

MT. DIABLO ADULT EDUCATION PROGRESS REPORT

1266 San Carlos Ave.

Concord CA 94518,

Mt. Diablo Unified School District

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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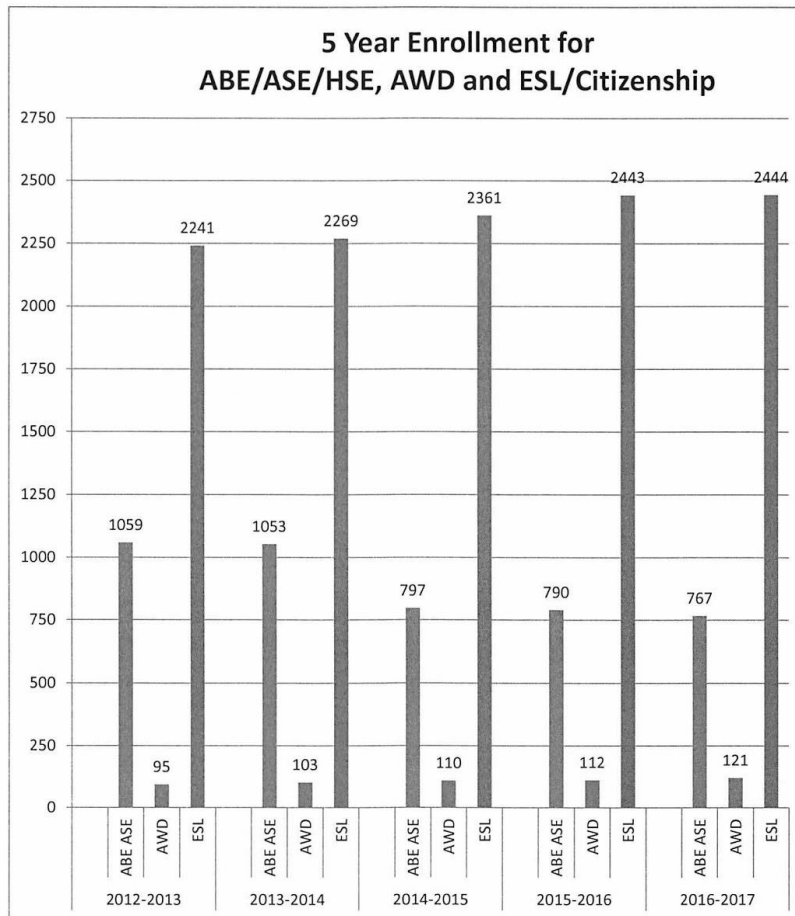
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I: Student/Community Profile Data

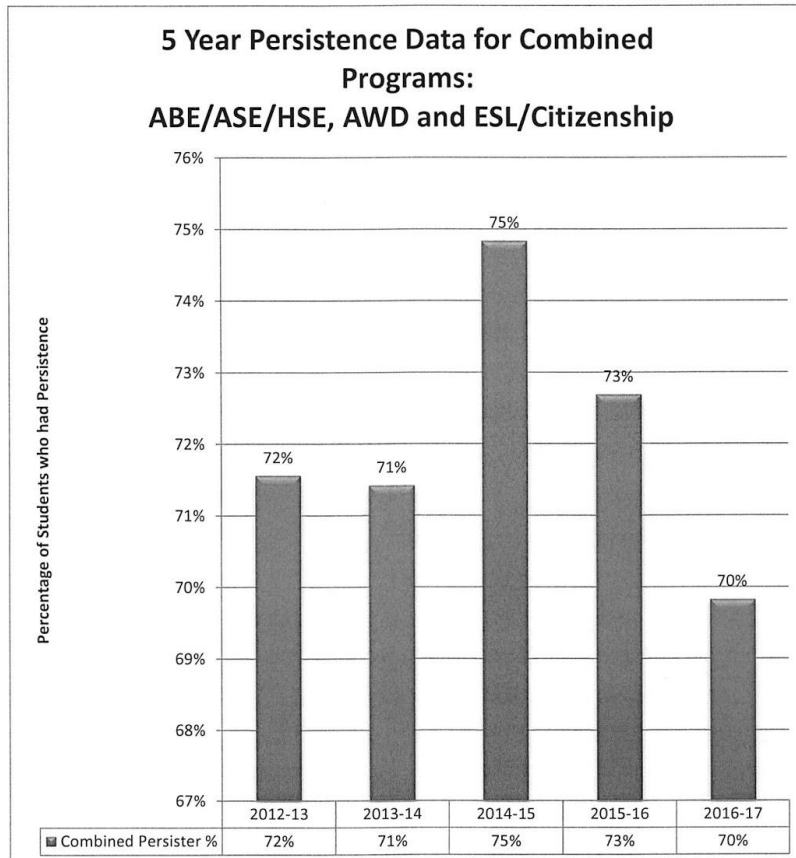
Include the following:

- An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school's vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.
- An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.

→ **Note:** *Use the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports. (See Task 1 of the Focus on Learning manual.)*

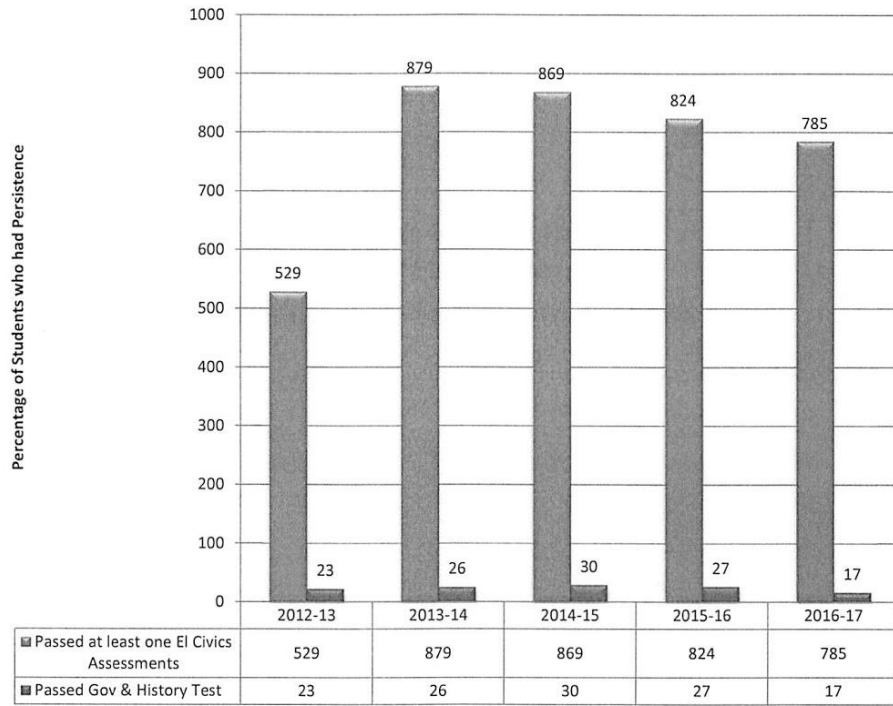


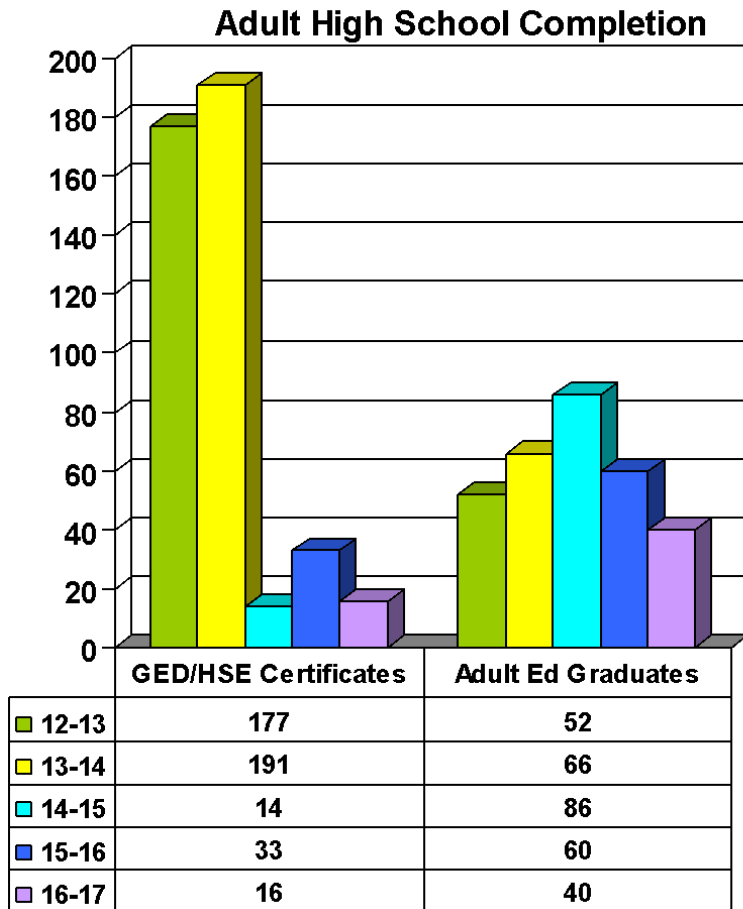
The enrollment has decreased significantly since 2008-09. This is due to flexibility of Adult Education funding over the past four years. Adherence to the Institutional Mission was used for decision making. The emphasis was to retain whole programs, provide courses to students already on a pathway to graduate or obtain a certificate, and to reduce the number of weeks classes are offered, including elimination of some summer offerings. The situation has somewhat stabilized since the 2011-12 and 2012-13 school years. It is hoped that as funding is increased, course offerings can be expanded to allow admission of a greater number of students and increased hours of instruction.



The program coordinators use this data in choosing the number of courses to offer, and possible changes in personnel and curriculum. As students must voluntarily make a decision about whether or not to come to school, it is vital that courses retain their rigor, while creating a learning environment that focuses on the relationship of the student to the program. A focus on goal setting, with continuous individual progress information being given to the student, is considered a necessary component of each program. This encourages students to see that their goals are attainable in a reasonable amount of time.

**5 Year ESL/Citizenship Student Count
Passed At Least One EI Civics Assessment
Passed Citizenship Government and History Test**



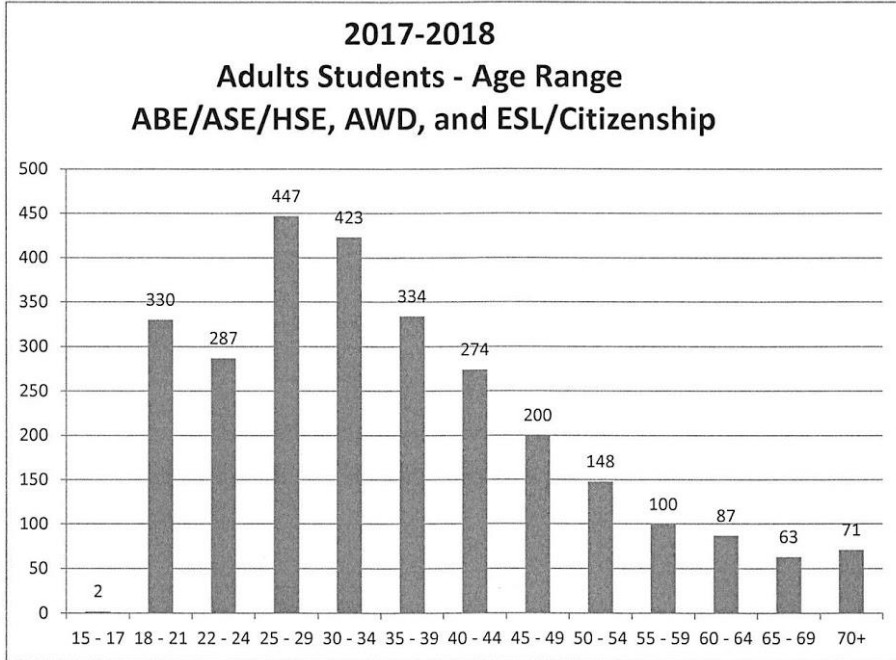


STUDENT ACHIEVEMENT – Adult High School Completion
2017

2012-

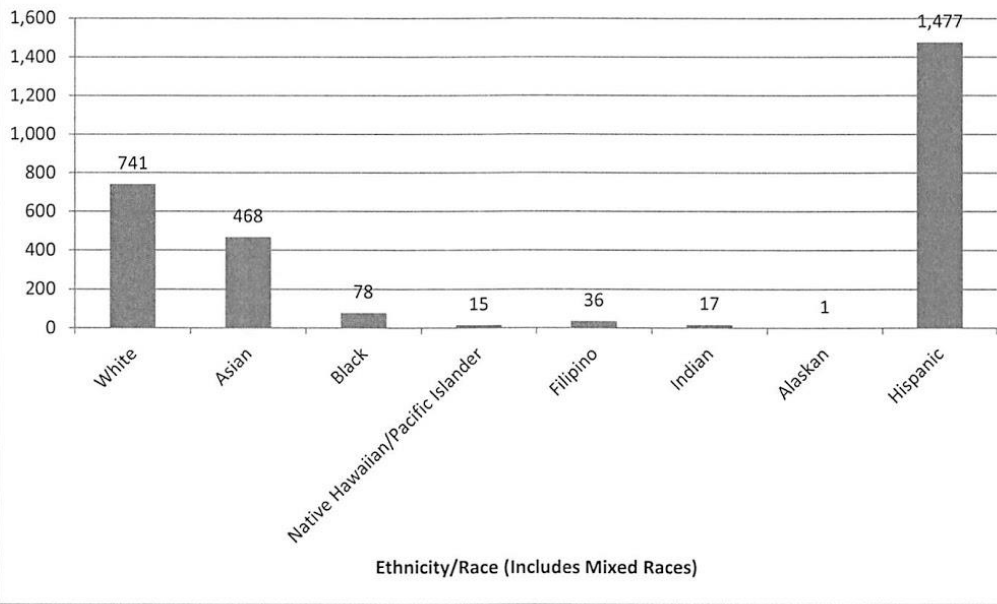
Through the Mt. Diablo Adult Education program, students age 18 and over may earn a high school diploma or pass a high school equivalency (GED/HiSET) test. The number of students in those categories is shown above.

Demographic Make-up of the Student Body:



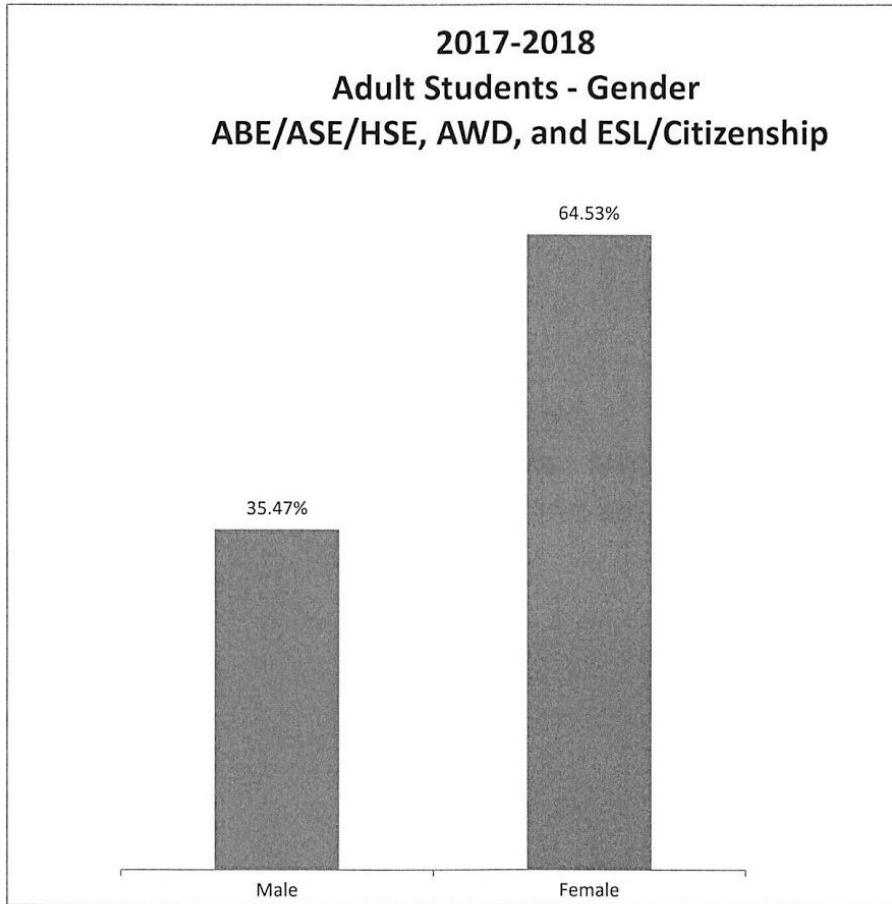
Age Range	Students	Percentage
15 - 17	2	0.07%
18 - 21	330	11.93%
22 - 24	287	10.38%
25 - 29	447	16.16%
30 - 34	423	15.29%
35 - 39	334	12.08%
40 - 44	274	9.91%
45 - 49	200	7.23%
50 - 54	148	5.35%
55 - 59	100	3.62%
60 - 64	87	3.15%
65 - 69	63	2.28%
70+	71	2.57%
Totals	2,766	

**2017-2018
Adult Students - Ethnicity
ABE/ASE/HSE, AWD, and ESL/Citizenship**



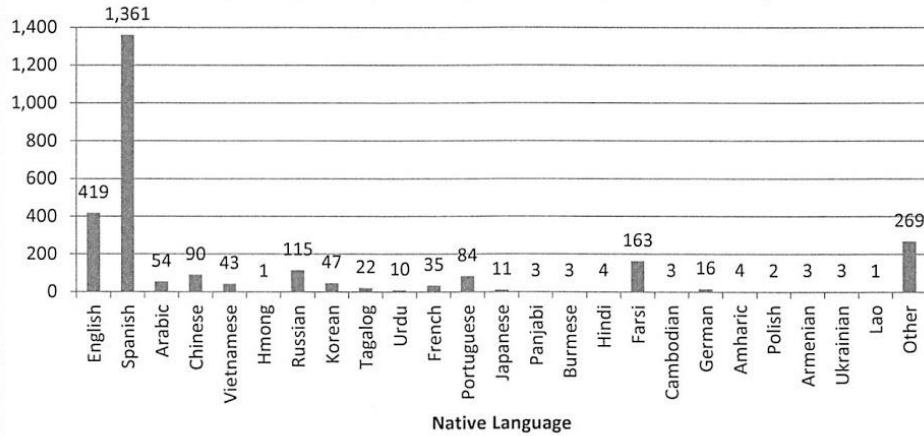
Ethnicity/Race	Students	Percentage
White	741	26.80%
Asian	468	16.92%
Black	78	2.82%
Native Hawaiian/Pacific Islander	15	0.54%
Filipino	36	1.30%
Indian	17	0.61%
Alaskan	1	0.04%
Hispanic	1,477	53.40%
Totals (incl multiple race)	2,833	

2017-2018
Adult Students - Gender
ABE/ASE/HSE, AWD, and ESL/Citizenship



Gender	Students	Percentage
Male	981	35.47%
Female	1,785	64.53%
Total	2,766	

2017-2018
Adult Students - Language at Home
ABE/ASE/HSE, AWD, and ESL/Citizenship



Home Language	Students	Percentage
English	419	15.15%
Spanish	1,361	49.20%
Arabic	54	1.95%
Chinese	90	3.25%
Vietnamese	43	1.55%
Hmong	1	0.04%
Russian	115	4.16%
Korean	47	1.70%
Tagalog	22	0.80%
Urdu	10	0.36%
French	35	1.27%
Portuguese	84	3.04%
Japanese	11	0.40%
Panjabi	3	0.11%
Burmese	3	0.11%
Hindi	4	0.14%
Farsi	163	5.89%
Cambodian	3	0.11%
German	16	0.58%
Amharic	4	0.14%
Polish	2	0.07%
Armenian	3	0.11%
Ukrainian	3	0.11%
Lao	1	0.04%
Other	269	9.73%
Totals	2,766	

ABE/ASE/GED 2018 WASC Updates:

ABE/ASE/HSE Adult Basic Education/Adult Secondary Education/High School Equivalency Preparation- Provides course work for earning a high school diploma, preparing and passing the state approved high school equivalency tests and helping students to attain the skills needed to transition successfully to college or career training programs. The department also offers concurrent classes for credit recovery for high school students attending Mt. Diablo Unified School District comprehensive high schools. Basic skills remediation is for students with less than 8th grade academic skills. Enrollment data for the last four years is listed in Chart B.

CASAS testing continues to be used for placement and to monitor progress of students from the ABE level to the ASE level. In 2014, the ASE program began modifying their lessons and assessments to align with the College and Career Readiness Standards. While class instruction does include analysis of complex text and academic vocabulary, more emphasis has been placed on lessons and assessments that include writing, technology, research and oral communication than in previous years.

Enrollment and Persistence

Enrollment in the ABE/ASE/HSE program has steadily decreased over the last five years. Although the number of students enrolled into the program decreased each year, the percentage of paired tests generally increased and the number of payment points remained consistent until CASAS discontinued counting double payment points. The following factors are believed to have had an impact on enrollment and persistence.

- The local economy has steadily improved since 2013 and students have stated that they are not attending classes because of jobs and work schedules. In addition, the housing prices in the area have increased substantially and students are reporting that they are having to come from a further distance to attend classes.
- In 2014, the GED test was changed to align with the College and Career Readiness Standards. The new tests are far more rigorous than the previous tests. Students are requiring far more preparation and significantly higher skills to pass the new tests.
- In 2015, the Mt. Diablo Unified School District increased the graduation requirement to 190 credits. This was an increase in ten elective credits. Most adult schools in the area only require 180 credits to earn a diploma.
- On January 1, 2016 the California Exit Exam, (CAHSEE) was waived by the State of California, increasing the number of graduates that year at the adult school but also increasing the number of graduates in the following years at the comprehensive schools.
- In the summer of 2016 the school district dramatically increased the size of the summer school program both in the number of sites offering summer school classes and the grade levels of students accessing the summer program. This and the increased number of online credit recovery, Cyber High, program offerings during the day at the high schools has reduced the number of students failing to graduate at the end of their twelfth year. On December 8, 2017, the Mt. Diablo Unified School District reported a “91.2% graduation rate overall; the 4th year in a row that the rate has increased for the district.”

- In 2016-2017, Mt. Diablo Unified School District increased their graduation requirement to 200 credits, 30 of which had to be in math. Math is the subject that most adult school students struggle with the most and we believe that this new requirement has played a significant role in the number of students who do not persist to earn their high school diploma.
- Since 2014, Mt. Diablo Adult Education has steadily been aligning curriculum with the College and Career Readiness Standards. These standards are more rigorous than the previous standards used in adult education and are especially difficult for students who have been out of school for several years and did not attend high school when Common Core Standards were in place.

Chart B

ABE/ASE Data 2013/2014- 20/17/2018

Year	Total Enrollment for students with at least one test and 12 hours of attendance	Number of Paired Scores	Percentage of Students Who Completed 1 Level	ABE Pay Points	ASE Pay Points	HSE Grads	HSD Grads	Number of Students Passing CAHSEE	Number Students Transitioning from ASE/HSE to CTEC Dept.	Notable events impacting enrollment and persistence
2013-2014	ABE 281 ASE 387 Total 668	196 143 Total 339 50.7%	58.2% 96.5%	225	352	191	66	56	29	
2014-2015	ABE 268 ASE 290 Total 558	184 166 Total 350 62.7%	38.4% 45.2%	194	315	14	81	46	28	New GED Test CAHSEE Waived
2015-2016	ABE 248 ASE 257 Total 505	168 162 Total 330 65.3%	48% 56.8%	195	284	32	60	NA	26	Summer 2016 District implemented large summer school opportunities across district
2016-2017	ABE 176 ASE 254 Total 430	110 152 Total 262 60.9%	33% 46.5%	49	219	16	40	NA	35	No CASAS Double Benchmarks Increase in graduation requirements CCRS Implemented Strong Economy

Mission

The mission of the Mt. Diablo Adult Education ABE/ASE/HSE Department has been modified to increase the basic and secondary academic skills leading to a High School Diploma or High School Equivalency Certificate and post-secondary college, career training or employment.

Vision

Mt. Diablo Adult Education ABE/ASE/GED Department is committed to providing an educational environment for diverse learners to achieve transition to, and success, in post-secondary career and training.

Student Learning Outcomes

- Students will identify, plan and progress toward their basic/secondary academic and career goals
- Students will achieve a measurable increase in academic knowledge, skills and proficiency
- Students will identify acquired skills and apply them to higher education or careers
- Students will gain or improve their technology skills
- Students will interact effectively as lifelong learners and have a positive impact in a diverse community

Adults With Disabilities:

The Adults with Disabilities program is comprised of the following three separate and distinct educational programs: Life Skills serves adults with developmental and intellectual disabilities; Transition Options program (TOPS) serves adults with Asperger's or High Functioning Autism; the On Track program serves adults with acquired brain injuries. The combined enrollment for all three programs is 99.

Additionally, the department has expanded through development of two workplace internship programs: Project SEARCH at the Embassy Suites by Hilton, Walnut Creek and the Toolworks internship with the Workplace Essential Skills class at the Marriott Walnut Creek.

The department mission and vision statements:

AWD MISSION:

The mission of the Adults with Disabilities Department is to provide high quality programs and classes which support the development of independence, work readiness, personal growth and participation in the community, in an atmosphere which promotes self-acceptance, mutual respect, self-determination, choice, dignity and personal fulfillment.

AWD VISION:

Upon leaving the program, students will have the knowledge, skills, self-confidence and supports necessary to successfully participate in the community through achieving the highest level of personal independence possible including the least restrictive living environment, volunteer and/or paid employment, establishment of healthy relationships, and the pursuance of personal growth and fulfillment.

AWD STUDENT LEARNING OUTCOMES (SLOs)

1. Students set and progress towards their goals.
2. Students achieve a measurable increase in knowledge and proficiency in their subject areas.
3. Students access classroom and community resources necessary to meet their goals.
4. Students learn how to apply acquired skills in the community.
5. Students interact effectively in a diverse community.

Career and Technical Education:

The Career and Technical Education Department is accredited by the Council On Occupational Education (COE) and continues to meet the completion and persistence requirements for accreditation.

English as Second Language:

The ESL Department has bilingual (Spanish/English) Early Childhood Attendants and five bilingual Senior Instructional Assistants who either speak Spanish, Dutch, or Farsi. Many ESL instructional staff also speak a second language, such as Spanish, Japanese, Chinese, Russian, Bulgarian, Serbian, German, and Italian,

ESL students represented 77 different countries in 2014-2015, 88 countries in 2016-2016, and 85 different countries in 2016-2017.

We continue to see students with English language needs from Beginning Literacy to Advanced High, with the bulk of students needing Beginning and Intermediate ESL. More and more families have both parents working, so childcare has become a critical, and often unmet, need.

Mission

The ESL Department provides the non-native English speaker with English and Citizenship training, in order to facilitate their full integration into American society and their local communities.

Vision

The ESL Department is committed to increasing students' English language skills using effective instructional strategies within a positive and supportive environment.

Student Learning Outcomes

- **Students plan and progress toward their goals for English language skill development**
- **Students achieve a measurable increase in knowledge and proficiency in the English language**

- **Students can identify acquired English language skills and apply them in all aspects of their lives**
- **Students will acquire community information in English, using conversation and technology skills, to meet their personal goals**
- **Students will develop linguistic and cultural skills to interact effectively in diverse communities**

Parent Education:

Programs in Parent Education are the same, however, a couple of parenting classes have been added in the last year. We continue having very diverse classes as well as staff. We now have at least four bilingual (English/Spanish) staff members on the Parent Education staff. New staff has been added to the Parent Education program as follows: Parent Coordinator, six new instructors in the Cooperative School Readiness Program, and three new instructors in Parenting classes.

II: Significant Changes and Developments

- Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

ABE/ASE/GED:

Since the initial WASC report of 2013-2014, the ABE/ASE/HSE Department has changed its mission and focus, program structure, and curriculum. Mt. Diablo Adult Education is part of the Contra Costa County Consortium and the Mt. Diablo Adult Education ABE/ASE/HSE Program Coordinator has served as the AEBG ABE Workgroup Co-Chair for the last three years. Such direct involvement in the AEBG workgroup has intensified the focus of preparing students to transition to community colleges or career training programs. To facilitate these transitions, the ABE/ASE/HSE Department has modified the structure and schedule of classes to model those at community colleges. Classes are subject specific and more focus has been placed on blended learning methods. Technology has become an integral part of instruction with laptops or computers in most of the classrooms. This year, several teachers used Google Classroom as a course management tool. Curriculum has been aligned to the College and Career Readiness Standards supported by learning labs and student support services. Teachers have been hired with designated subject credentials to teach the subject specific classes. These changes were designed to allow for more streamlined transitions and to enable students to continue to pursue a diploma or equivalency certificate while also being a part of a strong economic workforce.

Adults with Disabilities:

Since our last WASC visit, the AWD program has expanded programs and services to assist students in transitioning to employment and/or higher education. The implementation of the Project SEARCH (January 2017) program which provides paid internship opportunities for students with intellectual or developmental disabilities has led to successful full-time employment of four students thus far. The program was developed in partnership with The ARC of Contra Costa (Commercial Support Services - CSS), the California State Department of Rehabilitation, Regional Center of the East Bay, and the Embassy Suites by Hilton in Walnut Creek.

The AWD instructor is at the work site M - F from 9:00am - 3:30pm providing classroom instruction in soft skills, workplace safety, resume preparation, and interview skills. In addition, the instructor provides on-the-job coaching and interfaces with the department supervisors to insure that the interns (students) are being trained properly.

In October of 2017, we launched another paid internship program in partnership with the Marriott Walnut Creek, Toolworks, the State Department of Rehabilitation and the Regional Center of the East Bay. This training program has eight interns working alongside hotel staff with coaching support from Toolworks. An AWD instructor provides a Workplace Essential Skills class for interns (students) on Tuesdays and Thursdays from 11:30am - 2:30pm. This class is similar to the Project SEARCH class; however, it is more condensed.

These internship programs have provided a viable option for our students to get the intensive training and support needed to obtain and maintain competitive integrated employment. The coordinator is meeting with local businesses and community based organizations to continue to expand paid internship opportunities for AWD students.

In October of 2016, there was AEBG (Adult Education Block Grant) money allocated to expand transition services for students. The AWD program requested funding to purchase an eight-passenger van to use with the TOPS program for doing community outreach, volunteer work and small group visits to community colleges, local America's Job Centers, etc. The van was received in October 2017 and has been used for a variety of outreach activities including an newly acquired volunteer job at Contra Costa Food Bank.

With additional AEBG funds, the AWD department was able to increase hours for two instructors to provide individualized student transition assistance. The On Track Lead Instructor has utilized her hours to help a student obtain a volunteer position at an animal shelter near his home and has also successfully transitioned a student to successful employment as a Senior Instructional Assistant in the AWD program. The TOPS transition support instructor has helped a student successfully transition to a specialized computer repair program from which he will be graduating in two weeks. She has also provided college support and assistance with obtaining accommodations, financial aid, and help with organization and time management.

The AWD Program Coordinator wrote a grant to the Department of Developmental Services requesting funding for a Job Developer/Coach to help students connect with local businesses and prepare them for competitive integrated employment. The grant was awarded on May 4, 2018, and the funds will be disbursed on or after July 1, 2018.

Career and Tech:

Updated the 2013-2016 CTEC Strategic Plan (added item 5) and are implementing the 2016-2019 CTEC Strategic Plan (attached below). In chapter 5.

English as a Second Language:

ESL PROGRAM CHANGES AND DEVELOPMENTS

In February, 2015, the ESL Coordinator of eight and a half years transitioned into an administrative role. A new ESL Coordinator started March, 2015. Not long after he started, a veteran staff member suddenly passed away. Our Director, an Adult Ed career veteran, retired in June, 2015, and the Assistant Director became Director. An MDUSD veteran administrator with no previous Adult Ed experience became the new Assistant Director. A long-time ESL Program Assistant eventually resigned after a long absence due to ongoing health problems. The department was unable to post for this position, leaving the ESL Coordinating Team understaffed. Additionally, two long-term Senior Instructional Assistants also retired, and the new Senior Instructional Assistants, although doing well, were inexperienced. We have since had more turnover in these positions. Also during the last two years, a really strong, well respected and popular full-time teacher unexpectedly resigned. The "new" ESL Coordinator left for a job with OTAN at the end of January, 2018. A new Coordinator was hired in mid-March, 2018. In May, 2018, another

beloved staff member passed away. In addition to the personnel changes above, a number of new, inexperienced and/or new to Adult ESL staff members were hired. Everyone in new roles needed support and direction, but everyone who could provide that was in a new role, too. Needless to say, there has been a lot of transition in a relatively short amount of time, and there have been fewer internal supports to meet all of the needs and provide all of the coverage we have been used to providing. To address some of these gaps, as well as low attendance in some classes and students on waiting lists for other classes, staffing changes were made mid-school year in 2017-2018...more transition, and right when the “new” Coordinator of 2015 was leaving and a new Coordinator had not yet been hired.

Another big impact came with the change in Adult Ed funding and the Adult Education Block Grant and its requirements. Suddenly, many school and departmental leaders were involved in many consortium meetings, many of us with leadership roles and responsibilities within the consortium as well. The consortium work is good work and important work, but it also affects the amount of time and attention that can be devoted to departmental goals and issues.

Additionally, the Workforce Investment Act became the Workforce Innovation and Opportunity Act, with changes in vision and requirements for funded programs, like ESL. The AEBG work also brought changes in vision and requirements. New English Language Proficiency Standards were developed and rolled out, which have and will result in more changes to ESL curricular content. We began implementing CASAS e-testing, another change, and now, new NRS Educational Functioning Levels have been introduced, which, while not immediately or directly affecting teachers and students, will also have a trickle down effect in how we align and talk about our students and ESL levels. Some of the positive effects of WIOA and AEBG are: increased collaboration among adult schools and between adult schools and community colleges, a more comprehensive and coordinated regional educational delivery system, and more regional coordination and relationships. Ultimately, this is all to the good of adult students in our county.

Curricular Developments:

Section 243 Integrated EL Civics – This new component of EL Civics requires adult schools to provide not only English language instruction but also workforce preparation with an emphasis on collaboration with the local workforce development system to create career pathways for students.

Basic Skills for the Trades – We have been offering this class since 2014-2015 with the goal of encouraging students to explore various employment opportunities while improving their English and basic math skills. The course can lead students to other programs of study in our CTE program or at the community college, and/or directly into a job. This class was first created to prepare ESL students for the Pre-apprentice class for the Trades but evolved over time to give it broader appeal.

ESL for Early Childhood Education – Since the last full visit, we have incorporated a two-week transition period at the end of the semester. Classes are co-located at Diablo Valley College and

co-taught by MDAE and DVC instructors. This two-week period prepares students to successfully transition to community college.

Keyboarding Class – We developed curriculum and started an introductory keyboarding and computer class at one of our satellite classes. Offered three days per week, it includes basic ESL instruction, basic keyboarding and computer instruction, as well as computer-assisted instruction through Burlington English, a software program combining academic English and workforce readiness skills.

Distance Learning – We added a Distance Learning class in 2017 - 2018 at the Pleasant Hill Library. The class meets on Monday afternoons from 12:30 to 2:30. By offering Distance Learning at this location, we expand instructional opportunities for students whose schedules limit their ability to attend traditional ESL classes, as well as accommodate students who are on the waiting list for a regular ESL class. We have added Burlington English as another Distance Learning option to the traditional DVD check-out system combined with weekly homework packets and quizzes. In addition, we have been working to digitize all of our materials to increase access.

Quality Rating and Improvement System - Family Literacy school-readiness teachers must now meet QRIS criteria, helping us improve the quality of our Family Literacy classes beyond minimum operating requirements. The stipend we receive from QRIS participation funds our annual Dr. Seuss activity, an event jointly sponsored by the Family Literacy and Parent Education school-readiness programs. Designed for children ages two to eight and their parents, the event consists of literacy and recreational activities.

Contra Costa County Adult Education Consortium ESL Work Group Meetings – These monthly meetings have resulted in improved collaboration between adult education ESL departments to meet common objectives. The two current goals focus on centralizing demographic data and creating common intake/exit forms/processes at the seven adult schools in CCCAEC. These goals represent an important step in aligning school administrative processes in order to better serve students.

Parent Education:

Some significant staff changes occurred during and at the end of the 2014-2015 school year: the administrator for the program left and a new administrator was hired. Most significantly, the Program Coordinator of over 20 years retired, and a new Program Coordinator was hired for the 2015-2016 school year. Some new instructors were also hired. While the program remains strong, it has taken time for everyone to adjust and adapt to the changes.

Parent Education is not currently recognized or funded as a primary California Adult Education program. When this first occurred, the Parent Education department had to charge higher fees which made it harder for some District families to participate in our programs. This also resulted in the decrease in size of the department. However, we were very fortunate to become funded by our District's Local Control Funding Formula (LCFF) as part of the Local Control

Accountability Plan (LCAP) as of 2015-2016. Now, all of our Parent Education programs are offered free to families residing in our school district's boundaries, and classes are full.

For many years, we have had veteran staff teaching Anger Management and Certificate (court-ordered) Parenting classes, Teen Anger and Teen Drug and Alcohol classes, Parent Project, and Loving Solutions. In the last couple of years, these veteran staff members, along with the current Program Coordinator and newer staff, have been participating in professional development which has increased the number of trained staff to provide classes as well as expanding and updating our staff's knowledge and materials.

Parenting classes in Spanish have been incorporated to the program: Soluciones Cariñosas(Loving Solutions), Clase para la Crianza de los Hijos(Certificate Parenting), and Clase para el Control de la Ira (Anger Management). These classes are been offered at Loma Vista and other school sites to reach out to other communities in our school district.

In the past few years, we have had an increase in student enrollment in our Parent Education Cooperative School Readiness Program classes and Parent/Teen Drug and Alcohol and Teen Anger workshops.

Saturday classes were reduced from seven to four a year, which has tremendously increased the class attendance. It is felt that by offering Saturday classes every month, parents and teens took the classes too lightly and often rescheduled their attendance or did not attend at all. We have seen a dramatic increase since this change.

These programs have significantly helped parents and their children to develop, build, or repair their relationship and communication, and have taught the importance of positive discipline, responsibility, and learning.

III: Ongoing School Improvement

- Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.
- Describe the process used to prepare the progress report.

ABE/ASE/GED:

The staff from the ABE/ASE/HSE Department regularly meet at the beginning of each year to review the prior year's enrollment and persistence data as well as to reflect on the strategic plan, AEBG outcomes and department goals. Persistence strategies and student success is also addressed regularly in department meetings. The staff is involved in not only developing strategies and services to improve persistence and outcomes, but was also provided paid time to develop CCRS aligned curriculum and scaffolding strategies for struggling learners.

All ABE/ASE/HSE teachers have access to CASAS test scores through our attendance program, ASAP, and can use the test scores to monitor student progress. The program coordinator for the ABE/ASE/HSE department serves on the school's Leadership Committee. The program coordinator and two teachers serve on the AEBG ABE Workgroup whose purpose it is to align area adult schools and implement transition support to post-secondary education. One teacher serves on the school's climate committee which is a committee designed to enhance the students' experience at our school and thus increase persistence.

Adults with Disabilities:

The AWD program utilizes the following types of tracking for student achievement data: CASAS is administered to all students at the beginning and end of the school year or when they complete/leave the class. This data is reviewed at staff meetings and helps teachers determine class offerings and curriculum. This has shown to be very effective in helping students learn content areas and improve test performance on essential skills for transition to greater independence.

The On Track program utilizes an Individualized Goal Plan (IGP) to help students create goals and monitor progress. These plans are created one-on-one with students and help to drive their class/schedule selection. Some students include family members and case managers (if applicable) in the establishment and review of goals.

The TOPS program also utilized IGP's to help student set measurable goals and assess progress. Although, this has been an effective tool, the instructional staff determined that it would be more practical for students to have a tangible tracking system that would give them a visual picture of their progress. It would also function as a measure of student accomplishments and help determine when students are ready to move on from the program to achieve their goals.

Consequently, program coordinator worked with the instructional team to create The TOPS Passport, A Snapshot of Life and Work Readiness. This is a comprehensive tracking tool that

focuses on essential skills needed for students to successfully transition to higher education, work, and/or independent living. An initial evaluation is done with the student, and then staff updates the Passport as students complete/achieve skills. Students determine which areas they want to focus on and establish goals with help from the instructor. The Passport is kept in the students' class binder so that they can monitor their progress daily.

In July of 2017, the Life Skills program acquired Case Magic which is a student database system used to track all student information, goals, and progress. As of September, 2017, the staff has been utilizing the online program to complete monthly progress reports on students. This data is then collected and utilized at IPP (Individualized Program Plan) meetings with the Regional Center of the East Bay which provides case management services for most students. Additionally, the Lead Instructor recently created a Student Needs Assessment to help assess student interests and needs. This information will be used to help students determine their goals.

The TOPS program staff started using Case Magic in March, 2018. The Life Skills and TOPS staff will be attending a training on May 24, 2018, to learn how to create and input customized goals and how to access and utilize data. Instructors continue to create initial and post assessments for instructional materials that they create.

Career and Technical Education:

Implemented quarterly staff meeting. Ongoing programmatic and institutional advisory committees.

English as a Second Language:

Ongoing teacher learning communities continue to review and revise exit exams and "essential elements" of the course outlines.

Parent Ed:

Parent Education collects students data throughout the school by using surveys, class observations, and students evaluations. After data has been collected and reviewed by the coordinator, the coordinator meets with staff to go over results.

The Parent Education Co-op School Readiness Program participates in the Quality Rating Improvement System (QRIS), which requires measuring student progress and rigorous evaluation of our program and classes, using CLASS, ECERs, and DRDPs. The Program Coordinator and lead instructor work collaboratively with staff at staff meetings to meet these requirements. Trainings are also provided to staff on ways to improve our practice in a variety of ways: from creating and providing a better physical environment, to more interactive strategies with the children, to more systematic collection of data, to name just a few.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.
- If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.

→ **Note:** *The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.*

Response to WASC's Postsecondary Criteria

Criterion 1 – Institutional Mission and Schoolwide Learner Outcomes

1. Provide the School's Mission Statement

Mission

Mt. Diablo Adult education provides lifelong learning opportunities for adults of all ages and abilities to achieve their education, employment, community and personal goals.

Vision

Mt. Diablo Adult Education is committed to accessible high quality education in a positive and supportive learning environment that leads to student success. Mt. Diablo Adult Education values, and is committed to, partnerships and collaborations to better serve the diverse Mt. Diablo Unified School District community.

The MDAE Mission Statement was developed with input from students, administrators, teachers, staff and community members. In October 2012, members of all departments were invited to review the Mission and Student Learning Outcomes (referred to as Goals), and to discuss any possible revisions. All departments determined that the current Mission and Goals should continue to be used in its current format. The Vision Statement was developed by the Leadership Group after obtaining input in each department's advisory meetings.

Each department has developed its own Mission and Student Learning Outcomes (SLO's)/Goals and how they are envisioned within the department. They are located in the Strategic Plans at the end of this document. The Departments Missions and Goals are reviewed annually by their entire staff and with input by students. The word "Goal" is used, rather than SLO's, as this is a more common term used with students.

2. Identify the Schoolwide Learner Outcomes (SLOs)/Goals

The five SLO's/Goals denote ideals which all departments are committed to in educating students. Members of each department have also defined the SLO's/Goals in relation to their particular program and students. Department SLOs are included in the Strategic Plans.

There is a student focus for all of the Mt. Diablo Adult Education SLO's/Goals:

- Students set and progress toward their goals
- Students achieve a measurable increase in knowledge and proficiency in their subject areas
- Student identify acquired skills and apply them outside the classroom
- Students access resources and information required to meet their goals.
- Students interact effectively in a diverse community.

3. Explain the degree to which SLO's Impact on Curriculum Development, professional growth activities, resource allocations, or other school improvement activities?

MDAE incorporates the SLO's/Goals into each class. One concrete way the MDAE SLO's are followed in each department is the inclusion of assessment and curriculum discussions as a vital part of staff meetings. Funding has been allocated to improving resources, including access to technology for teachers and students. There are several computer labs on campus that have been created in the past few years, and a new traveling lab for the ABE/ASE/GED department. This has impacted staff development in that teachers are being trained to use devices such as MIMIO and Smart Boards to deliver curriculum in new ways that reach all of their students.

4. Evaluate the Purpose of Your Programs (Non-CTE), your ROP programs, or any other high school level programs/courses that you offer. Why are you offering these programs?

MDAE used multiple guidelines in determining which programs and courses are offered. The first is a decision to follow the California Adult Education Strategic Plan. This plan narrowed the program areas to include: classes for English Learners, High School/GED preparation, Career and Technical Education, and Adults with Disabilities. Additionally, MDAE recognizes that the local school districts need assistance in serving both students and parents. To that end, the Parent Education department provides parenting programs both at the Adult Education campus and district schools. The ABE/ASE/GED department offers credit recovery courses to area high school students. Those programs that were formerly under the categories of Health & Safety, Home Economics and Older Adults were combined into Lifelong Education and are now fee based.

The purpose of the ABE/ASE/GED Department is to provide students with the opportunity to earn a high school diploma or GED Certificate so that they may secure employment and continue their education in post-secondary education. The department recognizes that advanced skills and knowledge are required to succeed in a post-secondary institutions, and that there is a great disparity in salary earnings for high school drop-outs, compared to Diploma/GED completers, and the need to go on to post-secondary career and education programs. For some students, the ABE courses give assistance with basic reading comprehension and basic math skills in order to qualify for the CTEC programs at MDAE. The Concurrent Credit Recovery

program addresses the need to lower the high school dropout rates in the district, 14% [at the time of the initial WASC visit](#).

The AWD Department serves a variety of individuals with disabilities who would otherwise not have educational opportunities. The Life Skills Program serves adults with developmental disabilities who can benefit from continued education and development of independent living skills, vocational skills and social/communication skills. The majority of programs available in Contra Costa County offer little or no continued education.

The AWD Department On Track Program is a unique program that serves adults with acquired brain injury. The program was established in 1996 based on a community need for services to assist individuals with brain injuries in re-learning skills to help them get their life back on track.

Students in On Track remain in the program until they have achieved their goals and are able to integrate independently in the community. The recovery/rehabilitation process for someone with a brain injury is extensive and requires consistent and repetitive learning opportunities.

The AWD Department Transition Options Program (TOPS) addresses the unique needs of adults with Asperger's Syndrome, High Functioning Autism and related disorders transitioning to higher education, independent living and/or employment. TOPS provides a supportive environment for students to develop social skills, increase independence, develop interests, explore resources, participate in the community, and create a social network of support while preparing for work, independent living and/or higher education. This program is unique to the Bay Area and brings in students from the surrounding four counties who are in need of help in obtaining the skills and confidence needed to live, work, and establish relationships in their community.

The ESL Department assists adults to improve their basic English communication skills so that they can function in American society. They also learn to navigate the U.S. school system, prepare to enter training programs or further their education, get a job or obtain a better job, and pursue their personal and family goals.

As of the last US Census, Contra Costa County showed that 23% of the people in the county were born outside of the United States, and 32% of homes in the county used a language other than English at home. Most of the ESL students are immigrants who want to integrate into American society, learn the culture, be able to communicate in English with their neighbors, help their children be successful in school, get good jobs, and become homeowners. The staff helps students gain the English language, academic, and life-skills they need. Courses are offered at MDAE campus and schools in the community, at different times of the day, to accommodate their schedules.

The Parent Education Department is a vital and important part of supporting families in the community and in the Mt. Diablo Unified School District. There are parent education preschool programs in five elementary schools in the MDUSD District and one on-site at the Loma Vista Adult Center. These programs are collaborations between MDUSD and MDAE. The Parent Education Preschool Programs help parents prepare their children to be successful in school by

providing kindergarten readiness skills. The parents learn how to act as an assistant to the teacher by working in the classroom in each week. Parents learn parenting skills such as how to provide daily activities which help with school readiness. Parents also learn the importance of being an advocate for their child. Parents become comfortable with the school setting. Parents who are Second Language Learners learn how to navigate the school system and support their children's learning.

The Parent Education Coordinator has worked with MDUSD helping to implement and plan the Transitional Kindergarten. The Coordinator was able to share information regarding California State Preschool Standards and the curriculum that is currently being used in the Pre-Kindergarten Preschool programs through Adult Education thus making a seamless transition for children from preschool to TK.

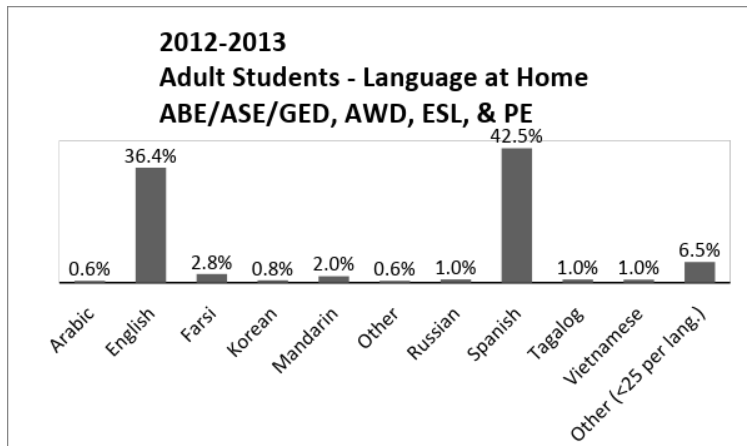
Parent Education also collaborates with MDUSD in offering intervention classes such as Teen Anger and Drug and Alcohol Workshops. The workshops require parents and teens to attend together. Parents receive parent techniques and strategies on how to help their teen be successful in school. Teens are usually given fewer days of suspension if they attend the workshops.

Parent Project is a parenting class for parents who have out-of-control and destructive teens. This class gives parents the tools to help keep their children in school and provides a format for forming support groups for when the class ends.

5. Describe the Demographic Make-up of the Student Body.

Below are the student demographics for 2012-2013 based on information provided by the students at registration. This includes adults in the ABE/ASE/GED, AWD, ESL and PE Departments who were enrolled during the year.

Chart D

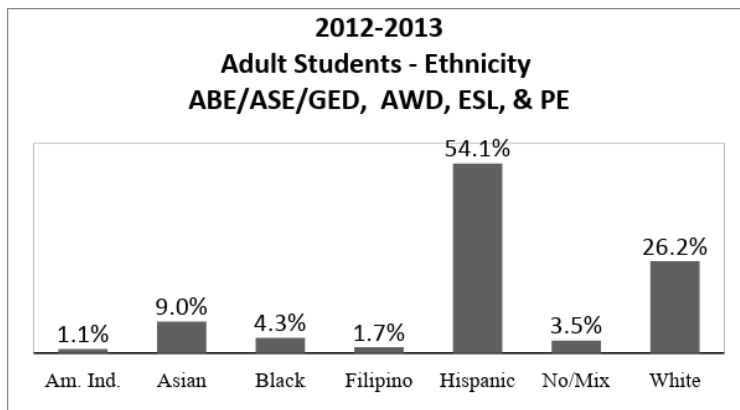


Languages	# Students	Percent
Arabic	26	0.6%
English	1534	36.4%
Farsi	116	2.8%
Korean	32	0.8%
Mandarin	86	2.0%
Other	26	0.6%
Russian	44	1.0%
Spanish	1793	42.5%
Tagalog	43	1.0%
Vietnamese	41	1.0%
Other (<25 per lang.)	276	6.5%

Totals 4017*

*Does not include students who declined to state

Chart E



Ethnicity	# Students	Percent
Am. Ind.	46	1.1%
Asian	366	9.0%
Black	176	4.3%
Filipino	70	1.7%
Hispanic	2208	54.1%
No/Mix	144	3.5%
White	1070	26.2%

Totals 4080*

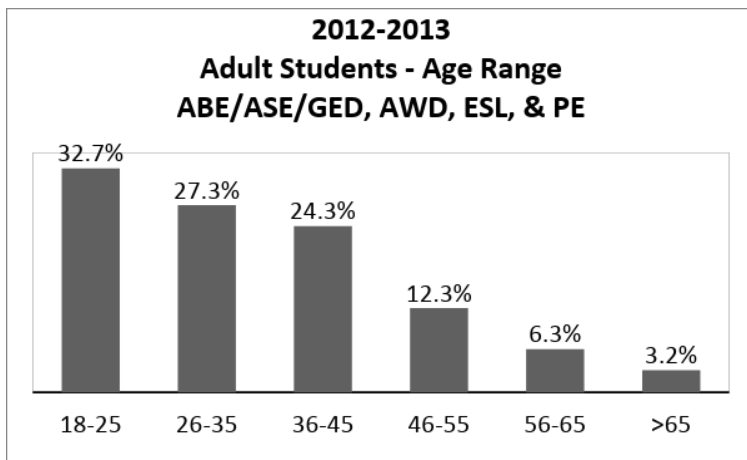
*Does not include students who did not provide an answer

Chart F



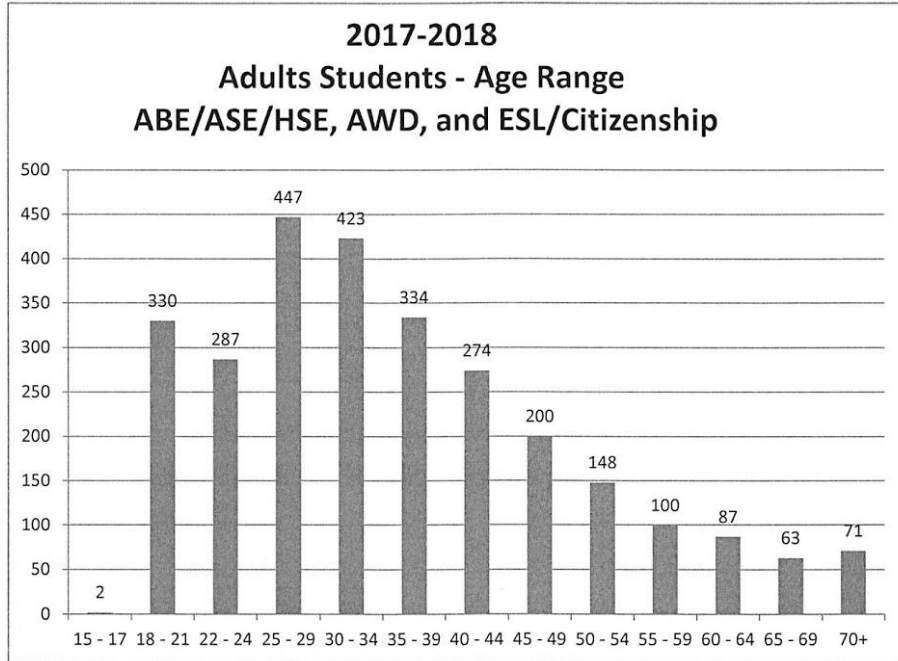
Gender	Numbers	Percent
Female	2506	61.3%
Male	1580	38.7%
Totals	4086	

Chart G



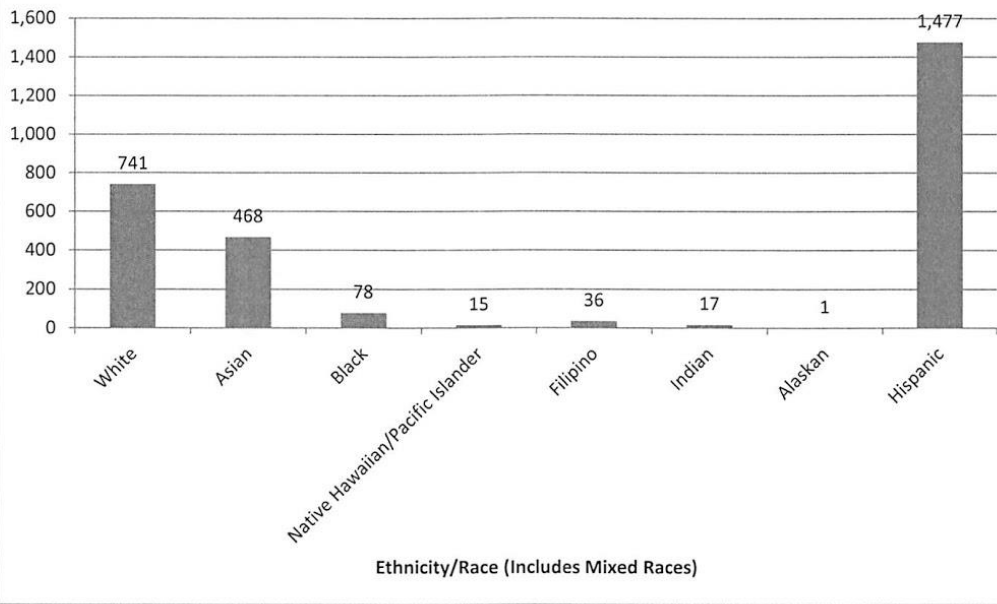
Age Range	Numbers	Percent
18-25	1298	32.7%
26-35	1085	27.3%
36-45	964	24.3%
46-55	488	12.3%
56-65	251	6.3%
>65	129	3.2%
Totals	4215	

Updated Demographic Make-up of the Student Body:



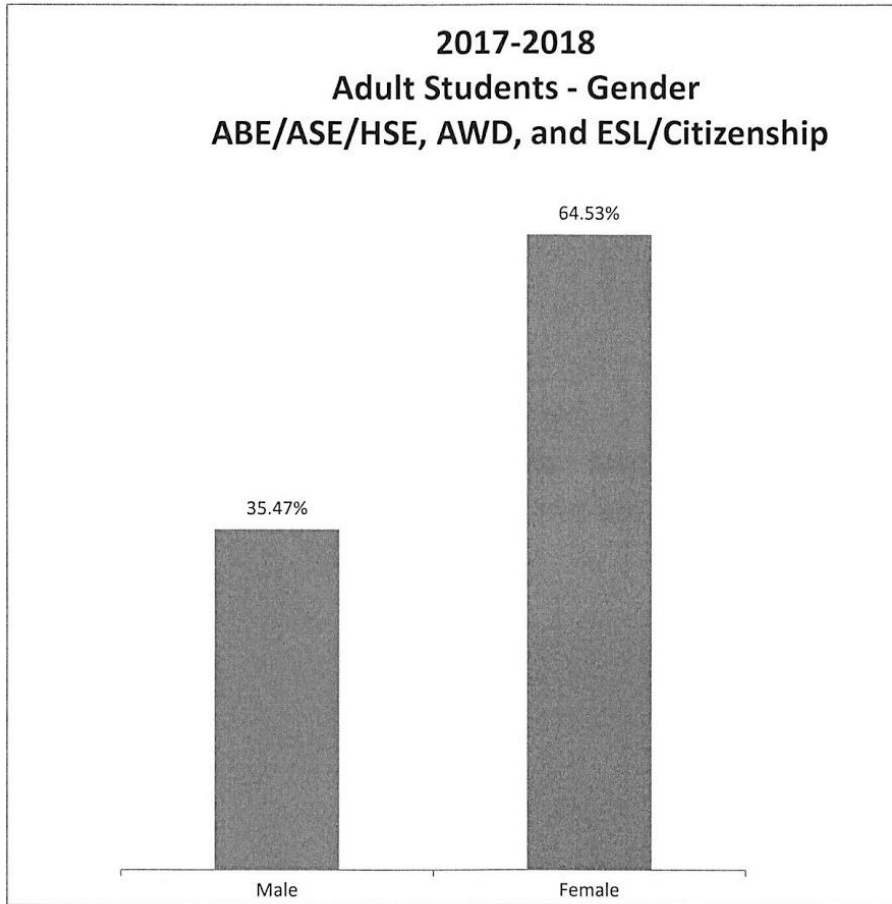
Age Range	Students	Percentage
15 - 17	2	0.07%
18 - 21	330	11.93%
22 - 24	287	10.38%
25 - 29	447	16.16%
30 - 34	423	15.29%
35 - 39	334	12.08%
40 - 44	274	9.91%
45 - 49	200	7.23%
50 - 54	148	5.35%
55 - 59	100	3.62%
60 - 64	87	3.15%
65 - 69	63	2.28%
70+	71	2.57%
Totals	2,766	

**2017-2018
Adult Students - Ethnicity
ABE/ASE/HSE, AWD, and ESL/Citizenship**



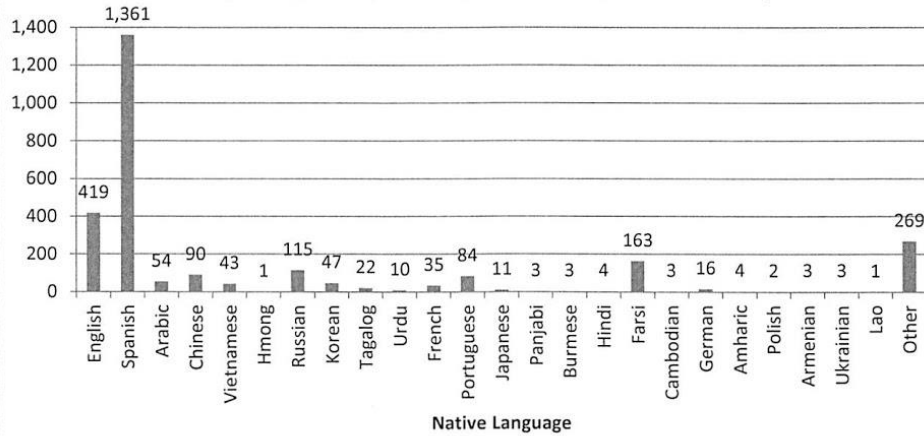
Ethnicity/Race	Students	Percentage
White	741	26.80%
Asian	468	16.92%
Black	78	2.82%
Native Hawaiian/Pacific Islander	15	0.54%
Filipino	36	1.30%
Indian	17	0.61%
Alaskan	1	0.04%
Hispanic	1,477	53.40%
Totals (incl multiple race)	2,833	

**2017-2018
Adult Students - Gender
ABE/ASE/HSE, AWD, and ESL/Citizenship**



Gender	Students	Percentage
Male	981	35.47%
Female	1,785	64.53%
Total	2,766	

2017-2018
Adult Students - Language at Home
ABE/ASE/HSE, AWD, and ESL/Citizenship



Home Language	Students	Percentage
English	419	15.15%
Spanish	1,361	49.20%
Arabic	54	1.95%
Chinese	90	3.25%
Vietnamese	43	1.55%
Hmong	1	0.04%
Russian	115	4.16%
Korean	47	1.70%
Tagalog	22	0.80%
Urdu	10	0.36%
French	35	1.27%
Portuguese	84	3.04%
Japanese	11	0.40%
Panjabi	3	0.11%
Burmese	3	0.11%
Hindi	4	0.14%
Farsi	163	5.89%
Cambodian	3	0.11%
German	16	0.58%
Amharic	4	0.14%
Polish	2	0.07%
Armenian	3	0.11%
Ukrainian	3	0.11%
Lao	1	0.04%
Other	269	9.73%
Totals	2,766	

Criterion 2 – Organizational Infrastructure and School Leadership

1. Describe the School Leadership Structure and the lines of authority established by the governing body.

Mt. Diablo Adult Education is comprised of four administrators: a director, assistant director, and two vice principals, as well as five program coordinators. The director shares any new or changed policies or procedures from within the district at the administrator and leadership meetings.

The Administrator meeting occurs every other Monday. In these meetings, the director reviews any changes that need to be implemented, discuss continuing issues and has time in each meeting to discuss any ideas or issues with the other administrators.

The Leadership group meets on opposite Tuesdays during the school year. Leadership is composed of the four administrators, five program coordinators, the office manager, and the director's administrative secretary/credential technician. An agenda is emailed in advance, and all members can add topics. Leadership is the group whose members help to interpret and implement policies and procedures within their department staff and teachers.

2. Describe to what extent the Governing Body Interactions with the school leadership throughout the school year.

The director is the primary voice of MDAE within the Mt. Diablo Unified School District (MDUSD). She meets regularly with the superintendent and other head administrators at the district. She also attends the MDUSD Board of Education Meetings. Administrators and program coordinators also come to MDUSD Board of Education meetings when there is a Board Item that pertains to their programs or staff. As appropriate to their department, other MDAE administrators and program coordinators attend district meetings and committees as well.

There is a continuous flow of information from the Board of Education to the school leadership. Board of Education meeting agendas are posted in advance on the web, and the Leadership team can choose to send in Board Items that need review or consent. A summary of decisions made by the Board of Education are sent by email to all district staff.

3. To what extent has the school developed Written Policies and Procedures that govern the operations of the school?

MDAE is governed by the MDUSD Board of Education and their Board policies. These policies align with Federal and State Law. All information on the policies and procedures for the District is available on the website. This includes requirements for a diploma, mandatory training, and other information followed at MDAE. In addition, MDAE has a Board policy and administration specific to the Adult Education. The policy regulation is available in the office and a summary is published quarterly for students in the two front and back pages of the quarterly student course catalog. The policy regulation, procedures, and notifications of the MDUSD Board of Education and other district level departments are available on the website and in the MDAE Main Office.

Criterion 3 – Faculty and Staff

1. List the Teaching Faculty and provide information regarding their degrees and experience to verify their qualifications (a chart format is preferred).

Department	Number of Teachers	Subjects/ Program Taught	Credentials of Teachers	Degrees	Average Years of Experience
ABE/ASE/ GED	10	<ul style="list-style-type: none"> High School Diploma GED Preparation Skills Improvement 	<ul style="list-style-type: none"> Multiple Subjects/ Elementary Single Subject/ Secondary Adults: Designated Subjects 	BA, BS, MA, MS, PhD	7
AWD	8	<ul style="list-style-type: none"> Life Skills (Developmentally Disabled) On Track (Acquired Brain Injury) TOPS (Aspergers/High Functioning Autism) 	<ul style="list-style-type: none"> Adults: Designated Subjects Education Specialist/ Special Education ESL 	BA, BS, MA, Juris Doctorate	15
ESL	30	<ul style="list-style-type: none"> English as a Second Language Citizenship 	<ul style="list-style-type: none"> Adults: Designated Subjects CELTA/ ESL/ TESOL Community College Multiple Subjects/ Elementary Single Subject/ Secondary 	BA, BS, MA, MS	14
PE	16	<ul style="list-style-type: none"> Anger Management Parent Education Preschool Cooperative focusing on Parent Education 	<ul style="list-style-type: none"> Adults: Designated Subjects Early Childhood Education Multiple Subjects/ Elementary 	ASC, BA, BS, MA	15

A list containing information about individual teachers will be available at the site during the accreditation visit.

2. How effective is the annual Evaluation of the Teachers?

Most teachers at MDAE are part time. Part-time, temporary teachers are provided with Letters of Assignment for each term. While no actual evaluation is required for part time teachers, the departments recognize the need to have consistent assessments of teacher ability. Informal observation and discussion occurs between the teachers and the department coordinator. The teachers are regularly monitored and observed by the Program Coordinator and supervised by the Assistant-Director and Vice Principals. The program coordinators use the information from the informal evaluations to make decisions about staff development and in hiring and retention decisions. Alternative methods of teacher evaluation are being utilized, including through student attendance, student feedback via course evaluations, informal mini-observations and conversations with teachers, input from colleagues, and data about students promoted or retained at the end of the term.

3. To what extent does the school provide Professional Development Opportunities for the teaching staff?

Professional development opportunities are provided on-site to the teachers by the program coordinators and others. Other professional development activities such as local conferences, and OTAN and CALPRO online workshops are encouraged and paid for by the department. Data is regularly reviewed with teachers to assist in developing strategies to increase student persistence and monitoring of student progress. Regular staff meetings provide an opportunity for staff to share concerns, challenges and resources.

For example, in the ABE/ASE/GED department, the focus of professional development is to introduce the adult school teachers to the College and Career Readiness Standards and changes in the new GED and HiSET high school equivalency tests. The Parent Education department has been involved with the district's Transitional Kindergarten classes, and teachers attend Early Childhood Conferences, and training through the Parent Project.

As a school, staff development sessions are held to review the mission and vision statement, identify strengths and weaknesses in the program and to review persistence and assessment data in an effort to plan for the next school year.

Criterion 4 – Curriculum

1. To what extent does the school have Written Curricular Maps that describes courses and outlines student learning outcomes for each course/program?

Departments have clear guides which show all courses required to fulfill a certificate or diploma. Orientations are held for all ongoing programs to explain the outcomes and requirements. Each department has current course outlines that specifically delineate critical areas of instruction in each subject. Content correlates with the College and Career Readiness Standards, CASAS competency areas and state/national standards for the particular content. State standards and/or CASAS competencies are used in planning lessons. Student materials have clear and measurable objectives, as well as evaluation strategies.

2. To what degree and how often does the School Review and Revision of Curriculum?

Curriculum is reviewed regularly and adjusted according to student testing outcomes and goal progress. Teachers review content and teaching strategies based on individual student and class needs. In the 2013-14 school year, the ABE/ASE/GED department is undertaking a full revision of the high school diploma and GED preparation curriculum to include the College and Career Readiness Standards and high school equivalency exam changes. The ESL department is reviewing their scope and sequence for each course. The AWD is engaged in defining specific courses which are offered to the Life Skills students. New courses added to the programs are also reviewed by the MDUSD Board of Education.

3. To what extent are Curricular Resources available to all students so that they can successfully complete course requirements?

All departments have a portion of their budgets dedicated to curricular resources. Students in the ABE/ASE/GED, AWD, and ESL programs are provided texts and materials free of cost. Texts are available for outside purchase for the GED and ESL students. These are purchased through the Main Office. For the High School Diploma and distance learning program, students who desire to take materials home to study pay a small deposit that is refunded when materials are returned. All classes contain the resources available to students to successfully complete the course requirements. Materials for the Parent Education programs, including Parent Project materials, are ordered in advance and sold to the parents through the MDAE main office.

Criterion 5 – Instructional Program

1. To what extent does the school provide a Rigorous Educational Experience for all students?

The educational experience for each student is individualized as much as possible. In most programs, students are given CASAS pre and post tests to help determine appropriate placement and growth in classes and small groups. Student goals, such as earning high school credits and passing the GED, are the driving force for student assessment and progress. Students move into more challenging academic groups and materials as they achieve their goals. In the ASE program, students earning high school diplomas use course outlines that are aligned with the CCRS and most textbooks are the texts adopted by the district.

2. To what degree are a variety of Instructional Methods/Strategies used to provide successful learning opportunities for students?

The teaching staff values and encourages student-centered, communicative approaches, providing plenty of opportunities and time for student practice in whole group, small groups, and pairs. The staff employs a wide variety of instructional methods/strategies; including utilizing a multi-modal approach. Developmentally appropriate curriculum is used.

Examples of strategies include: hands-on/experiential activities, interviews, personal narratives, partner work, small group work, jigsaw activities, relevant games, video, internet, role-playing, Mimio-Teach technology and group problem solving. Lessons engage students and involve a practical application of information learned, including community experiences applying real word lessons. Staff is able to provide students with a variety of lessons to teach a concept addressing all learning styles. By using a variety of different teaching strategies, teachers are able to address all learning styles and students are engaged and participating. This also allows for students to demonstrate new skills and to participate in cooperative learning.

3. To what extent does the school have Integration of Technology into the instructional program?

Student computers are available for use by all adult students. Mimios, Starboards, Lumens and other technological resources are available to the teachers in every adult classroom to enhance instruction. There are computer labs for students in all departments, including a class set of 20 laptops which comprise a mobile lab. Computers have interactive technology providing students with engaging lessons. Most teachers use the computer labs weekly, where they can access software programs, the Internet, and other programs to augment their lessons and their students' practice.

Criterion 6 – Use of Assessment

1. List what Formative and Summative Assessments are used to measure student learning progress.

The primary form of assessment that crosses all departments is the CASAS tests, which are used to determine level at entry to programs, gains in language and math literacy, and to plan for individual students. Each department also uses a variety of formal and summative assessments to determine the success of the students and the program's ability to advance students towards their goals.

ABE/ASE/GED –

CASAS Life and Work Reading Assessment

CASAS Work and Lifeskills Math

Content Area examinations

HSE Practice Tests

Online program assessments

Essays

Projects

Presentations

AWD-

CASAS Life and Work Series

Individualized Goal Plans

Teacher-created pre and post tests

ESL-

CASAS pre and post tests

EL-Civics Assessments

Level-exit exams

ESL oral and writing assessments for placement

(ESL Family Literacy school readiness program - assessed for QRIS with CLASS and ECERS; pre-school aged children are assessed with DRDPs and ASQs)

PE-

Pre and Post Tests

Parent Project - weekly evaluations and assessments.

Certificate Parenting assessment

Anger Management assessment

Teen and Drug and Alcohol Workshops assessments for teens and parents

QRIS (Quality Improvement Rating System) assesses our toddler and school-readiness co-op parent education program with CLASS and ECERS

Pre-school aged children are assessed with DRDPs and ASQs

2. To what extent does the administration and faculty Utilizing Learning Data from multiple sources, disaggregate the data, and analyze the results to draw clear conclusions?

Instructional staff receives CASAS testing reports to indicate student and overall class performance. Administration utilizes these results to determine appropriate curriculum resources and classes for each program. Teachers utilize CASAS competencies to determine appropriate lesson plans for student levels.

Staff also utilizes self-created pre and post tests in all classes. The data provided is evaluated to determine the effectiveness of lessons and instruction and further instructional focus and strategies.

Raw data is reviewed and organized by the administrators and program coordinators. It is then distributed to the teachers, including individual student assessments and grouped scores on formal assessments. Data, such as persistence and completion rates, are collected by the school and department. The formalized testing data is collected by the California Department of Education and Adult Education to aggregate with data from across the state.

3. To what extent does the administration and faculty take the conclusions drawn from the analysis of learning data and create recommendations to address areas of needed improvement?

4. To what extent is the analysis of Learning Data Used to Improve Instructional Program of the school?

All decisions with regard to program change are data driven. Program Coordinator and instructional staff review testing results and compare previous years to insure that the program curriculum is specifically addressing growth areas indicated in the testing. Currently, the Parent Education department is refining a collection method for learning data for all parenting classes.

At every department meeting, the teachers are provided data such as benchmark and persistence rates to review so that recommendations for program improvement can be made.

Criterion 7 – Student Support Services

1. Describe and evaluate what Support Services are provided to students, including academic counseling, personal counseling, and health services. Please describe what is included in each service provided.

The program coordinators and administrators, as well as lead teachers, provide academic counseling to the students. Student individual goals are reviewed at the pre and post program points, or mid-year and at the end of the year. For example, the AWD On Track Program has a Student Support Services Specialist who provides individual counseling, support and education to assist students with housing, life management, travel training, volunteer and paid employment and integration into the community. The AWD program coordinator meets with all classes mid-year and at the end of the year to gain feedback and recommendations for course content and to get feedback on the instructional staff.

Students are referred to programs outside the department for health and personal counseling. Teachers also provide students and families with resources such as referrals to

counseling, housing agencies, medical clinics, etc. All students meet with the Lead Teacher in the beginning of the school year to establish goals (IGP's). Those goals are reviewed mid-year and at the end of the year. The Lead Teacher assesses if the student could benefit from a different style or level of instruction. That information is then communicated to the instructional staff.

MDAE recently updated its Student Services Center with new computers, chairs and tables. This has provided a very welcoming area for students to receive support services. Students in the CTE Programs are encouraged to meet with a support person to assist with academic and personal counseling. A Transition Specialist is available to meet with students from all of the Adult Education programs two days per week. The Transition Specialist position is a new AEBG initiative for all member institutions and is funded by AEBG dollars.

2. To what extent does the faculty/staff guide students through the Admissions Process all the way to the completion of courses and/or programs?

Students are greeted by department staff either in person or over the phone. All department staff members are knowledgeable about the programs' structures and registration processes. In addition, websites assist students with additional information about the programs. All students are required to attend a registration/orientation to learn about the programs and opportunities provided by the department. During the orientation process, the literacy level of the student is assessed so that the student can be enrolled into a class that will meet their educational needs and goals. All programs have a formal ending. The ABE/ASE/GED department has a graduation ceremony in June for all students who have completed their HSE certificate or High School Diploma in the last year. Parent Education students receive certificates at the end of their program. ESL students moved to the next level, and then to the EL Civics and, in some instances to US citizenship. [All of the CTE Programs are designed to be completed in less than one year and the students who successfully complete the program receive a program certificate of completion.](#)

3. Evaluate the means by which the school maintains Student Records in a permanent, secure, and fireproof location.

All current student records are kept in locked metal file cabinets in the department offices. Computers containing student information are password protected. The current use of ASAP, a student management system, is kept secure through backups on a daily basis. Once students leave/complete their program, student files are kept in locked archive rooms on campus. The Data Management Specialists also keep information on student information and testing in a variety of data banks used by the California Department of Education and Adult Education offices.

4. To what extent does the school's Communication with Students make information available as requested?

Student contact information, including phone, address and email, is stored in the data management program (ASAP.) Department Offices are open Monday through Friday during the day and on Tuesday through Thursday nights so that students can ask questions and obtain information. Websites are maintained with accurate information. Schedules and registration information is available through the quarterly published Schedule and Catalog. Programs, such as AWD and Parent Ed, produce newsletters for students and families with information and resources. Flyers are also utilized to inform students about upcoming outings. Information is sent to homes through mail and via email.

Criterion 8 – Resource Management

1. To what extent does the school have Sufficient Resources to offer its current educational courses/programs? (Please provide a copy of the school's budget.)

The Director of the MDAE has been able to secure funding for programs through many sources which are used for the current level of courses. As funding has decreased over the years, all departments have made substantial cuts in their course offerings. Currently the school utilizes a variety of funds provided by sources including, MDUSD budget allocation, WIA 231 Grant funding, Lottery Funds, corporation grants, Regional Center of the East Bay, Department of Rehabilitation and other funding sources.

Due to new legislation in 2014 regarding Adult Education funding in California under AB 86 and AB 104 and the state mandated Adult Education Block Grant funding, there currently is \$500 million guaranteed to Adult Education annually. 71 regional consortia have been established state wide for delivery of Adult Education programs and services by K-12 Adult Education agencies, community colleges, and community partners. Mt Diablo Adult Education adapted its internal fiscal processes and accountability procedures to align with this statewide change.

Some of the changes made include the following:

- New coding structure and system for adult ed in alignment with the AEBG legislation as well as with the K-12 system.
- Created and continued to develop new practices and processes working with administrators and program coordinators for annual budget development.
- Developed and continued to develop stakeholder input on budget relative to programming and facilities and support services that impact annual budget development.

As funding has decreased over the years, there has been a concerted effort to seek out additional funding sources. Current funding now includes :

CalWORKS, Carl Perkins Grant, Consortium funding for CTE, AEFLA/WIOA (WIA II), Regional Center of the East Bay, Department of Rehabilitation, Title 1 funding through MDUSD, First Five California regional grant funding and Quality Rating Improvement System (QRIS), Firedoll Foundation, State Department of Developmental Services Grant, LCFF.

MDAE no longer receives lottery funds through MDUSD as initially reported in the previous WASC report.

Budgets and other financial documents and records including memorandum of understanding are available for review.

2. Comment on the effectiveness of how the school maintains Integrity in Financial Practices, audits, and financial reporting to all stakeholders.

MDAE employs its own fiscal staff and collaborates with MDUSD in maintaining integrity of fiscal practice through periodic regular checks and balances done internally within the overarching fiscal practices of MDUSD. Budget allocations are reviewed at a minimum of once per quarter by the administrators of the programs for which they are responsible. These budget reviews are conducted by administrators in collaboration with program coordinators and in consultation with the director regarding budgetary targets, adjustments, etc.

The two primary accountability systems, ASAP and Integrated Financial Accounting System (IFAS), contain entries for payroll, purchasing, accounts payable and receivable, tuition and funding. Separate budget accounts are created to carefully follow funding within departments and programs. Systems for maintaining the integrity and accountability at all levels for the management of payroll, purchasing, accounts payable and receivable, tuition collection and funding are in place and monitored by administrators and the director, with support of MDUSD staff. Internal auditing of MDAE's budgets is conducted on a regular basis by MDUSD staff.

3. Provide evidence that the school provides clean, safe, and well-maintained Facilities that are sufficient for the courses/programs offered?

The Mt. Diablo Unified School District maintains a facility and campus improvement schedule utilizing general funds, special funds and Measure C funds for all schools. The Loma Vista Campus is currently in the middle of an eight year improvement cycle that includes improvements of solar, technology, classroom technology, security systems, mechanical and modernization.

The Mt. Diablo Unified School District is in the final years of Measure C funding. MDAE continues to work in collaboration with MDUSD for identifying facilities and campus improvements funded by Measure C.

MDAE has a Safety Team that in collaboration with the Leadership team comprised of administrators, program coordinators/instructors and classified staff develops and implements the annual safety plan with input from all stakeholders including teachers, classified staff, students and community members.

MDAE's Safety plan and the implementation of the plan aligns to safety standards and procedures established by MDUSD district wide. A PDF version of the redacted MDAE Safety

Plan for the Loma Vista Campus has been provided as an attachment. MDAE is in the process of providing a link for the safety plan on the MDAE website.

This year MDAE has established a School Climate Committee comprised of instructors, program coordinators, administrators and classified staff. The School Climate Committee meets one to two times per month and focuses on creating a culture of caring for all students and staff on campus. This has included working on campus beautification, positive signage and messaging, ways to help students feel appreciated and welcomed and ways for staff to support one another

The Loma Vista campus maintains and annually reviews a Site Safety Plan with the assistance of staff members, students and the communities. Classrooms have posted Evacuation Maps and Safety Procedures. Incident Statement Forms are available in all campus offices for staff and students. Any completed Incident Statement Forms are reviewed by a campus administrator, and action is taken as appropriate. Special Emergency Release Plans for minors and developmentally disabled adults are available.

Criterion 9 – Community Connection

1. To what extent does the school have Connections to Community leaders, local businesses, and vocational partners in order to enhance the school's academic program?

The collaboration with community, business and vocational partners is an integral component of Adult Education. All administrators and department coordinators are on advisory boards and committees, which, in turn, share their resources with Adult Ed.

All departments work with a variety of tutors, volunteers, and partners in the community. The AWD department is representative of the type of partnerships that exist throughout Adult Ed. The On Track program has a partnership with the John Muir Neurosciences Institute. Each year they design a combined Brain Awareness Week outreach activity designed to increase public awareness about brain health. Both the On Track Program and Life Skills Program participate in the annual Chevron Week of Caring where Chevron employees donate their time to work with students in the program on various projects including resume development, scrapbooking and over all classroom beautification.

The On Track Program receives an annual grant from the Firedoll Foundation to fund the Student Support Services Specialist. This grant allows the Support Services to provide students with individualized support in finding both paid or volunteer work, providing housing information and assistance, personal home care training, travel training and counseling as needed. All three programs serve Department of Rehabilitation clients. The students in the Life Skills program participate in volunteer work training with the Concord Police Department and the food bank at the Monument Crisis Center.

Some of the departments' partners include:

Concord Police Department
Contra Costa Children's Council
Contra Costa Court System & Probation
Diablo Valley College – Transition Department
Diablo Valley Literacy Council

2. How effective has the school been in providing Student Service Projects that impact the community in a positive manner?

Each department develops student service or volunteer projects as appropriate. The requirements of the projects are based on the abilities of the students involved. The ABE/ASE/GED department has a career readiness course that gives students credits for hours of volunteering and reflection as part of the course requirements. There are several ongoing projects in AWD, including volunteer training for students at the Concord Police Department and Monument Crisis Center, and collaborating with John Muir Hospital for Brain Awareness activities. The AWD students receive feedback from the partners they serve and debrief by discussion. The ESL department invites students to be part of the ESL Family Literacy Adult and Preschool classes. Parent Education is directly responsible for curriculum in the Mt. Diablo Unified School District teen parent training and support. Families are able to reunify and parents from PE programs have become very involved in their local schools. The preschool parents recently offered a preschool carnival for all the families in the community. Lakeshore Learning Store, the local Police and Fire Departments and local teens participated in the event, earning school service credits.

Criterion 10 – Action Plan for Continuing Improvement

1. Describe and evaluate how the School Action Plan is created, maintained, and used to guide the school in ongoing improvement efforts.

As each department operates with specific standards and requirements, the Action/Strategic Plans are developed within the department, shared with the Leadership Group, and then supported by the Administration. In spite of extreme fiscal challenges, MDAE did implement the action plans developed as part of the 2008 WASC strategic planning process. The current Action Plans are focused on the 2013-14 and 2014-15 academic years.

The decision of the Leadership group, starting in 2008 when flexibility started, was to keep as many programs as possible viable. The Action/Strategic Plans were devoted to (1) evaluating program quality, (2) determining where budgets could be trimmed and (3) finding additional resources from outside funds and grants. The budgets were reviewed yearly (and bi-yearly in certain years) to assure that the students in the programs could be well served. Classes not directly related to the California Strategic Plan, such as Lifelong Education, raised their prices to pay for course and instructor costs. Each department was asked to reduce their staff and class offerings by a similar percentage each year.

For the first time in many years, funding has been assured for the same amount as the previous year. This has allowed departments to create Strategic Plans which are more stable. Each department has developed a strategic plan based on their interpretation of the school's mission and SLO's/goals. The Plans focus on four broad areas: data review of student and program

progress, staff development, integration of many new instructional standards and assessments and collaboration with the district and community.

2. To what extent have the ROPs, high school level programs/classes, and other non-CTE programs identified Critical Areas of Needed Improvement that are part of the school's Action Plan?

The identification of critical areas of needed improvement are done within each department, with the input of teachers, staff, program coordinators and assigned administrator. Data is used, as well as review of any new state or federal curriculum or staffing requirements, in making determinations. These are also discussed further and actions made in the Leadership Committee and Administrator meetings. Program Coordinators and the assigned administrators are responsible for budgeting, setting calendars, and arranging staff development to meet critical needs.

ABE/ASE/GED-

Department-wide Strengths

1. Caring; Dedicated Staff
2. Individualized goal setting and independent learning
3. ABE program that incorporates an individualized reading program
4. Variety of programs within the department – High School Diploma, Distance Learning, Independent Study, Test Preparation (GED, HiSET, CTE, etc.)

Department-wide Critical Areas for Follow-up

1. Identify and implement strategies to increase student persistence
2. Increase HSD graduation rates
3. Incorporate Common Core Standards and Career Readiness standards into all course outlines
4. Increase opportunities for academic advising for students attending evening classes

AWD –

Department-wide Strengths

1. Instructional staff is highly trained and experienced
2. Staff provides support for students through participation in progress/goal meetings and referrals to outside agencies e.g. Regional Center of the East Bay, Department of Rehabilitation, etc. as appropriate.
3. Program-wide individualized goal tracking system (Individualized Goal Plan: IGP) and data spread sheet for easy monitoring of goals and progress.
4. All three programs have strong connections with the community that support and enhance student learning.

Department-wide Critical Areas for Follow-up

1. Consistent peer coaching for staff.
2. Expand volunteer work opportunities to allow more students access to job training.
3. Expand community based instruction to include more opportunities for travel training, community safety practice and purchasing skills.
4. Provide in-service training for staff and provide regular opportunities for all three programs to share information and resources.

ESL –

Department-wide Strengths

1. Caring, dedicated, collegial staff creating safe and supportive classroom learning environments for their students
2. Meeting the essential English speaking, listening, reading, and writing needs of our students which is relevant to their lives, needs, and goals
3. Using a variety of effective instructional strategies to facilitate learning, acquisition, and retention of material
4. Empowering our students to successfully pursue their goals and participate in the community

Department-wide Critical Areas for Follow-up

1. Revise and/or develop course outlines and identify essential components of the curriculum
2. Utilize English language learning teaching strategies and materials that are engaging and relevant to our students' lives, needs, and goals.
3. The results of formative assessment of essential standards will be analyzed annually for program improvement.

PE –

Department-wide Strengths

1. We use a variety of teaching strategies and all teachers excel in using these methods.
2. We offer a wide variety of professional development but this can always be improved.
3. We partner and collaborate with members of the community.

Department-wide Critical Areas for Follow-up

1. Increase the ability of teachers who teach parenting skills through ongoing professional development
2. Develop assessments for students in parenting classes that focus on parenting skill develop and self-assessment
3. Coordinate with schools and district about parenting classes

ABE/ASE/GED:

The ABE/ASE/HSE Department's Critical Areas of Follow Up are focused on aligning curriculum to the College and Career Readiness Standards, increasing persistence and the improving the graduation rate. As such, the structure of the program has been changed to better serve students who are already in the workforce but are still pursuing their high school diploma or equivalency certificate. Over the last couple of years, teachers have been attending professional development trainings on CCRS and have received paid curriculum development time to modify curriculum to meet the CCRS.

Academic counseling and student services have been implemented to increase student persistence. All high school diploma students meet with the program coordinator, one-on-one, to develop a graduation plan. This grad plan is reviewed with the student at the end of each term as they register for the following term. Guidance is provided to the students pursuing the high school equivalency tests by the high school equivalency teachers. Student support services include writing labs, math tutoring, career transition support (i.e. career exploration workshops, field trips to community colleges and career technical programs, application and financial aid workshops and career presentations) and extended office hours in the evening.

Objective 1: Increase Student Persistence and Learning in all Classes

Persistence data is reviewed at the end of each term by the program coordinator and in department meetings by the staff. Several new strategies have been implemented by the staff over the last four years based on that data and need to improve student persistence.

Class schedules were altered so that subject specific classes meet two days a week to assist students who have jobs. Direct instruction in math has had a tremendous impact on student persistence especially in the basic math classes.

Orientations were modified to provide more information about the College and Career Readiness Standards, class expectations and goals, student services and learning support opportunities.

Three methods of learning are offered to diploma students: Classroom learning, independent study, and online classes. High school equivalency students are encouraged to take the test subject specific classes with online program support. (Aztec)

Career interest surveys and career workshops and presentations were implemented to motivate students to complete their HSD and HSE (i.e. career exploration workshops, college and career presentations, college field trips.) Transitions to our CTEC department have increased (See Chart B.) Our consortium is working on finding a way to track transitions to community colleges.

e-CASAS was implemented and students are tested at orientation to ensure proper placement of students into the class levels.

Starboard training is required to be completed by each new teacher to enhance instruction.

In 2016-2017, a teacher on assignment was responsible for calling students who were not attending. Data showed that the calls were not making a significant difference in the persistence rate so the strategy was not continued in 2017-2018. Calls are still made to students by the coordinator and clerical staff.

Learning and writing labs were made available to students starting in 2016-2017. Students have reported that the writing labs have been beneficial in helping students pass the HSE writing tests. Math tutoring was also made available to students. It was cancelled in the evenings due to student lack of interest but continues in the afternoons two days a week.

Objective 2: Increase the Graduation Rate

The structure of the classes has changed to be subject specific, blended classes that meet three to four hours a week for twelve weeks. Classes meet two days a week to provide direct instructions and academic support. Online work completed outside of class is required for diploma students and encouraged for HSE and ABE students.

Teachers are required to have designated subject credentials to teach specific courses.

Mt. Diablo Adult Education became a Pearson Vue GED Testing Center and recently became a HiSET Testing Center to make it easier for students to access a testing center.

The Program Coordinator is a co-chair person and three teachers have served on the AEBG ABE Workplace over the last three years. This workgroup serves to provide curriculum alignment among area adult schools and increase transition opportunities from adult schools to community colleges and career technical programs.

A new contextualized math course, "Workplace Math," was introduced this year to meet the increased math requirement in a way that is relevant to the workplace.

The English course outline was updated to align with the CCRS and contextualized to Business English.

Objective 3: Increase Academic Counseling Capabilities

The high school office is open on Tuesdays and Thursday evenings to help support students. The program coordinator works Tuesday evenings to support students.

All diploma students have one-on-one appointments with the program coordinator to develop a graduation plan.

A transition specialist is on site two days a week to support students who wish to transition to the community college. The transition specialist position is part of a new AEBG regional initiative for all member institutions.

One teacher is assigned to work with students who wish to transition to our CTEC department. She assists students in goal setting, planning and tutors them in reading and math so that they can pass the CTEC entrance exam.

Objective 4: Implement College and Career Readiness Standards (modified from Common Core Standards.)

Course Outlines have been aligned with the College and Career Readiness Standards denoting which standards will be taught in each class. The English course outline is also contextualized to Business English.

WIOA funding has been used to provide teachers with weekly curriculum development time to align lessons and assessments with the College and Career Readiness Standards as well as to attend professional development trainings to improve scaffolding strategies to help struggling learners.

The full time morning English teacher completed the training for Expository Reading and Writing Course by U.C. Berkeley and uses the curriculum in her classes.

The full-time HSE teacher has attended several GED training webinars.

As part of the AEBG Workgroup, we worked with Diablo Valley College to identify the essential algebra skills needed to transition into the DVC Intermediate Algebra class and will be modifying the algebra course outline to align.

Tricia Ouellette, program coordinator, completed the CALPRO Leadership Institute Professional Development Training.

Tricia Ouellette is a CALPRO Trainer for ELA CCRS.

Adults with Disabilities:

Objective 1: After further review and discussion, the staff agreed that this objective would not be as effective in providing them with useful information and training. Also, it is very difficult to arrange for staff to visit each other's classes since they often occur at the same time and there is limited availability for subs to cover classes. Consequently, staff expressed the need to do more cross-program sharing of curriculum. This would be implemented by scheduling a staff member to present at each AWD staff meeting and share a lesson plan that they feel would be easily transferable to other student populations.

At the Fall 2015 department meeting, we had our first staff presentation. Staff had an opportunity to not only observe a fellow teacher but also to get a lesson plan with relevant handouts to utilize in their class. The information provided was invaluable, and the staff expressed positive feedback and a desire to continue with the presentations. The Program Coordinator checked in with the different instructors to find out how the lessons were utilized across program areas. Overall, the lessons were very useful and appropriate. In moving forward, the staff will continue to present at department meetings on an annual basis.

Objective 2: All three programs have expanded volunteer opportunities for students and continue to connect with community based organizations for further development. Volunteering has proven to not only provide community integration opportunities but also invaluable work experience. This experience has led to acquisition of soft skills and work skills that have led to employment opportunities for students across all three programs. Students without work experience have been able to develop a resume reflecting their newly acquired skills. Staff created job checklists for students and also complete a job evaluation on a regular basis to mirror an actual employee evaluation. This feedback helps students develop goals and monitor achievement.

Objective 3: Community based instruction is a critical component of adults-with-disabilities instruction. It is necessary to teach skills where they will be utilized. The staff continues to add opportunities for students to learn practical life skills such as using public transportation, restaurant skills, personal shopping, street safety, etc. As part of new federal legislation, the programs are mandated to provide more community instruction and less classroom instruction. Through expansion of our community classes, we have been able to achieve more integrated and practical instruction.

Objective 4: With the stability of ongoing AEBG funding, we have been able to incorporate more opportunities for staff to participate in trainings, conferences, etc. outside of in-house trainings. Long-term staff have significantly benefited from trainings that have updated their skills and created a renewed sense of excitement and enthusiasm. Newer staff have had an opportunity to expand their knowledge and skills and gain greater confidence. The Program Coordinator continues to share training opportunities with staff and encourages participation. After attending a training/workshop, staff is asked to do a brief presentation at the next staff meeting on what they learned and how it can be utilized in the classroom.

The On Track program provides presentations for students and staff in schools and other adult education departments on brain injury awareness and prevention. In observance of Brain Awareness Week (2nd week of March) and Brain Injury Awareness month (March), the students share their life-changing stories of injury and recovery. The staff provides basic information about brain functioning and utilizes brain games to engage the audience. These workshops increase public awareness and knowledge for both children and adults in our community. Expansion of presentations to high schools in the district has been well received and extremely impactful.

Career and Technical Education:

NA

English as a Second Language:

Critical Item for Follow-up #1

Revise and/or develop course outlines and identify essential components of the curriculum.

The ESL Essential Elements are regularly addressed during level meetings, providing teachers the opportunity to deliberate together regarding students' primary needs and desired outcomes. As a result of these discussions, our Essential Elements have undergone refinement. Course outlines too have been modified to ensure consistency with the Essential Elements. Assessment charts that highlight the Essential Elements of the curriculum have been created for each level. These charts are in Excel format and offer teachers easy access to electronic transfer of student data. In addition, teachers have begun to identify existing ways in which the ELPS are being implemented.

Links to the ESL course outlines are posted on the school website to ensure ready access for teachers. Upon joining the staff, each new teacher is given three course outlines, the goal being to provide a global view of our program structure: one outline for the level they will be teaching, one outline of the level below, and one of the level above. Teachers are also instructed to familiarize themselves with the skills their students are expected to master upon entry and exit to ensure accurate retention / promotion at the conclusion of each term.

Critical Item for Follow-up #2

Utilize English language learning teaching strategies and materials that are engaging and relevant to our students' lives, needs, and goals.

Staff development meetings have regularly included topics that relate directly to the challenges of the ESL classroom along with effective techniques, productive strategies, and relevant materials to ensure student success. These sessions have included topics such as learning styles, interactive learning, multi-level strategies, and lesson plan frameworks.

In addition, the introduction of the College and Career Readiness Standards and the English Language Proficiency Standards have presented new opportunities for professional development. Three members of the ESL staff recently attended a CALPRO Community of Purpose focusing on the ELPS. The concepts gleaned from this training served as the basis for an introductory module presented at a level meeting in May of this year. Additional sessions focusing on the ELPS will be offered in the future.

Finally, we purchased mobile labs for three of our satellite locations. These mobile labs provide satellite teachers with technology-based resources and students with greater opportunities to improve their digital literacy skills.

Critical Item for Follow-up #3

The results of formative assessment of essential standards will be analyzed annually for program improvement.

Formative assessment results have provided a valuable tool for gauging student progress and are reviewed every term. Equipped with formative assessment scores, teachers record progress on a tracking chart for every student in the categories of grammar, listening, speaking, reading, and writing. In addition, teachers are required to provide samples of class work reflecting students' progress with their end-of-term assessments. The department leadership team reviews the end-of-term assessments to identify program gaps and strengths.

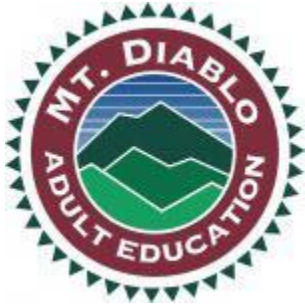
Not only do these assessments provide valuable insights regarding student achievement and areas for program improvement, but they serve as a basis for professional development sessions designed to help teachers develop effective lessons to ensuring optimal learning.

Parent Ed:

Parent Education has successfully followed and accomplished the goals and objectives established. Enrollment and attendance in the program has increased, as well as parent participation and collaboration. Staff has received training and has done hours of professional development to improve their teaching abilities, greatly contributing to the success of the program. Bilingual (Spanish) Parenting classes have been added to the program and offered at other schools sites besides Loma Vista. Data collected has highly helped and benefitted the program in the planning and scheduling of classes.

V: Schoolwide Action Plan Refinements

- **Comment on the refinements made to the single schoolwide action plan since the last self-study visit to reflect schoolwide progress and/or newly identified issues.**
- **Include a copy of the school's latest updated schoolwide action plan.**



Mt. Diablo Adult Ed



Strategic Planning

Mt. Diablo Adult Education - Strategic Planning 2013-2018

Mt. Diablo Adult Education - School-wide Strategic Support

Schoolwide Mission

Mt. Diablo Adult Education provides lifelong learning opportunities for adults of all ages and abilities to achieve their education, employment, community and personal goals.

Schoolwide Vision

Mt. Diablo Adult Education is committed to accessible high quality education in a positive and supportive learning environment that leads to student success. Mt. Diablo Adult Education values and is committed to partnerships and collaborations to better serve the diverse Mt. Diablo Unified School District community.

Schoolwide Student Goals (*WASC - Student Learner Outcomes*)

- Students set and progress toward their goals.
- Students achieve a measurable increase in knowledge and proficiency in their subject areas.
- Students identify acquired skills and apply them outside the classroom.
- Students access resources and information required to meet their goals.
- Students interact effectively in a diverse community.

Mt. Diablo Adult Education School-wide Strategic Support for Department and School Goals

Objective Area 1: Educational Program – Curriculum Program

Area	ABE/ASE/GED	Adults with Disabilities	Career & Technical Education Center	English as a Second Language	Parent Education
<p>Educational Programs - Curriculum Program</p>	<p>Increase student persistence and learning in all classes The ABE/ASE/HSE Program Coordinator will meet with ABE/ASE/HSE teaching staff in all programs, ABE/ASE/GED, to review and implement strategies to increase persistence. ABE/ASE/HSE Program Coordinator and staff will meet quarterly assess impact of new strategies on persistence of students.</p> <p>Persistence data is reviewed at the end of each term by the program coordinator and in department meetings by the staff. Several new strategies have been implemented by the staff over the last four years based on that data and need to improve student persistence.</p> <ul style="list-style-type: none"> · Class schedules were altered so that subject specific classes meet two days a week to assist students who have jobs. Direct instruction in math has had a tremendous impact on student persistence especially in the basic math classes. · Orientations were modified to provide more information about the College and Career Readiness Standards, class expectations and goals, student services and learning support opportunities. · Three methods of learning are offered to diploma 	<p>Expand community based instruction The AWD Program Coordinator and staff will develop at least four courses in the areas of community safety, appropriate interactions, purchasing skills, and public transportation training. The students will go into community settings at least two times per week to practice skills and demonstrate proficiency.</p> <p>The AWD Department continues to focus on integrating students in the community through providing volunteer and experiential community classes. Volunteer opportunities: Contra Costa Food Bank, Hospice Thrift Store, Concord Police Department, Monument Crisis Center, and The Heritage Senior Living Facility, Other community based classes include: YMCA, Bowling, Travel Training, Grocery shopping, Personal shopping, Restaurant Skills, Community Resources,</p>	<p>Soft Skill Curriculum Inclusion CTEC teachers will work together to identify means of providing more focus on soft skills/professionalism. Lessons and materials will be developed that infuse professionalism throughout the entire program.</p> <p>Teachers have registered with New World of Work to access the free soft skills curriculum to add to lesson plans. PD was provided during Quarterly staff meetings on infusing growth mindset principles and activities into the classroom. Two CTEC staff will attend the regional training for New World of Work in June 2018. Common “Job Skills” Lesson Plan is being utilized and contextualized within each training program. -DZ</p> <p>EMT Externship Curriculum EMT Training program will explore adding Emergency Room rotation to externships for students. Added John Muir affiliation agreement for students to complete an ER rotation. Continuing to explore opportunities with other facilities. Met with Contra Costa Fire Prevention District EMS Chief to discuss additional opportunities for EMT students to extern on ambulances and fire engines.-DZ</p>	<p>Content Lesson Planning The teaching staff will meet in small groups to assure that course outlines incorporate College and Career Readiness Standards.</p> <p>The CCRS were not written for ESL. The English Language Proficiency Standards and how to integrate them has been rolled out over the last couple of years. Alignment with the English Language Proficiency Standards is an ongoing effort. This spring, a program assistant and two veteran teachers completed a CALPRO Community of Practice session focusing on the ELPS. This led to an introductory training at a 2018 spring staff development meeting that focused on the ELPS and how they relate to our courses. Future professional development sessions focusing on the ELPS are in the planning stages.</p> <p>The teaching staff and</p>	<p><i>(Not chosen as a strategic area for this department)</i></p>

	<p>students: Classroom learning, independent study, and online classes. High school equivalency students are encouraged to take the test subject specific classes with online program support. (Aztec)</p> <ul style="list-style-type: none"> · Career interest surveys and career workshops and presentations were implemented to motivate students to complete their HSD and HSE (i.e. career exploration workshops, college and career presentations, college field trips.) Transitions to our CTEC department have increased (See Chart B.) Our consortium is working on finding a way to track transitions to community colleges. · e-CASAS was implemented and students are tested at orientation to ensure proper placement of students into the class levels. · Starboard training is required to be completed by each new teacher to enhance instruction. <p>In 2016-2017, a teacher on assignment was responsible for calling students who were not attending. Data showed that the calls were not making a significant difference in the persistence rate so the strategy was not continued in 2017-2018. Calls are still made to students by the coordinator and clerical staff.</p> <p>Learning and writing labs were made available to students starting in 2016-2017. Students have reported that the writing labs have been beneficial in helping students pass the HSE writing tests. Math</p>	<p>Concord Library, as well as regular visits to local Community Colleges and local businesses to find out about education and employment opportunities</p>		<p>ESL Program Coordinator will meet as a whole group to reach consensus on and commit to teaching the essential parts of the course outlines.</p> <p>Ongoing discussion of the Essential Elements have taken place at regular level meetings with faculty at our main site as well as with satellite staff. Based on these discussions, a teacher work group developed Essential Elements tables listing all approved program textbooks. The table indicates textbook unit numbers that correspond to specific items in the Essential Elements so that teachers can easily access the appropriate material and deliver targeted instruction.</p> <p>Content Scope and Sequence The ESL Program Coordinator and teaching staff will continue refinement of a scope and sequence for each course. The scope and sequence will be reviewed to determine if the content for each course can be taught in the time allotted. Content scope has undergone continual refinement to reflect</p>	
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	tutoring was also made available to students. It was cancelled in the evenings due to student lack of interest but continues in the afternoons two days a week.			developments in the Essential Elements and is contained in each course outline. Sequencing of course content is an effort in progress: the Essential Elements table cited above provides sequencing at the Beginning Low level. The goal moving forward is to do the same for other levels. In addition, timelines were developed for the two highest levels. Finally, exit exam results have contributed to course content improvement, helping teachers assess whether the quantity of the content is manageable for teaching within a specific timeframe.	
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Schoolwide Strategic Support for Objective Area 1: Educational Program – Curriculum Program

	Strategies	Timeline	Strategies for Evaluating	Evaluation Update
Educational Programs - Curriculum Program	Program Coordinators and Administrators will attend meetings and complete webinars about instruction, strategies, and changes in their respective fields.	7/13 – 6/16	Program Coordinators and Administrators will share information from meetings and webinars in Leadership. Information will be recorded in Leadership Meeting minutes.	Administrators and Program Coordinators attend CCAE Conferences, CASAS Institute, CALPRO and OTAN trainings as well as attend webinars specific to their department goals.
	In bi-monthly Leadership Meetings, continue specific sharing of changes to programs and request response and input from Leadership members.	Bi-Monthly August through June	Review of Leadership Meeting minutes and attachments to see that sharing is occurring by all program coordinators.	Leadership Meetings are conducted regularly and in accordance with this strategy.
	As needed, provide funding and appropriate personnel in Adult Ed to assist Program Coordinators and Administrators to hire new faculty.	7/13-6/16 as appropriate	Program Coordinators and Administrators will keep copies of interview notes, schedules and final results of the hiring process. Copies of teacher credentials will be kept in the Director’s Office to verify that credentials are valid.	Hiring documents are kept by the Office Manager.

Objective Area 2: Program and Institutional Outcomes - Evaluation

Objective Area	ABE/ASE/GED	Adults with Disabilities	Career & Technical Education Center	English as a Second Language	Parent Education
<p>Program and Institutional Outcomes - Evaluation</p>	<p>Increase HSD graduation rate Starting in September 2013, classes for the diploma will move from independent focus, to specific courses with appropriate subject matter credentialed teachers. New teachers will be hired as appropriate.</p> <p>The structure of the classes has changed to be subject specific, blended classes that meet three to four hours a week for twelve weeks. Classes meet two days a week to provide direct instructions and academic support. Online work completed outside of class is required for diploma students and encouraged for HSE and ABE students.</p> <p>Teachers are required to have designated subject credentials to teach specific courses.</p> <p>Mt. Diablo Adult Education became a Person Vue GED Testing Center and recently became a HiSET Testing Center to make it easier for students to access a testing center.</p>	<p><i>(Not chosen as a strategic area for this department)</i></p>	<p>Review Placement Data An Ad Hoc committee will be convened to review placement data and evaluate process for following up with students for the purpose of identifying and implementing improved practices. Core group of Placement Instructors meets quarterly to discuss placement data, process for placement follow up, and strategies for improvement. Placement binders were created for each program cohort to track follow up and data. These are completed regularly and submitted to COE leads to maintain the records.</p>	<p>Revise Department Mission & SLOs The ESL Program Coordinator and teaching staff will continue quarterly meetings to address assess and align departmental SLOs with the Mission and Vision. The SLOs and explanations of how they relate to the curriculum in concrete ways and assessed in courses will be discussed by the teaching staff.</p> <p>Assessment of the SLOs has been an ongoing process and reflects various degrees of progress as follows:</p> <p>SLO #1: Students plan and progress toward their goals for English language skill development.</p> <p>Status: There is ongoing progress toward making goal-setting more consistent throughout our program. One item on the end-of-term student survey focuses on this area: “My teacher talks to me about my work in class.” By including the survey “question”, teachers and students are reminded of the students’ goals and to communicate with each other</p>	<p>Assessment Development The PE Program Coordinator and teaching staff will develop new and revise existing assessments for use in evaluating a variety of PE program. The assessments will include survey, observation and written formats modified for teens and adults.</p> <p>Assessment Analysis After administering assessments the PE coordinator, with assistance from the Data Management staff, will share results with the teaching staff. The teaching staff will review and analyze the data, then plan for future lessons based on their analysis Class evaluations and surveys are given to students after courses and classes are completed in the School Readiness Program and Teen and Adult classes. Evaluations are conducted in English and Spanish. The coordinator and the instructor always review and share data from the evaluations for class feedback and improvements. Student observations are conducted in the School Readiness Program as needed, to provide emotional and social support, help children with challenging behaviors, and provide an age appropriate curriculum. These observations are done by the instructor and an outside agency.</p>

	<p>The Program Coordinator is a co-chair person and three teachers have served on the AEBG ABE Workgroup over the last three years. This workgroup serves to provide curriculum alignment among area adult schools and increase transition opportunities from adult schools to community colleges and career technical programs.</p> <p>A new contextualized math course, "Workplace Math," was introduced this year to meet the increased math requirement in a way that is relevant to the workplace.</p> <p>The English course outline was updated to align with the CCRS and contextualized to Business English.</p>			<p>about the goals and how the student is progressing toward them.</p> <p>Information reported by students on their TOPSpro Enterprise updates is also used by instructors to tailor their instruction according to student goals. (e.g. Frequently selected goals include: Get a job / Retain a job / Citizenship / Family goal / Personal goal)</p> <p>SLO #2: Students achieve a measurable increase in knowledge and proficiency in the English language.</p> <p>Status: Various tools are used to ensure that students achieve measurable increases in their English proficiency as well as to assess areas where performance may be lacking. For instance, following each CASAS testing period, student performance reports provide valuable insight for teachers to assess student gains/needs and to target their instruction accordingly. In addition, EL Civics assessments, and level exit exams provide measurable outcomes to guide subsequent instruction.</p> <p>SLO #3: Students can identify acquired English language skills and apply them in all aspects of their lives.</p> <p>Status: The degree to which</p>	<p>Classroom evaluations: ECERS and CLASS are conducted by First Five and Contra Costa County of Education as part of our QRIS grant. Evaluations are used to improve teaching abilities, class curriculum, and classroom environment.</p>
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				<p>students can apply newly learned skills is assessed in part through the end-of-term student survey. (“I can use the English I learned in class outside of class.”) In addition, EL Civics assessments provide a useful tool for gauging this aspect of student learning.</p> <p>SLO #4: Students will acquire community information in English, using conversation and technology skills to meet their personal goals</p> <p>Status: Students use technology to access community information through English language-learning software that includes community-related themes (the Oxford Picture Dictionary, Burlington English, and Step Forward, for example). Teachers may then use these software units to develop extension activities in their classrooms, thus incorporating technology with conversation tasks that students can directly relate to their daily lives and personal goals.</p> <p>SLO #5: Students will develop linguistic and cultural skills to interact effectively in diverse communities.</p> <p>Status: Included in our EL Civics instruction this year was a unit on cultural diversity. Students prepared class presentations on their country’s traditions: food, clothing, holidays, etc. In</p>	
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				addition, higher-level students were required to include one civic element from their country to present to their peers (government, education, health system, etc.)	
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Schoolwide Strategic Support for Objective Area 2: Program and Institutional Outcomes – Evaluation

	Strategies	Timeline	Strategies for Evaluating	Evaluation Update
Program and Institutional Outcomes - Evaluation	For admission and placement, the program coordinators and key staff will attend CASAS and OTAN staff development on implementation of e-CASAS and assisting teachers to obtain results of assessments.	7/13 – 9/13 Staff Development 9/13 – 6/16 Implementation	Program Coordinators will meet to discuss a coordinated plan for implementation. Program Coordinators will meet after the initial administration and quarterly for future sessions.	The ABE/ASE/HSE Department and the ESL Department have transitioned to e-CASAS.
	The Assistant Director will meet with the program coordinators and work with Pearson Vue to implement an official Pearson Vue testing center available to all departments.	7/13 – 6/16	Review budget for actual costs in running the testing center including personnel and maintenance costs. Review records of numbers of students using the testing center and which tests were administered.	Mt. Diablo Adult Education is a testing site for both Pearson Vue and HiSET testing.
	Review data sets of departmental and schoolwide assessments (such as e-CASAS) to see if there is a progression in reaching targets and benchmarks. Members will establish, analyze and revise strategies to achieve goals for improvement.	7/13 – 6/16	Collect meeting notes and data sets to see that this is happening at least quarterly.	Data is reviewed by each department.

Objective Area 3: Student Services and Activities

Area	ABE/ASE/GED	Adults with Disabilities	Career & Technical Education Center	English as a Second Language	Parent Education
<p>Student Services and Activities</p>	<p>Increase Academic Counseling Capabilities The ABE/ASE/HSE Program Coordinator will revise work schedule for ABE/ASE/HSE Administrator, Program Coordinator and office staff to ensure that the ABE/ASE/HSE office is open Tuesday, Wednesday and Thursday evenings from 5pm – 7:30pm. The ABE/ASE/HSE Program Coordinator will keep data on the number of students and community members who are served during that time. The schedule will be reassessed quarterly as supported by collected data.</p> <ul style="list-style-type: none"> · The high school office is open on Tuesdays and Thursday evenings to help support students. The program coordinator works Tuesdays evenings to support students. · All diploma students have one-on-one appointments with the program coordinator to develop a graduation plan. · A transition specialist, funded by AEBG dollars, is on site two days a week to support students who wish to transition to the community college · One teacher is assigned to work with students who wish to transition to our CTEC department. She assists students in goal setting, planning and tutors them in reading and math so that they can pass the CTEC entrance exam. 	<p>Community Outreach The student counselors will do outreach in the community to increase the number of volunteer work sites. Additionally, the student counselors will provide instruction and coaching to the students on the new training sites.</p> <p>8/13-9/13 Hired a counselor/community outreach person. In addition to teaching the daily schedule, he incorporated time for student meetings and follow up. At monthly staff meetings he would update the staff on student issues/concerns and discuss his plan.</p> <p>Fall 2014: The counselor did outreach and established a volunteer crew to clean a church in Bay Point on Friday afternoons. The students learned how to clean and organize items. A rubric was created to monitor student performance.</p> <p>Jan. 2015: The counselor added a second volunteer opportunity at a church that provided training in cleaning as well as some basic office work e.g. mailings, sorting, etc. In Winter 2018, the Life</p>	<p>Increased Externships Some training programs that include externships are challenged with getting all students out on externships immediately following classroom portion of training. An Ad Hoc committee of externship coordinators will convene to discuss best practices for increasing externship sites to accommodate all completing students when they complete the didactic requirements.</p> <p>Group of core externship instructors meets quarterly to discuss externship challenges, networking, and process improvement. Additional training sites have been added for every program and externship site development continues to be a high priority. Programs encountering difficulty are provided with additional staff support to increase the number of externship placements and site acquisition as needed.</p>	<p><i>(Not chosen as a strategic area for this department)</i></p>	<p>Coordinate Class Offerings The PE coordinator will meet with the MDUSD Student Services Administrator and school site administrators to create a timeline for professional development for district parents/students including Parent Project and Loving Solutions programs. Parent Ed coordinator has met with the Student Services staff to promote and expand Parent Ed classes to other school sites. We have also incorporated TUPE (Tobacco Use Prevention Education) to the Parent/Teen Drug and Alcohol and Parenting evening classes. Parent Ed is currently trying to offer Parent Project and Loving Solution classes at other school sites.</p>

		Skills program started offering a volunteer outreach class. The class visits local businesses and non-profit organizations inquiring about volunteer opportunities. Thus far they have acquired one job at the Heritage Senior Living facility in Concord.			Loving Solutions class is also offered in Spanish. Parents obtain certificates when they have completed the course.
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Schoolwide Strategic Support for Objective Area 3: Student Services and Activities

	Strategies	Timeline	Strategies for Evaluating	Evaluation Update
Student Services and Activities	The Leadership Committee will develop transition plans that show how students can transition between departments on our campus as well as transition to career training programs and community colleges for post-secondary education. Plans and charts will be created which can be displayed in classrooms, and shared in career counseling.	7/13 – 12/13 Development 1/14- 6/14 Distribution and posting 6/14 – 6/16 Review	Review charts for effectiveness and ease of comprehension. Aggregate data of transitions of students to other departments and schools or training centers.	A Site Transition Committee has been formed to help develop systems that facilitate transitions between departments. This committee is working on developing flow charts of career pathways that can be displayed in classrooms and on school bulletin boards.
	The Leadership Committee will coordinate their outreach to the community. A combined list will be developed so that the Leadership members can review for any opportunities of additional outreach in underserved areas of the community.	9/13 – 12/13 Development of list 1/14 – 6/16 Annual review of list	Collect annual lists of community outreach. Review of annual lists for successes and opportunities.	Outreach events and functions are reviewed at every Leadership Meeting.

Objective Area 4: Faculty Professional Development

Area	ABE/ASE/GED	Adults with Disabilities	Career & Technical Education Center	English as a Second Language	Parent Education
<p>Human Resources: Faculty Professional Development</p>	<p>Implement Common Core Standards The ABE/ASE/HSE teaching staff will meet in small groups to assure that course outlines incorporate Common Core and Career Readiness standards. The ABE/ASE/HSE teaching staff and ABE/ASE/HSE Program Coordinator will meet as a whole group to reach consensus on and commit to teaching the essential parts of the course outlines.</p>	<p>Professional Development – Teaching Staff The program coordinator and teaching staff will meet quarterly to review and share appropriate social, developmental and educational strategies and resources across all three programs. Staff have participated in the following in-service trainings: <u>2014-2015</u> MDAE All-Staff Professional Development Day – 9/4/14; Building a Better Brain – Berkeley; Explore Your Options at STAR Academy - 10/11/14 TOPS instructor ASD Presenter at Springstone School, 9/23/14 Lafayette: Program Coord. Going to College with a Disability: Mark G. 11/15 at Ed Robert’s Campus in Berkeley Santa Clara Brain Injury Conference: 2/5/15 – 2/7/15 Two instructors Supporting Consumers as They Age: Castro Valley</p>	<p>Professional Development Professional Development provided by MDAE Leadership at department meetings for all teachers on specific instructional technology. Staff are encouraged to attend school-wide PD events. PD on instructional technology is included regularly during the quarterly department staff meetings. In 2016, 3 instructors were sent to the JSPAC Conference and in 2017 5 instructors attended. Staff in Dental, Surgical Technologist, and Administrative Assistant were sent to industry-focused conferences, which included workshops on instructional technology. Teachers were also given the opportunity to attend the local CCAE Bay Section Conferences, which offered technology strands.- DZ</p>	<p>Staff Meetings to Address Student Learning The ESL Program Coordinator and teaching staff will meet bi-monthly to compare the results of formative assessments of essential standards. The results will be used to determine next steps for students. Ongoing discussion of formative assessments and essential standards have taken place regularly at level meetings. As a result, teachers have developed assessment charts for each level. Student scores are recorded for each of the following categories: grammar, listening, speaking, reading, and writing. These scores are submitted at the end of each term along with samples of student work. These assessments serve as a documentation of students’ progress, achievements, and proficiency in the content. In addition, discussion of formative assessments</p>	<p>Professional Development – Parent Cooperative Preschool & Parent Education The PE coordinator and teaching staff will meet bi-monthly and review appropriate social, developmental and educational strategies for Preschool children. PE Teaching Staff will then take review this information with parents in the Parent Cooperative. Parent Ed Department meets regularly for curriculum planning, discuss children’s developmental progress, and behavioral issues, as well as how to support the parents. All teachers are encouraged to attend MDAE PD Day which offers workshops and trainings to learn new teaching strategies and techniques. Teachers share and discuss training information, resources, and evaluation results with parents in their Parenting meetings. Teachers meet with parents as needed to follow up and discuss children’s evaluations and</p>

		<p>Adult Education: 10/13/14 Coordinator, two instructors, and two Senior Instructional Assistants (SIAs) Cesar Chavez Day in March: Hosted joint in- service with Castro Valley Adult AWD department. Focused on sharing curriculum and writing student goals/objectives- All staff</p> <p style="text-align: center;"><u>2015-2016</u></p> <p>9/3: MDAE All-Staff PD Day: focus on self- improvement and professional growth: All staff 9/9 AWD Department Meeting: covered CASAS testing and reports along with technology usage, music in the classroom, activities for constitution day, online teaching resources: All staff Blood Borne Pathogens Mandated Reporter Training 2/26: CPR Training: All staff 2/17: AWD Department Meeting: all staff 3/10: Brain Symposium: On Track staff</p> <p style="text-align: center;"><u>2016-2017</u></p> <p>7/14/16: Special Incident</p>		<p>and essential standards has led to professional development sessions such as one in early 2017- 2018 on learning styles. Teachers explored ways to create flexible learning environments to accommodate the range of students' learning needs.</p>	<p>developmental progress.</p>
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		<p>Reporting at RCEB: Coordinator and instructor 9/7/16: All Staff Professional Development Day and AWD meeting: All staff</p>			
	<p>Course Outlines have been aligned with the College and Career Readiness Standards denoting which standards will be taught in each class. The English course outline is also contextualized to Business English.</p> <p>WIOA funding has been used to provide teachers with weekly curriculum development time to align lessons and assessments with the College and Career Readiness Standards as well as to attend professional development trainings to improve scaffolding strategies to help struggling learners.</p> <p>The full time morning English teacher completed the training for Expository Reading and Writing Course by U.C. Berkeley and uses the curriculum in her classes.</p> <p>The full-time HSE teacher has attended several GED training webinars.</p> <p>As part of the AEBG Workgroup, we worked with Diablo Valley College to identify the essential algebra skills</p>	<p>Assessment of Staff The program coordinator and vice principal will develop a schedule for informal observations and peer coaching for teachers and senior instructional assistants. The teachers will decide on partners for peer content and focus on teaching strategies and differentiation of content. Teachers and SIA will meet with the program coordinator in pairs to analyze their observations and discussion during peer coaching and to plan for future lessons.</p> <p>At the AWD Back-to-School meeting on 9/4/14, the department staff did a WASC review and discussion of progress on Objectives. After reviewing this objective, it was decided that it would be more helpful if they could observe each other teaching common subjects and share materials with each other. The new objective is as follows: Job-alike sharing and</p>	<p>Online Professional Development Information on professional Development opportunities through OTAN and CalPro will be provided to all teachers throughout each school year, with individual guidance related to supporting participation as appropriate. Flyers and announcements of online PD opportunities are posted for staff and emailed to all staff. Instructors are encouraged to attend online workshops and webinars whenever possible.</p>		

	<p>needed to transition into the DVC Intermediate Algebra class and will be modifying the algebra course outline to align.</p> <p>The Program Coordinator completed the CALPRO Leadership Institute Professional Development Training.</p> <p>The Program Coordinator is a CALPRO Trainer for ELA CCRS.</p>	<p>collaboration amongst staff from all three programs. The Program Coordinator and staff will determine common subjects taught amongst the three programs. The Program Coordinator will set up quarterly department meetings for staff from each program to present a lesson on a shared subject. Staff will share lesson plans and strategies. Since our last WASC review, 6 instructors have presented lessons at AWD Department meetings. The feedback from all staff has been very positive. The program coordinator has observed instructors in all three programs utilizing instructional materials with modifications for their specific student population. This practice will be continued given the success thus far.</p>			
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Schoolwide Strategic Support for Objective Area 4: Faculty Professional Development

		Timeline	Strategies for Evaluating	Evaluation Update
Human Resources: Faculty Professional Development	Administrators and Program Coordinators will develop annual budgets that include specific hours for staff development time with teachers and funds for conferences/webinars.	7/13 – 6/16	Review at 1 st and 2 nd Interim Budgets and Final Budget for each year to assure that staff development hours were used.	Budgets are reviewed by Program Coordinators and their assigned administrator to ensure that funds are being used appropriately to meet department goals and to allocate sufficient funding for departmental staff development. This includes professional development opportunities such as conference attendance, regional trainings, and staff development/professional development offered locally and at our site.

Mt. Diablo Adult Education School-wide Resource Support for Department and School Goals

Schoolwide Strategic Support for Area 5: Learning Resources – Instructional Equipment and Supplies

	Schoolwide Strategic Support	Timeline	Strategies for Evaluating	Evaluation Update
Learning Resources – Instructional Equipment and Supplies	Administrators and Program Coordinators will develop annual budgets that include an appropriate percentage for the purchase and maintenance of instructional equipment and supplies.	7/13 – 6/16	Review at 1 st and 2 nd Interim Budgets and Final Budget for each year to assure that staff development hours were used.	<p style="color: blue;">Administrators and Coordinators review and revise 1st and 2nd Interim budgets to be sure that staff development hours are used. The school site has wireless access throughout the campus. The site technician trouble shoots any issues and contacts district level personnel for assistance if necessary.</p> <p style="color: blue;">A yearly review of inventory is conducted by Office Manager, Administrators and Program Coordinator to assess repair and replacement needs.</p> <p style="color: blue;">The Director continues to review the annual schoolwide budget sat 1st and 2nd Interim to assure that needed funds are available.</p>
	Loma Vista campus will extend its internet accessibility by installing necessary equipment for wireless internet access by staff and students.	7/13 – 1/14	The campus computer technician and district technology personnel will test for wireless access throughout the campus during installation.	
	Provisions are made for annual necessary repair, maintenance, and/or replacement of instructional equipment and supplies.	2/14 – 4/14 2/15 – 4/15 2/16 – 4/16	Records of inventory will be reviewed prior to the next years' budget development for repair and replacement needs.	
	Funds will be budgeted at the schoolwide level for emergency purchases to assure the acquisition of relevant and up-to-date equipment is available. Program Coordinators will be responsible for bringing emergency needs forward to administrators.	7/13 – 6/16	The Director will review the annual schoolwide budget at 1 st and 2 nd Interims to assure that needed funds are still available.	

Schoolwide Strategic Support for Area 6: Physical Resources – Maintenance, Health & Safety

	Schoolwide Strategic Support	Timeline	Strategies for Evaluating	Evaluation Update
Physical Resources – Maintenance, Health & Safety	Administrators will consult with district Maintenance and Operations personnel to assure adequate, safe, and clean facilities. Funds will be allocated appropriately from MDUSD or MDAE funds.	7/13 – 6/16	The Adult Education Director and MDUSD Maintenance and Operations personnel will review the annual district and/or schoolwide budgets at 1 st and 2 nd Interims to assure that needed funds are appropriate.	<p>To date, the MDAE Adult Education Director has annually reviewed facilities improvements and upgrades, initiating planning discussions with MDUSD Maintenance & Operations support staff as appropriate. As a result, MDAE’s Loma Vista Adult Center has completed regular, periodic classroom technological equipment & infrastructure enhancements and upgrades such as computer lab expansions, acquiring of additional mobile labs, improved wiring, enhanced wireless capability campus-wide, etc. These examples of enhancement, upgrades and expansion ensure improved access to technology for staff and students in all program area classrooms and in all program area support staff offices and have taken place since 2014.</p> <p>Technology enhancement, improvements and upgrades are based on stakeholder input by means of the annual AEFLA WIOA 231 Title II Grant Technology Plan annual update process which includes input by students, instructional and classified staff as well as administrators. Funding for these upgrades has primarily been Adult Education general funds. The amount(s) authorized for such appropriations are determined at the beginning of each new school year during an annual budget development cycle by the Adult Education Director with input from Program Administrators and Program Coordinators. Multi-year planning for major infrastructure technology upgrades, improvements and enhancements is also done by the Adult Education Director. The Adult Education Director’s multi-year organizational budget planning and development is informed in part by this annual multi-year technology planning review process.</p>
	The Director and Measure C staff will discuss plans and funding for improvement of Classroom Technology and Facility Modernization.	7/13 – 12/16 Classroom Technology 1/17 – 12/18 Facility Modernization	The Adult Education Director and MDUSD Measure C staff will review and sign off that appropriate improvements were made to the campus.	

				<p>Major technology infrastructure improvements (requiring major capital outlays) to increase and enhance further Adult Ed on-campus server capacity and campus-wide wireless access and quality are scheduled to commence Summer 2018 and continue through 2018-2019.</p> <p>Facilities and safety improvements and enhancements are also budgeted according to a similar multi-year and annual planning process by the Adult Education Director in collaboration with the administrators. The multi-year and annual planning process for facilities and safety improvements are informed by input from students, instructional and classified staff as well from the public through the all-school and community outreach by the MDAE Safety Committee comprised of students, instructional and classified staff, Program Coordinators and administrators.</p> <p>Since 2014, MDAE has continued to regularly on an ongoing basis, enhance, improve and upgrade its facilities and grounds.</p> <p><i>Some examples of this are as follows:</i></p> <ul style="list-style-type: none"> · Addition of a student/visitor/guest vending room with extended evening hours · Multi-Use Room door security upgrading · Addition of student outdoor rest/sitting/eating areas and equipment · Main Office reconfiguration and re-painting · Re-configuration, re-painting and addition of new furniture to the ABE/ASE/HSE Office · Improved landscaping · Improved directional signage · Improvements to two (2) parking lots for disabled parking and better traffic flow · Reconfiguration and/or electrical wiring and technology infrastructure upgrades to numerous
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				<p>classrooms including computer labs, Testing Center, Career Technology classrooms and general-use classrooms for all other program areas</p> <ul style="list-style-type: none"> · Student restrooms (upgrading to begin Summer 2018) <p>MDAE continues to work towards campus safety, enhancement of learning spaces, access to technology, overall campus beautification and increased student and staff facilities and amenities, etc. This ongoing improvement planning is done annually and informed by student, staff and public-identified priorities with implementation of planning for such improvements based on resources available to MDAE.</p>
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Schoolwide Strategic Support for Area 7: Financial Resources – Budgets

	Schoolwide Strategic Support	Timeline	Strategies for Evaluating	Evaluation Update
Financial Resources - Budgets	The Director and administrators for MDAE will develop annual budgets that have the necessary financial resources to achieve the objectives of its programs and services.	7/13 – 6/16	The Director and Maintenance and Operations personnel will review the annual district and/or schoolwide budgets at 1st and 2nd Interims to assure that needed funds is appropriate.	MDAE Director reviews the budget annually and then in collaboration with Administrators seek input from staff (Program Coordinators, instructors & classified) and students on needed schoolwide safety and other improvements and upgrades as resources allow. For programs that require student paid fees such as CTEC, AWD and Parent Ed, the Program Coordinator and Administrator review fees annually. No fees are charged for any ABE/ASE/HSE or ESL/Citizenship programs.
	Refunds for tuition, fees, and other institutional charges will be set annually.	7/13 – 6/16	The refund policies and outcomes will be reviewed by the Administrators including types and amounts of refunds received by departments.	

Mt. Diablo Adult Education - Adult Basic Education/Adult Secondary Education/GED Department

Strategic Plan for 2013-2018

Mission

The mission of the Mt. Diablo Adult Education ABE/ASE/GED Department is to increase the basic and secondary academic skills leading to a High School Diploma, GED, and Career Training or Employment. [Updated to: The mission of the Mt. Diablo Adult Education ABE/ASE/HSE Department is to increase the basic and secondary academic skills leading to a High School Diploma or High School Equivalency Certificate and post-secondary college, career training or employment.](#)

Vision

Mt. Diablo Adult Education ABE/ASE/GED Department is committed to providing an educational environment for diverse learners to achieve transition to, and success, in post-secondary career and training. [Updated to: Mt. Diablo Adult Education ABE/ASE/HSE Department is committed to providing an educational environment for diverse learners to achieve transition to, and success, in post-secondary career and training.](#)

Student Learning Outcomes

- Students will identify, plan and progress toward their basic/secondary academic and career goals
- Students will achieve a measurable increase in academic knowledge, skills and proficiency
- Students will identify acquired skills and apply them to higher education or careers
- Students will gain or improve their technology skills
- Students will interact effectively as lifelong learners and have a positive impact in a diverse community

Objectives/ Department-wide Critical Areas for Follow-up

1. Identify and implement strategies to increase student persistence
2. Increase HSD graduation rates
3. Incorporate Common Core Standards and Career Readiness standards into all course outlines
4. Increase opportunities for academic advising for students attending evening classes

Mt. Diablo Adult Education –Adult Basic Education/Adult Secondary Education/GED Department

Strategic Plan: Strategies for Achieving Objectives

Objective #	Strategies for Achieving	Timeline	Strategies for Evaluating	Evaluation Update
<p style="text-align: center;">1</p> <p>Increase student persistence in all classes</p>	<p>The ABE/ASE/HSE Program Coordinator will meet with ABE/ASE/HSE teaching staff in all programs, ABE/ASE/GED, to review and implement strategies to increase persistence.</p>	<p style="text-align: center;">8/13 – 6/16</p>	<p>Schedules of students and the data about persistence will be reviewed by the head of each program and also by the Program Coordinator.</p>	<p>1a. Persistence data is reviewed at the end of each term by the program coordinator and in department meetings by the staff.</p> <p>1b. The Program Coordinator meets with instructors privately to discuss ways to improve engagement in their classes following in class observations by the program coordinator.</p> <p>1c. Several new strategies have been developed and implemented by the staff over the last four years in an effort to improve student persistence.</p> <ul style="list-style-type: none"> · Class schedules were altered so that classes meet two days a week to assist students who have jobs. · Orientations were modified to provide more information about the College and Career Readiness Standards, class expectations and goals, student services and learning support opportunities. · Three methods of learning provided to diploma students: Classroom learning, independent study, and online classes. · Career interest surveys, career workshops and presentations were implemented to motivate students to complete their HSD and HSE (i.e. career exploration workshops, college and career presentations, college field trips.) · e-CASAS was implemented and students are tested at orientation to ensure proper placement of students into the class levels. · Starboard training is required to be
	<p>ABE/ASE/HSE Program Coordinator and staff will meet quarterly to assess impact of new strategies on persistence of students.</p>	<p>10/13, 1/14, 3/14, 6/14, 8/14, 10/14, 1/15, 3/15, 6/15, 8/15, 10/15, 1/16, 3/16, 6/16</p>		
	<p>New strategies will be introduced as appropriate in program schedules, content, etc.</p>	<p style="text-align: center;">8/13 – 6/16</p>		

				<p>completed by each new teacher to enhance instruction.</p> <p>Learning and Writing labs were made available to students.. Math tutoring was also made available to students. It was cancelled in the evenings due to student lack of interest but continues in the afternoons two days a week.</p> <p>Three levels of direct instruction math classes were added to the schedule in 2015.</p>
<p>2</p> <p>Increase HSD graduation rate</p>	<p>Starting in September 2013, classes for the diploma will move from independent focus, to specific courses with appropriate subject matter credentialed teachers.</p>	<p>9/13 – 6/16</p>	<p>Lessons and materials will be assembled into a handbook to share with all teachers for review.</p>	<p>2a. The structure of the classes has changed to be subject specific, blended classes that meet three to four hours a week for twelve weeks. Classes meet two days a week to provide direct instructions and academic support. Online work completed outside of class is required for diploma students and encouraged for HSE and ABE students.</p>
	<p>New teachers will be hired as appropriate. Focus will be on teachers who use engaging teaching techniques and technology.</p>	<p>7/13 – 6/16</p>	<p>Program Coordinator and Administrator for the ABE/ASE/GED Programs will complete informal observations of new personnel.</p>	<p>2b. Curriculum continues to be modified to meet the CCRS and scaffolding strategies continued to be evolved at each student level</p> <p>2c. Lessons and materials have been stored in google classrooms. In 2017-2018, the district decided not to support adult ed google classrooms and so curriculum will be stored in different repository starting in 2018-2019. .</p> <p>2d. New teachers have been hired and are receiving ongoing training to provide direct instruction, utilize CCRS lessons, increase student collaboration opportunities, and use technology in the classroom in an effort to improve class engagement.</p>

				<p>2e. Teachers are required to have designated subject credentials to teach specific courses.</p> <p>The Program Coordinator is a co-chair person and three teachers have served on the AEBG ABE Workplace over the last three years. This workgroup serves to provide curriculum alignment among area adult schools and increase transition opportunities from adult schools to community colleges and career technical programs.</p> <p>A new contextualized math course, “Workplace Math,” was introduced this year to meet the increased math requirement in a way that is relevant to the workplace.</p> <p>Mt. Diablo Adult Education became a Pearson Vue GED Testing Center and recently became a HiSET Testing Center to make it easier for students to access testing centers.</p>
<p>3</p> <p>Implement Common Core Standards</p>	<p>The ABE/ASE/HSE teaching staff will meet in small groups to assure that course outlines incorporate Common Core and Career Readiness standards. Essential standards will be identified.</p>	<p>7/13 – 9/14, 6/15-8/16</p>	<p>The Program Coordinator will collect meeting notes and Common Core/Essential Standards chart that shows which standards will be taught in which class.</p>	<p>3a. Course Outlines have been aligned with the College and Career Readiness Standards denoting which standards will be taught in each class.</p> <p>3b. The English course outline was updated to align with the CCRS and contextualized to Business English.</p> <p>3b. Course syllabi and lessons are being updated to align with the CCRS.</p> <p>3c. Teachers have been sent to trainings for CCRS and the 2014 GED Test.</p> <p>3d. WIOA funding has been used to provide teachers with weekly curriculum development</p>
	<p>The ABE/ASE/HSE teaching staff and ABE/ASE/HSE Program Coordinator will meet as a whole group to reach consensus on and commit to teaching the essential parts of the course outlines.</p>	<p>8/13 – 6/16</p>		

				<p>time to align lessons and assessments with the College and Career Readiness Standards as well as to attend professional development trainings to improve scaffolding strategies to help struggling learners.</p> <p>3e. The full-time English teacher has been trained in ERWC.</p> <p>3f. The full-time HSE teacher has attended numerous GED training webinars</p> <p>3g. As part of the AEBG Workgroup, we worked with Diablo Valley College to identify the essential algebra skills needed to transition into the DVC Intermediate Algebra class will be modifying the algebra course outline to align.</p> <p>The Program Coordinator completed CALPRO's Leadership Institute Training and is a trainer for CALPRO's ELA CCRS module.</p>
<p>4</p> <p>Increase opportunities for academic advising for evening students</p>	<p>The ABE/ASE/HSE Program Coordinator will revise work schedule for ABE/ASE/HSE Administrator, Program Coordinator and office staff to ensure that the ABE/ASE/HSE office is open Tuesday, Wednesday and Thursday evenings from 5pm – 7:30pm.</p>	<p>8/13 – 6/16</p>	<p>The work schedule will be reassessed quarterly as supported by collected data of student meetings and appointment schedules.</p>	<p>4a. The high school office is now open on Tuesdays and Thursday evenings to help support students. Since classes meeting on Tuesdays and Thursdays only, there is no need for Wednesday evening program coordinator or office support.</p> <p>4b. All diploma students (morning and evening) have one-on-one appointments with the program coordinator to develop a graduation plan. The program coordinator works on Tuesday evenings until 8:30 p.m. to support evening students.</p> <p>4c. A transition specialist is on site two days a week and in the evening as needed for career training presentations and to support students who wish to transition to the community college. The transition specialist is available via</p>
	<p>The ABE/ASE/HSE Program Coordinator will create an appointment schedule for evening students and interested future students.</p>	<p>Tues, Wed, Thurs, Evenings 8/13-6/14, 8/14-6/15, 8/15-6/16</p>		

				<p>e-mail and phone to evening students. This position is part of the AEBG initiative and is funded by AEBG dollars.</p> <p>4b. One teacher is assigned to work during the day with students who wish to transition to our CTEC department. She assists students in goal setting, planning and tutors them in reading and math so that they can pass the CTEC entrance exams. The program coordinator supports the evening students wishing to transition to the CTEC department.</p>
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Mt. Diablo Adult Education - Adults with Disabilities Department

Strategic Plan for 2013-2016

Mission

The mission of the AWD program is to provide support for independent living, work readiness and community goals for adult students with disabilities. Additionally, to collaborate with other agencies that support the integration of the AWD adult students into the community.

Vision

The AWD is committed to providing high quality programs and classes in an atmosphere which promotes self-acceptance, mutual respect, self-determination, choice, dignity and personal fulfillment.

Student Learning Outcomes

- Students identify and progress toward their independent living, work readiness and community goals
- Students achieve a measurable increase in life and academic skill competencies
- Students access classroom and community resources necessary to meet their goals.
- Students utilize technology for social interaction and independent skills including emails, transportation, and activities.
- Students apply communication and social interaction skills in the community.

Department-wide Critical Areas for Follow-up

1. Consistent peer coaching for staff.
2. Expand volunteer work opportunities to allow more students access to job training.
3. Expand community based instruction to include more opportunities for travel training, community safety practice and purchasing skills.
4. Provide in-service training for staff and provide regular opportunities for all three programs to share information and resources.

Mt. Diablo Adult Education - Adults with Disabilities Department
Strategic Plan: Strategies for Achieving Objectives

Objective #	Strategies for Achieving	Timeline	Strategies for Evaluating	Evaluation Update
<p style="text-align: center;">1</p> <p>Consistent annual coaching for staff.</p>	<p>The Program Coordinator and staff will develop a schedule for observations and peer coaching for teachers and senior instructional assistants.</p>	<p>8/13-10/13, then annually to 6/16</p>	<p>The Program Coordinator will collect the notes from observation and peer coaching to assure that each coaching pair completed at least two observations.</p>	<p>At the AWD Back-to-School meeting on 9/4/14, the department staff did a WASC review and discussion of progress on Objectives. After reviewing this objective, it was decided that it would be more helpful if they could observe each other teaching common subjects and share materials with each other. The new objective is as follows: Job-alike sharing and collaboration amongst staff from all three programs. The Program coordinator and staff will determine common subjects taught amongst the three programs. The program coordinator will set up quarterly department meetings for staff from each program to present a lesson on a shared subject. Staff will share lesson plans and strategies. Since our last WASC review, 6 instructors have presented lessons at AWD Department meetings. The feedback from all staff has been very positive. The program coordinator has observed instructors in all three programs utilizing instructional materials with modifications for their specific student population. This practice will be continued given the success thus far.</p>
	<p>The teachers will decide on partners for peer content and focus on teaching strategies and differentiation of content.</p>	<p>8/13-10/13, then annually to 6/16</p>		
	<p>Teachers and SIA will meet with the Program Coordinator in pairs to analyze their observations and discussion during peer coaching and to plan for future lessons.</p>	<p>11/13 – 6/16</p>		
<p style="text-align: center;">2</p> <p>Expand volunteer work opportunities to allow more students access to job training.</p>	<p>A new or existing staff member will be hired as a counselor/community liaison to supervise existing volunteer work opportunities and work with businesses to create new sites for training.</p>	<p>7/13 – 9/13</p>	<p>The program coordinator will collect quarterly lists of all volunteer sites, participation by students, student Goal Plans and evaluation rubrics. The program coordinator will</p>	<p>8/13-9/13 Hired a counselor/community outreach person. In addition to teaching the daily schedule, he incorporated time for student meetings and follow up. At monthly staff meetings he would update the staff on student issues/concerns and discuss his plan. Fall 2014: The counselor did outreach and established a volunteer crew to clean a church in Bay Point on Friday afternoons. The students</p>
	<p>The counselor will meet with teachers to review the new and existing volunteer work opportunities and develop lists of interested students</p>	<p>9/13 – 10/13 (or as new students</p>		

		enter 9/14-6/16)	meet with the counselor to evaluate the sites for inclusion in the future.	learned how to clean and organize items. A rubric was created to monitor student performance. Jan. 2015: The counselor added a second volunteer opportunity at a church that provided training in cleaning as well as some basic office work e.g. mailings, sorting, etc. In Winter 2018, the Life Skills program started offering a volunteer outreach class. The class visits local businesses and non-profit organizations inquiring about volunteer opportunities. Thus far they have acquired one job at the Heritage Senior Living facility in Concord.
	The counselor and teachers will develop an evaluation rubric for new sites, similar to the current sites.	8/13-6/16		
	Meetings to revise individual Goal Plans, to include new volunteer work opportunities, will be held with students, teachers, counselor (and RCEB Case Managers as appropriate)	9/13 – 12/13 (or as new students enter 9/14-6/16)		
	The counselor, teachers and students will formally evaluate whether the volunteer work opportunity is beneficial to the student.	Semi-Annually, or as needed 12/13-6/16		
3	The staff and program coordinator will develop a schedule each fall and spring, with the assistance of the student council for long range goals and weekly/daily community based instruction throughout the year	9/13-10/13, 3/14-4/14, 8/14-9/14, 3/15-4/15, 8/15-9/15, 3/16-4/16	The program coordinator will collect notes from planning and review meetings, calendar of community based instruction, and student outcomes.	The AWD Department. continues to focus on integrating students in the community through providing volunteer and experiential community classes. Volunteer opportunities: Contra Costa Food Bank, Hospice Thrift Store, Concord Police Department, Monument Crisis Center, and The Heritage Senior Living Facility, Other community based classes include: YMCA, Bowling, Travel Training, Grocery shopping, Personal shopping, Restaurant Skills, Community Resources, Concord Library, as well as regular visits to local Community Colleges and local businesses to find out about education and employment opportunities,
Expand community based instruction	Staff and program coordinator will meet to determine appropriate calendar for community based instructions and assign appropriate staffing ratios	10/13, 4/14, 9/14, 4/15, 9/15, 4/16,		
	Students and staff will evaluate whether particular community based instruction experiences were beneficial to the students	2/14, 7/14, 2/15, 7/15, 2/16, 7/16		
4	The program coordinator and teaching staff will meet monthly to review and share appropriate social, developmental and educational strategies and resources for their adult students.	9/13-6/16 Monthly		Staff have participated in the following in-service trainings: <u>2014-2015</u> MDAE All-Staff Professional Development Day – 9/4/14; Building a Better Brain – Berkeley; Explore Your Options at STAR Academy -
Provide in-service training	Students and teachers will plan staff development workshops that can be	2/14-4/14, 2/15-4/15,		

	<p>presented in other departments' classes to share awareness of adults with disabilities during Brain Awareness Week. The AWD Program Coordinator will work with other department coordinators to create a schedule for the presentations</p>	<p>2/16-4/16</p>	<p>10/11/14 TOPS instructor ASD Presenter at Springstone School, 9/23/14 Lafayette: Program Coordinator Going to College with a Disability: Mark G. 11/15 at Ed Robert's Campus in Berkeley Santa Clara Brain Injury Conference: 2/5/15 – 2/7/15 Two instructors Supporting Consumers as They Age: Castro Valley Adult Education: 10/13/14 Coordinator, two instructors, and two Senior Instructional Assistants (SIAs) Cesar Chavez Day in March: Hosted joint in-service with Castro Valley Adult AWD department. Focused on sharing curriculum and writing student goals/objectives- All staff</p> <p style="text-align: center;"><u>2015-2016</u></p> <p>9/3 MDAE All-Staff PD Day- focus on self-improvement and professional growth: All staff 9/9 AWD Department Meeting: covered CASAS testing and reports along with technology usage, music in the classroom, activities for constitution day, online teaching resources: All staff Blood Borne Pathogens Mandated Reporter Training 2/26 CPR Training: All staff 2/17 AWD Department Meeting: all staff 3/10 Brain Symposium: On Track staff</p> <p style="text-align: center;"><u>2016-2017</u></p> <p>7/14/16: Special Incident Reporting at RCEB: Nira and Karen 9/7/16: All Staff Professional Development Day and AWD meeting: All staff 2/13/17 AWD Department In-service- CASAS Training and staff presentations: All staff 5/18/17 Case Magic training: LS and TOPS</p>
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				<p>staff</p> <p style="text-align: center;"><u>2017-2018</u></p> <p>9/11/17 MDAE All- Staff PD Day and AWD Department meeting; Employment First training: All staff</p> <p>2/12/18 AWD Department Meeting: Presentation on district policies and procedures and CPR/First Aid training – All staff</p> <p>4/23/18 Staff training at Castro Valley Adult on Person Centered Planning, Employment First and new legislation – Life Skills and TOPS staff</p> <p>5/18/18 Kurzweil software training: Coordinator and two instructors</p> <p>5/24/18 Case Magic Training: Life Skills and TOPS instructors</p> <p>The On Track program provides brain injury awareness and training for the adult school and the community during the month of March for Brain Awareness Week (2nd week of March) and Brain Injury Awareness Month (March). Students share their stories and discuss how they have been impacted by their injury. The instructor presents on how the brain works, brain safety, etc.</p> <p>Students have presented to CTEC classes, including Medical Assistant, Surgical Technology, and Dental Assistant. The presentations have expanded to district high schools and have been well received and very impactful. The program will continue to do outreach and increase brain awareness in our community.</p>
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Mt. Diablo Adult Education - Career Technical Education Center

Strategic Plan for 2013-2016

Mission

CTEC fully prepares adults to be successfully employed in demand occupations.

Vision

CTEC is committed to providing high quality education and training in a supportive setting in partnership with business and industry enabling students to be fully prepared to succeed in their chosen occupations.

CTEC is also committed to collaborating with other agencies and organizations in creating and sustaining an efficient workforce and economic development system.

Objectives

1. Increase the effective and strategic use of technology by students and teachers to ensure students' skills are at an appropriate level for their chosen occupation area and to increase the effectiveness and efficiency of instructional practices.
2. Provide a more intense focus on the teaching and learning of 'soft skills' aka professionalism to improve student success in clinical externships and employment.
3. Improve the process for following up with graduates for the purpose of more efficient data collection and for feedback for program improvements.
4. Improve clinical placement development across all Allied Health Career training programs so that students are able to be placed immediately following completion of didactic portion of the program.

Updates to the 2013-16 plan are in blue below.
The current plan (2016-19) is inserted below the 2013-16 plan.

Mt. Diablo Adult Education - Career Technical Education Center

Strategic Plan for 2013-2016

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4. Improve clinical placement development across all Allied Health Career training programs so that students are able to be placed immediately following completion of didactic portion of the program.

Mt. Diablo Adult Education – Career & Technical Education Center

Strategic Plan: Strategies for Achieving Objectives

Objective #	Strategies for Achieving	Timeline	Strategies for Evaluating	Evaluation Update
1	Professional Development provided by MDAE Leadership at department meetings for all teachers on specific instructional technology	Annually	Teachers will complete evaluations at the end of Professional Development sessions, which will be reviewed by the program coordinator and head teachers for each program.	Evaluations continue to be completed by instructional staff following PD and results are reviewed regularly. Feedback is utilized to inform future trainings/workshops/PD sessions.
	Information on professional Development opportunities through OTAN and CalPro will be provided to all teachers throughout each school year, with individual guidance related to supporting participation as appropriate	Ongoing	Teachers will be asked to complete a form annually that lists which OTAN, CalPro, and additional Professional Development opportunities they attended.	Teachers continue to be asked to complete the Professional Development form to track the PD opportunities they have accessed.
2	CTEC teachers will work together to identify means of providing more focus on soft skills/professionalism. Lessons and materials will be developed that infuse professionalism throughout the entire program.	9/2013 – 6/2016	Lessons and materials will be assembled into a handbook to share with all teachers in the Center for review.	We continue to collect recent research based strategies for infusing soft skills & professionalism lessons into each program. Teachers were asked to register for the New World of Work curriculum and to adapt at least one lesson plan into their existing curriculum. Instructors were provided with a CTEC Job Skills Lesson Plan to contextualize for their class. We continue to compile lesson plans and instructional materials in order to create a handbook on soft skills. Teachers have registered with New World of Work to access the free soft skills curriculum to add to lesson plans. PD was provided during Quarterly staff meeting on infusing growth

				mindset principles and activities into the classroom. Two CTEC staff will attend the regional training for New World of Work in June 2018. Common “Job Skills” Lesson Plan is being utilized and contextualized within each training program.
3	An Ad Hoc committee will be convened to review placement data and evaluate process for following up with students for the purpose of identifying and implementing improved practices.	9/2013–12/2013	Data will be saved from follow-up surveys and discussions.	Core group of Placement Instructors meets quarterly to discuss placement data, process for placement follow up, and strategies for improvement. Placement binders were created for each program cohort to track follow up and data. These are completed regularly and submitted to COE leads to maintain the records.
4	Some training programs that include externships are challenged with getting all students out on externships immediately following classroom portion of training. An Ad Hoc committee of externship coordinators will convene to discuss best practices for increasing externship sites to accommodate all completing students when they complete the didactic requirements.	Effective 1/2014	Schedules of students and the dates of their externships will be reviewed by the head of each program and also by the CTEC Program Coordinator.	Group of core externship instructors meets quarterly to discuss externship challenges, networking, and process improvement. Additional training sites have been added for every program and externship site development continues to be a high priority. Programs encountering difficulty are provided with additional staff support to increase the number of externship placements and site acquisition as needed.
	EMT Training program will explore adding Emergency Room rotation to externships for students	9/2013 – 6/2016	Data from EMT committees relating to the development of new externships will be collected & reviewed.	Added John Muir affiliation agreement for students to complete an ER rotation. Continuing to explore opportunities with other facilities. Met with Contra Costa Fire Prevention District EMS Chief to discuss additional opportunities for EMT students to extern on ambulances and fire engines.

Mt. Diablo Adult Education - Career Technical Education Center

Strategic Plan for 2016-2019

Mission

CTEC fully prepares adults to be successfully employed in demand occupations.

Vision

CTEC is committed to providing high-quality education and training in a supportive setting in partnership with business and industry enabling students to be fully prepared to succeed in their chosen occupations.

CTEC is also committed to collaborating with other agencies and organizations in creating and sustaining an efficient workforce and economic development system.

Objectives

1. Continue to monitor externship placement across all training programs so that students are able to be placed immediately following completion of the program's didactic instruction.
1. Improve the website and expand social media to make it easier to access information for current & potential students.
1. Heighten awareness of CTEC programs and provide relevant information for prospective students.
1. Attract and retain highly-qualified instructors.
1. The CTEC Strategic Plan will continue to be reviewed by MDAE staff and the Advisory Committee. This review process will consider financial resources and identify needs for program improvements including the need for updated equipment.

Mt. Diablo Adult Education – Career & Technical Education Center

Strategic Plan: Strategies for Achieving Objectives

1. Continue to monitor externship placement across all training programs so that students are able to be placed immediately following completion of the program's didactic instruction.

<i>Strategies for Achieving</i>	<i>Timeline</i>	<i>Strategies for Evaluating</i>	<i>Evaluation Update</i>
Training programs that include externships need to ensure the number of sites will accommodate the number of students enrolled.	Annually	Review the projected program didactic completion dates with staff at the beginning of each school year and review the number of sites available for externships.	<p>Externship dates for the 15-16 school year were projected at the beginning of the school year.</p> <p>2017-18:</p> <p>All programs submitted updated externship site lists. Lists were reviewed by instructors and leadership. For the 2017-18 school year, an adequate number of externship sites were reported.</p>

	Ongoing	Dates of externship completion will be monitored by staff in each program, the CTEC Program Coordinator, and the administrator in charge of the program.	<p>Students in the 2015-2016 school year completed in a timely manner.</p> <p>In January 2017, externship/placement instructors reviewed their individual externship plans. All programs are working on obtaining more externship sites.</p> <p>2017-18:</p> <ul style="list-style-type: none">• Externship instructors met quarterly to review best practices.• Externship placement and completion rates were reviewed with staff to identify and address problem areas.• The Medical Assistant program staff now uses an updated, more user-friendly tracking form.
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2. Improve the website and expand social media to make it easier to access information for current & potential students.

<i>Strategies for Achieving</i>	<i>Timeline</i>	<i>Strategies for Evaluating</i>	<i>Evaluation Update</i>
<p>An Ad Hoc committee will be convened to update the website and expand the use of social media.</p>	<p>Ongoing</p>	<p>The committee will evaluate the MDAE website for ease of use and use with handheld devices and compare them to other websites.</p>	<p>A committee comprised of classified personnel, credentialed instructors, and administrators began meeting on an ongoing basis in 2016.</p> <ul style="list-style-type: none"> ● Plans for updating the website were begun. ● MDAE departments reviewed the material on the website for their program areas and made recommendations. ● A new design was implemented to allow quicker and easier ways to get to each program area. ● The webmaster now meets with each program to remove outdated information and provide updated information. <p>The Surgical Technologist has a Facebook page that is updated regularly for events, recent research, and job postings.</p> <p>The Dental Assistant program has a class Facebook page, which is updated on a regular basis for classroom events, program information, and upcoming certification classes.</p> <p>2017-18:</p> <p>The EMT program developed a Facebook page that is used to publish events, to communicate with current students about coursework, and to communicate with graduates for recertification, job postings, etc.</p> <p>The Dental Assistant program added a Twitter account.</p>

3. Heighten awareness of CTEC programs to provide information for prospective students.

<i>Strategies for Achieving</i>	<i>Timeline</i>	<i>Strategies for Evaluating</i>	<i>Evaluation Update</i>
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<p>Adult Education is often called the “best kept secret.” The CTEC Program Coordinator, Assistant Director, Vice Principal and Financial Aid staff will meet regularly to explore ways to heighten awareness of the programs.</p>	<p>2016-2019</p>	<p>Regularly explore methods of bringing awareness of the CTEC programs to the community will be explored.</p>	<p>The MDUSD public information officer was invited to tour the CTEC programs. The district office was invited to tour the programs.</p> <p>Back to School Night was held in October 2016. Attendees:</p> <ul style="list-style-type: none"> • Students from other program areas • CTEC student families • Public • MDUSD Superintendent • MDUSD Board Members <p>CTEC Health Fair was held on January 31, 2017.</p> <ul style="list-style-type: none"> • Free Flu Injections by Contra Costa County Health Department • Students in each program showcased skills and performed various health screenings on participants. <p>CTEC staff and students attend career fairs at the school district's comprehensive and alternative high schools as well as community partner events.</p> <p>CTEC Open House is planned for May 22, 2017.</p> <ul style="list-style-type: none"> ○ Advertised on websites, Facebook, community partner organizations, news agencies, etc. <p>2017-18:</p> <ul style="list-style-type: none"> • CTEC participated in the Contra Costa County Health/Bio-Med Summer Camp. • CTEC continued to hold Health Fair, Back-to-School Night, and Open House events. • CTEC staff, students, and graduates
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			<p>sponsored a table at high school and community career fairs.</p> <ul style="list-style-type: none">• CTEC sponsored two tables at the Diablo Valley College Health Career Fair for medical assistant and surgical technologist.• CTEC hosted the Bay Area Perioperative Educators meeting in May.
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<p>Improve assessment and orientation process.</p>		<p>Review the orientation and assessment process.</p>	<p>January 2016</p> <p>After reviewing the enrollment process, orientation and assessment process was redesigned and the item was added to the strategic plan.</p> <p>September 2016</p> <ul style="list-style-type: none"> ○ Students began completing online assessments in the Media Center. ○ The length of the orientation was shortened. <p>Winter 2017</p> <ul style="list-style-type: none"> ○ Evening assessments and orientations were resumed enabling more prospective students to attend. <p>2017-18:</p> <ul style="list-style-type: none"> ● More prospective students attended assessments and orientations since evenings were resumed. ● Assessments are now conducted via e-testing. ● Cross-department collaborations resulted in classes geared toward remediation and improvement of student assessment scores. ● Process was established to allow concurrent enrollment in ABE and some CTEC programs for students who do not meet the minimum assessment score. ● Increased follow-up, one-on-one, with students who have taken orientation or assessment but have not enrolled in a program.
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4. **Attract and retain highly-qualified instructors.**

<i>Strategies for Achieving</i>	<i>Timeline</i>	<i>Strategies for Evaluating</i>	<i>Evaluation Update</i>
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<p>Finding and retaining highly qualified staff current in career fields offered by CTEC is an ongoing issue. This item will be discussed regularly at CTEC leadership committee meetings.</p>	<p>2016-2019</p>	<p>CTEC will provide professional development opportunities:</p> <ul style="list-style-type: none"> ● To help teachers keep abreast of current occupational trends and practices ● To share and implement best practices in teaching. 	<p>Teachers attended:</p> <ul style="list-style-type: none"> ● Fall 2016 MDAE Professional Development Day (Teaching Practices) ● December 2016 JSPAC's Pathways to Equity Conference (Working with Special Populations) ● CCAE's 2017 Winter Conference (Teaching Practices) ● 2017 CITEA Conference (Industrial Technology/Teaching Practices) ● Dental Assistant teachers attended the CADAT Conference (Industry and Teaching Practices) in April 2017. ● Surgical Technologist teachers will attend the AST Conference (Industry and Teaching Practices) in June 2017. ● MDAE has planned a professional development program focusing on community safety awareness in May 2017. <p>2017-18:</p> <ul style="list-style-type: none"> ● A relevant professional development topic is presented at each of the quarterly CTEC staff meetings. ● An instructor from each program area was sent to JSPAC's Equity and Access Conference. ● At the Fall 2017 MDAE Professional Development Day, staff took a school climate survey and a CTEC instructor now sits on the School Climate committee, which meets monthly. ● Instructors attended CCAE's 2018 Winter Conference (Teaching Practices) ● Administrative Assistant program staff attended the Administrative Assistants Conference in San Francisco. ● Dental Assistant program teachers attended the CADAT Conference (Industry and Teaching Practices) in April 2018.
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			<ul style="list-style-type: none">• Surgical Technologist program teachers attended the AST Conference (Industry and Teaching Practices) in May/June 2018.• Developed and implemented a conference report form template that is used by conference attendees to implement practices and strategies learned. Staff will use this to share best practices with their colleagues.
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		<p>MDAE's Leadership Team is also exploring ways to attract and retain highly-qualified instructors school-wide. CTEC administrators and program coordinator sit on that team and will gather and implement ideas from those meetings.</p>	<p>This topic was presented at a spring 2017 Leadership Team Meeting agenda and will be an on-going project.</p> <p>A “Me, too” agreement was approved by the Board of Education in April 2017 that gives instructors a 5% salary increase this year (retroactive to July 1, 2016) with an additional 3% next year. They also received a one-time, off-schedule payment of 1% retroactive to July 1, 2016.</p>
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5. The CTEC Strategic Plan will continue to be reviewed by Faculty and the Advisory Committee. This review process will consider financial resources and identify needs for program improvements including the need for updated equipment.

<i>Strategies for Achieving</i>	<i>Timeline</i>	<i>Strategies for Evaluating</i>	<i>Evaluation Update</i>
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<p>Occupational training program staff will regularly review industry standards for the purpose of program improvement and current equipment needs.</p>	<p>Annually</p>	<p>MDAE will review funding allocations annually. Examples include Carl D. Perkins funds, AEBG funds.</p>	<p>2015-16 Carl D. Perkins federal funds:</p> <ul style="list-style-type: none"> ● Mobile cart w/20 laptops used by three occupational programs. ● OR lights for Surg. Tech. program. ● Operatory light, DuoCart, manikins, and binoculars for Dental Asst. program. ● Microsoft Office 2016 Suite for Admin. Asst. program. ● ECG machine for Med. Asst. program. <p>2015-16 CTEC Funds:</p> <ul style="list-style-type: none"> ● Basic construction equipment and tools for Basic Skills for the Trades. <p>2015-16 Donations:</p> <ul style="list-style-type: none"> ● Approx. \$25,000 worth of supplies and equipment for Dental Asst. program. ● Approx. \$500,000 worth of supplies and equipment for Surg. Tech. program. <p>2016-17 Carl D. Perkins funds were used to purchase:</p> <ul style="list-style-type: none"> ● Autoclave sterilizer for Medical Assistant program. ● Upgraded computers for Administrative Assistant program. ● Dryfield system for Dental Assistant Program. ● Vacuum splint/stretchers for the EMT program. <p>2016-17 CTEC Funds:</p> <ul style="list-style-type: none"> ● Updated workstations for the Administrative Assistant program were installed in spring 2017. <p>2016-17 Adult Ed Block Grant funds:</p> <ul style="list-style-type: none"> ● Plans to add three classes for increased student support and success. <ul style="list-style-type: none"> ○ Study Skills, Action Plans, Job Search Preparation Workshop ● Purchased 20 laptop computers for the Medical Assistant program to enhance and improve EMR instruction.
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			<p>2017-18:</p> <p>Reviewed funding allocations and input from advisory committee members and staff. Carl D. Perkins funds were used to purchase the following:</p> <ul style="list-style-type: none">· ALEX Patient Communication Simulator for cross-program use by EMT, Surgical Technologist, and Medical Assistant students to provide realistic training experience in real-time breathing, heart rhythms, lung sounds, bowel sounds, circulation, CPR feedback, and speech recognition.· 2 upgraded digital x-ray sensors for the Dental Assistant program to meet new technologies.· Scott Ten Suction Portable Unit to provide realistic training experience.· Laerdal Airway Management Training for the EMT program to upgrade current technology for providing realistic training experience.· Electric Comb Binding Machine for the Administrative Assistant program.· Contamination Monitoring System for the Surgical Technologist program.· Unitized Washer/Dryer Combo for Surgical Technologist program to process cloth items, gowns, and wraps (eliminates use of disposables).· 2 iPads for the EMT program necessary to meet feedback technology upgrades for CPR manikins.
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		<p>Obtain input from program advisory committees at semi-annual meetings and from instructor interaction in the field.</p>	<p>Program instructors obtain information RE industry standards from recognized national, state, and local regulatory organizations.</p> <p>Input is regularly requested at externship site visits and advisory committee meetings.</p> <p>2017-18:</p> <ul style="list-style-type: none"> • The Strategic Plan was emailed to staff requesting input, and the CTEC Strategic Plan was reviewed at quarterly staff meetings. The plan has been updated to reflect input. • The Strategic Plan is review annually at advisory meetings.
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Updated May 2018

English as a Second Language/Citizenship Department

Strategic Plan for 2013-2016

Mission

The ESL Department provides the non-native English speaker with English and Citizenship training, in order to facilitate their full integration into American society and their local communities.

Vision

The ESL Department is committed to increasing students' English language skills using effective instructional strategies within a positive and supportive environment.

Student Learning Outcomes

- Students plan and progress toward their goals for English language skill development
- Students achieve a measurable increase in knowledge and proficiency in the English language
- Students can identify acquired English language skills and apply them in all aspects of their lives
- Students will acquire community information in English, using conversation and technology skills, to meet their personal goals
- Students will develop linguistic and cultural skills to interact effectively in diverse communities

Department-wide Critical Areas for Follow-up

1. Revise and/or develop course outlines and identify essential components of the curriculum
2. Utilize English language learning teaching strategies and materials that are engaging and relevant to our students' lives, needs, and goals.
3. The results of formative assessment of essential standards will be analyzed annually for program improvement.

Mt. Diablo Adult Education – English as a Second Language

Strategic Plan: Strategies for Achieving Objectives

Objective #	Strategies for Achieving	Timeline	Strategies for Evaluating	Evaluation Update
1 Revise/ develop course outlines and essential components of the curriculum	The ESL Program Coordinator and teaching staff will hold quarterly meetings to work in small groups to revise course outlines for the 9 levels of English taught in the department. The process will be completed over a two year period.	7/13 – 6/16 Quarterly Meetings	The program coordinator will collect meeting notes and course outlines for which standards will be taught in which class.	Meeting notes have been collected, and identification of the essential elements have been discussed and vetted by instructors to help with alignment of instructional content.
	Drafts of the course outlines will be available to all staff through the internet for review and discussion periods	9/13, 12/13, 4/14 9/14, 12/14, 4/15 9/15, 12/15, 4/16		Links to the ESL course outlines are posted on the school website.
	Final dated versions of the course outlines will be copies and kept in binders in the Resource Room and individual copies given to staff who teach those levels	9/14 – 6/16		Each new teacher is provided three course outlines. One outline for the level they will be teaching, one outline of the level below, and one of the level above. Teachers are instructed to familiarize themselves with the skills their students are expected to master upon entry and exit.
2 Utilize engaging teaching strategies and materials for English language learning	A committee of program coordinator and teachers will develop sample lesson plans and effective teaching strategy list.	9/13 – 6/14	Lessons and strategies will be assembled into a handbook to share with all teachers for review.	Learning styles, teaching strategies and lesson plan frameworks were topics of a recent staff development meeting.
	Groups of teachers will be assigned to course levels to outline engaging teaching and organize materials in the ESL Teacher/Staff Room based on the revised course outlines	9/13 – 6/16		A handbook was not developed, but various instructional materials are occasionally highlighted in the Resource Room.

	The program coordinator will allocate appropriate funds in the department budgets to purchase relevant materials based on course outlines and teacher recommendations	9/13 – 6/16	The program coordinator and administrator will review the budgets monthly.	Although not always monthly, the administrator and program coordinator do meet regularly and adjust the budget if needed to purchase relevant, level-appropriate materials.
3 Review results of formative assessment annually	Staff Meetings to Address Student Learning The ESL Program Coordinator and teaching staff will meet bi-monthly to compare the results of formative assessments of essential standards. The results will be used to determine next steps for students.	7/13 – 6/14	Notes will be saved from follow-up and discussions. Data from students' evaluations will be collected for review by the program coordinator.	Notes were saved to inform planning for subsequent teacher level meetings (a kind of professional learning community), and data from the common formative assessments were compared to see if students were benefitting from the teacher level meetings. Although not all levels were able to do more than one common formative assessment, those that did showed student gains. Teachers also reported that the level meetings were beneficial to them and ultimately to their students. It was intended that these level meetings would continue and that the focus would be on developing common formative assessments, comparing results, and collaboratively supporting students and fellow teachers, but with changes in department leadership and administration, the vision/priorities shifted in subsequent years.

Mt. Diablo Adult Education - Parent Education Department

Strategic Plan for 2013-2016

Mission

The mission of the Parent Education Department is to provide families with skills for positive family communication, parent/child relationships and family/school interactions.

Parent Education Department provides families with the tools for positive family communication, an understanding of the value of the parent/child relationship, and skills for improving family/school relationship interaction.

Vision

Parent Education is committed to teaching parents of children of all ages and collaborating with the school and community to serve students and their families.

Student Learner Outcomes

- Students identify and progress towards their individual and family interaction goals
- Students achieve a measurable increase in knowledge and confidence about their interactions with their children
- Students identify and apply acquired skills of parenting
- Students access community resources to improve their family interactions and communications
- Students increase their positive participation, as family members, in the school and community

Objectives (Based on Department-wide Critical Areas of Need)

1. Increase the ability of teachers who teach parenting skills through ongoing professional development [trainings or workshops](#).
2. Develop assessments for students in parenting classes that focus on parenting skill develop and self-assessment
3. Coordinate with schools and district about parenting classes

Mt. Diablo Adult Education – Parent Education

Strategic Plan: Strategies for Achieving Objectives

	Strategies for Achieving	Timeline	Strategies for Evaluating	Evaluation Update
<p style="text-align: center;">1</p> <p>Increase the ability of teachers who teach parenting skills through ongoing professional development</p>	<p>Professional Development – Parent Cooperative School Readiness & Parent Education The PE Program coordinator and teaching staff will meet bi-monthly and review appropriate social, developmental and educational strategies for children in the program. PE Teaching Staff will review this information with parents in the Parent Education Cooperative School Readiness Program</p>	<p>8/13 – 6/16</p>	<p>Teachers will complete evaluations at the end of Professional Development sessions, which will be reviewed by the program coordinator and administrator for each program.</p>	<p>Teachers participated in the Professional Development Day surveys and evaluations. Evaluations were reviewed by administrators to make improvements to the school and programs. Parent Education (PE), together with MDUSD personnel, has organized annual Back-to-School Parent Conferences for three years to support parents in their personal and family lives, with an emphasis on how to support their child’s academic success and school life by providing information, tools, and strategies. Parent Project and Loving Solutions classes have been expanded to other school sites.</p>
	<p>Professional Development – District-wide The PE Program Coordinator will meet with MDUSD student services administrators and school site administrators to create a plan for professional development for district parents including Parent Project and Loving Solutions programs.</p>			
<p style="text-align: center;">2</p> <p>Will develop assessments for students in parenting classes that focus on parenting skill develop and self-assessment</p>	<p>Assessment Development The PE Program Coordinator and teaching staff will develop new and revise existing assessments for use in evaluating a variety of PE program. The assessments will include survey, observation and written formats modified for teens and adults.</p>	<p>7/13 – 1/14</p>	<p>The survey and results will be collected and reviewed to determine validity and reliability. Notes from meetings with teachers will be collected and changes made to surveys as appropriate.</p>	<p>Evaluations, surveys, and observations were made and reviewed by the PE coordinator. Based on the results, improvements and adjustments to the program were made as needed.</p>
	<p>Assessment Analysis After administering assessments the</p>	<p>9/13 – 7/14</p>		

	PE Program Coordinator, with assistance from the Data Management staff, will share results with the teaching staff. The teaching staff will review and analyze the data, then plan for future lessons based on their analysis.			classroom curriculum.
3 Coordinate with schools and district about parenting classes	The PE Program Coordinator will meet with MDUSD student services administrators and school site administrators to create a plan for professional development for district parents including Parent Project and Loving Solutions programs.	9/13 & 8/14	The schedule of sessions and number of participants will be reviewed for future planning.	Parenting classes such as Parent Project and Loving Solutions have been offered at additional school sites in the district. In addition, Parenting classes in Spanish have been added to the curriculum and offered free of charge to district families.
	Informational flyers and applications for parenting programs will be placed on the District Web, put in the Adult Ed Quarter Schedules and sent out to District Administrators	9/13 – 6/14	The program coordinator and administrator will evaluate marketing pieces and assure they are disseminated.	Flyers and applications for parenting programs have been distributed and marketed throughout the school district, posted on the District and Adult Education websites, and emailed to school administrators and other agencies in the community.