2.2.1.	1 Few counselors and advisors are knowledgeable of programs and services offered by the consortium	2	3 Some counselors and advisors are knowledgeable of programs and services offered by the consortium	4	5 Mostly all counselors and advisors are knowledgeable of programs and services offered by the consortium
Comfortable referring students	2.2.2.	1 Counselors / advisors are not comfortable referring students to programs or agencies outside of their home campuses	2	3 Counselors / advisors are somewhat comfortable referring students to programs or agencies outside of their home campuses	4	5 Counselors / advisors are comfortable referring students to programs or agencies outside of their home campuses
Career pathway mapping	2.2.3.	1 Few if any agencies have program maps that clearly delineate requirements and aligned career pathway opportunities across members and partners	2	3 Some agencies have program maps that clearly delineate requirements and aligned career pathway opportunities across members and partners	4	5 Most all agencies have program maps that clearly delineate requirements and aligned career pathway opportunities across members and partners

Curricula
common
standards

2.2.4.

1

Curricula are seldom organized around common standards for program areas college and career readiness, and instructional practices incorporate the skills and knowledge learners need to transition successfully to postsecondary education, training, and the workforce

2

3

Curricula are somewhat organized around common standards for program areas college and career readiness, and instructional practices incorporate the skills and knowledge learners need to transition successfully to postsecondary education, training, and the workforce

4

5

Curricula are mostly all organized around common standards for program areas college and career readiness, and instructional practices that incorporate the skills and knowledge learners need to transition successfully to postsecondary education, training, and the workforce

Quality Indicator #3: Entry

Key Concept: This section asks questions about the consortium members' ability to have established common intake and assessment procedures and provide career and goal exploration and planning that addresses individual student needs and interests

3.1. Consortia and members orient adult learners in a manner that is culturally responsive and promotes self-efficacy and confidence

Student
orientations

3.1.1.	1 Few programs provide mandatory orientation for first-time students	2 3 Some programs provide differentiated orientation for first-time students	4 5 Programs provide mandatory "high-touch" orientation for first-time students designed to help students identify career options and goals aligned to student skills and interests, clarify program and administrative requirements and timelines, and assist with course selection and access to support services, including financial planning / literacy and other wrap-around services
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Partners
provide case
management

3.1.2.	1 Few to no partnerships exist among community providers	2 3 Some partnerships exist among a few providers in the community to provide counseling, social, and academic supports	4 5 Programs partner with providers in the community to provide case management services to students, including counseling and social and academic supports.
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Student
counseling
services

3.1.3.	1 Few students have meaningful access to high-quality counseling services	2 3 Some students in certain programs have access to high-quality counseling services	4 5 Nearly all students have access to high-quality counseling services from initial contact
--------	--	--	---

Common assessments & placement

3.2. Consortia and members use multiple measures to inform placement, education and career planning, classroom instruction, and continuous improvement activities

3.2.1.	1	2	3	4	5
	There is little to no uniformity or consistency among providers regarding assessment, placement, and use of individual learning plans.		There is some consistency among providers regarding assessment, placement, and use of individual learning plans.		Providers have adopted common assessments and placement policies, which directly inform students' individual learning plans

Individual education plans

3.3. Students complete individualized educational plans that reflect an informed understanding of their educational and career options

3.3.1.	1	2	3	4	5
	Few students develop meaningful individual educational plans.		Some students develop individual educational plans they use to track progress through their programs.		Individualized educational and support service plans are developed early in the educational experience and updated regularly based on student goals, assessment, and learner outcomes

Sharing of learning plans

3.3.2.	1	2	3	4	5
	Career planning occurs at the end of students' programs, if at all.		Some programs provide integrated career planning that is sometimes captured as part of students' individual educational plans.		Learning plans are shared across agencies and drive academic and career planning. Career planning is integrated throughout students' educational experience.

3.4. Consortia and members collaborate in the provision of proactive counseling and support services to promote persistence and long-term student success

3.4.1.

1

Few agencies assess or promote the full range of wrap-around supports students need.

2

3

Some programs informally assess student needs and make referrals to partners for services.

4

5

Students are provided the full range of student services to support their ability to successfully complete programs, including financial assistance, housing, access to food / nutrition, child care, books & materials, physical and mental health services.

Access to
wraparound
supports

3.4.2.

1

There is almost no consistent approach to proactively identifying student needs or connecting them to supportive services.

2

3

Dedicated advisors / staff / faculty tend to coordinate academic and non-academic supports to students, though procedures may not be formalized.

4

5

Early alert systems are integrated into programs and prompt action by advisors / staff / faculty who coordinate to provide academic and non-academic support to students

Identify &
address
student needs

Quality Indicator #4: Progress

Key Concept: This section asks questions about the consortium members' ability to have shared and aligned programs which allow students to accelerate progress via courses that are geared toward academic, career, and community goals.

4.1. Agencies have aligned and articulated programs

Curricula aligned to current theory	4.1.1.	1	No alignment has occurred	2	3	Some alignment has occurred, and some curricula have been updated based on current learning theory and promising practices	4	5	Curricula are aligned, up-to-date and informed by current learning theory and promising practices with well-articulated instructional goals of reasonable scope and sequence
	4.1.2.	1	No alignment/articulation has occurred	2	3	Some programs are monitored for successful alignment and articulation	4	5	Consortia / members actively track performance of aligned programs using established data collection procedures and agreed upon measures of skills attainment

Curricula aligned to current theory

Track performance for aligned programs

4.2. Agencies offer robust integrated education and training programs

Concurrent enrollments (ESL)

4.2.1.

1

Minimal contextualized ESL is provided at a small number of agencies

2

3

Some concurrent enrollment is available

4 5

Several concurrent enrollment opportunities across a number of disciplines are available

4.2.2.

1

Few to no concurrent enrollment opportunities are available

2

3

Some contextualized ESL or basic skills IET courses are provided

4 5

Basic skills and ESL courses are contextualized to include workforce training and workforce preparation activities

Contextualized ESL

4.3. Agencies provide coordinated, ongoing, consistent student support

4.3.1. 1
There is little to no
coordination around student
support services

2 3
Some agencies have
processes for tracking student
supports needs and acting on
data to ensure student
success

4 5
Members have shared tools
and procedures for collecting
counseling, transition, and
support services data and
provide coordinated referrals
to members / partners
Student satisfaction surveys
show high rates of satisfaction
(90% or better) across all
agencies

Track support
services & student
sat surveys

Quality Indicator #5: Completion/Transition

Key Concept: This section asks questions about the consortium members' ability to facilitate timely program completion and successful transition into postsecondary education, training, and / or employment.

5.1. Programs demonstrate effectiveness in transitioning students into postsecondary and / or the workforce

Transition to
post-sec or work

- | | | | |
|--------|--|--|---|
| 5.1.1. | 1
There is little to no coordinated case management or formal support for transition into post-secondary or the workforce | 2 3
Some agencies provide case managed transition support, though processes may not be uniform or aligned across agencies | 4 5
Members have shared systems and procedures to support transition process (alignment of standards, colocated transition specialists, warm hand-offs, case/referral management and tracking) |
|--------|--|--|---|

Dual
enrollment

- | | | | |
|--------|---|--|--|
| 5.1.2. | 1
Few programs have formal articulation / dual-enrollment policies or agreements | 2 3
Some programs have formal articulation / dual-enrollment policies or agreements | 4 5
Nearly all programs have formal articulation / dual-enrollment policies or agreement that enable easy transition into postsecondary training. |
|--------|---|--|--|

Track student
achievement

- | | | | |
|--------|--|--|---|
| 5.1.3. | 1
The consortium does not set performance targets and only rarely looks at student achievement in a coordinated way | 2 3
Some programs may set performance targets and / or there are consortium plans to develop processes to do so | 5
Nearly all consortium agencies actively collaborate to set and track performance targets and student achievement |
|--------|--|--|---|

5.2. Partnerships with local workforce and community service providers are integrated into programs of study

5.2.1.

1

Programs have few if any formal relationships with regional partners

2

3

There are some formal agreements with regional partners to provide support services in a select number of programs

4

5

Programs actively collaborate with partners to provide service-learning, job-shadowing, mentoring, internships, apprenticeships, and / or other work-based learning opportunities and / or services to students that aid in the development of employability skills

Collaborate for
work-based
learning

5.3. Programs conduct continuous improvement planning that is in conjunction with all regional adult education stakeholders

Assess performance

5.3.1.

1

Relatively little formal evaluation of program effectiveness is conducted

2

3

Programs regularly assess their effectiveness supporting student goal achievement using data from AEBG accountability systems and additional local measures of effectiveness (industry recognized credentials, AEBG completion measures (high school credentials)

4

5

Programs regularly assess their effectiveness supporting student goal achievement using data from AEBG accountability systems and additional local measures of effectiveness (industry recognized credentials, AEBG completion measures (high school credentials)

Continuous improvement planning & evaluation

5.3.2.

1

Consortium does not conduct meaningful continuous improvement planning. When it does, community partners, staff, faculty, students, and other stakeholders are rarely involved.

2

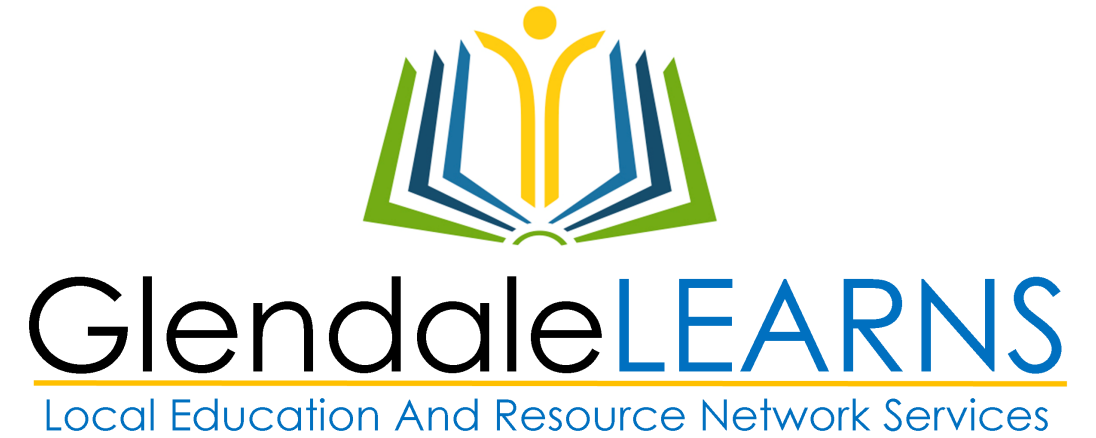
3

Community partners, staff, faculty, students, and other stakeholders are sometimes involved in continuous improvement planning and evaluation. Opportunities to participate may be reserved for only some powerful and/or influential agencies or employees.

4

5

Community partners, staff, faculty, students, and other stakeholders are engaged in continuous improvement planning and are involved in evaluating program effectiveness and design



CAEP Assessment

Three-Year Plan