



Management Competencies Self-Assessment

Welcome to the Management Competencies Self-Assessment (MCSA)! This inventory is designed to help you assess your current skills in managing adult education programs. Each competency is detailed by several criteria and further illustrated by sample performance indicators; viewing the related indicators (linked below the criteria) can help you better understand what each competency encompasses.

Self-Assessment

Instructions: Rate each item as indicated, from Less Relevant (1) to More Relevant (4); from Excellent (1) to Needs Improvement (4); and by selecting Yes or No. Then, tally your ratings for each competency in the “Total” column. Note that the rating scales will produce higher totals to suggest higher-priority items for your consideration.

Competency	Criterion	Relevance to my program	Self-assessment	Goal for this year?	Total
		Less (1) to More (4) Relevant	Excellent (1) to Needs Improvement (4)	Yes/No	
Competency I: Leadership Skills	1.1. Models appropriate professional behavior and encourages other staff members to act in a professional manner.	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ Y ☐ N	
	1.2. Demonstrates effective interpersonal and communication skills.	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ Y ☐ N	
	1.3. Encourages active involvement of all staff and stakeholders in decision-making processes.	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ Y ☐ N	
	1.4. Establishes and promotes the philosophy, goals, and objectives of adult education.	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ Y ☐ N	
	1.5. Initiates and facilitates change process.	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ Y ☐ N	
	1.6. Advocates for the development of the field of adult education at national, state, and local levels.	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ Y ☐ N	
	1.7. Applies Leadership Skills in practice.	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ Y ☐ N	
	<u>Leadership Skills Performance Indicators</u>				

Competency	Criterion	Relevance to my program Less (1) to More (4) Relevant	Self-assessment Excellent (1) to Needs Improvement (4)	Goal for this year? Yes/No	Total
Competency II: Instructional Leadership	2.1. Initiates and monitors the process of curriculum design and development and supports instructional processes and strategies based on research in adult learning development.	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ Y ☐ N	
	2.2. Compiles and/or uses various needs assessments to determine staff, learner, and community needs.	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ Y ☐ N	
	2.3. Applies Instructional Leadership in practice.	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ Y ☐ N	
	Instructional Leadership Performance Indicators				
Competency III: Resource Management and Allocation	3.1. Identifies and applies for additional funding independently or collaborates with other programs and partners.	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ Y ☐ N	
	3.2. Effectively manages and allocates the budget.	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ Y ☐ N	
	3.3. Uses financial resources to support the program's mission and goals and to foster continuous program improvement and accountability.	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ Y ☐ N	
	3.4. Identifies and utilizes resources to enhance the instructional process.	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ Y ☐ N	
	3.5. Applies Resource Management and Allocation in practice.	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ Y ☐ N	
	Resource Management and Allocation Performance Indicators				
Competency IV: Human Resource Management	4.1. Recruits, hires, evaluates, and terminates staff, using established criteria.	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ Y ☐ N	
	Human Resource Management Performance Indicators				
Competency V: Program Monitoring and Reporting	5.1. Promotes clear procedures for collecting, documenting, and reporting data.	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ Y ☐ N	
	5.2. Monitors and evaluates the program and uses the data for program improvement and accountability.	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ Y ☐ N	
	Program Monitoring and Reporting Performance Indicators				

Competency	Criterion	Relevance to my program Less (1) to More (4) Relevant	Self-assessment Excellent (1) to Needs Improvement (4)	Goal for this year? Yes/No	Total
Competency VI: Professional Development Practices	6.1. Plans, promotes, and models lifelong learning practices.	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ Y ☐ N	
	6.2. Promotes continuous professional development for staff.	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ Y ☐ N	
	6.3. Encourages and promotes professional development activities related to technology.	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ Y ☐ N	
	6.4. Applies Professional Development Practices in practice.	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ Y ☐ N	
	Professional Development Practice Performance Indicators				
Competency VII: Community Collaboration	7.1. Builds relationships with various agencies and institutions to enhance the delivery of services.	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ Y ☐ N	
	7.2. Accesses and makes available to clients information about community resources and issues, and relevant laws and regulations.	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ Y ☐ N	
	Community Collaboration Performance Indicators				

Competency I: Leadership Skills—Performance Indicators

These sample performance indicators offer examples to illustrate Competency I.

[Click here to return to the Self-Assessment tool.](#)

☑	Performance indicators	Resources
	1.1. Models appropriate professional behavior and encourages other staff members to act in a professional manner.	• Leadership Institute • Host a CALPRO Regional Training • Professional Learning Communities
	Engages in and promotes ethical conduct.	
	Uses and practices a participatory management style open to constructive criticism.	• Join the Administrators Forum, a webinar series addressing high-priority topics for adult education administrators; see the CALPRO Event Calendar • View recordings from an archive of past webinars; visit the CALPRO Video Library, or access select videos directly via the following links: ○ Build Your Brand! ○ Interest-Based Decision Making
	1.2. Demonstrates effective interpersonal and communication skills.	• Leadership Institute • Host a CALPRO Regional Training • Professional Learning Communities
	Seeks input from all levels of staff, listens attentively, demonstrates fairness and consistency, and conveys information fully and clearly.	
	Uses a variety of modes of communication.	
	Encourages and allows opportunity for staff to confer and present issues and problems affecting instruction and other program-related services.	• View recordings from an archive of past webinars; visit the CALPRO Video Library, or access select videos directly via the following links: ○ Build Your Brand! ○ Interest-Based Decision Making ○ Leading and Thriving From a Distance ○ Building Knowledge and Skills for Today's Adult Education Leaders
	Supports innovative practices to improve program related issues and services.	

☑	Performance indicators	Resources
	1.3. Encourages active involvement of all staff and stakeholders in decision-making processes.	
	Provides opportunities for learners, instructors, and community stakeholders to give feedback before significant programs changes are implemented.	
	Shows evidence of stakeholder buy-in through such means as meetings of representative groups and program surveys to the community.	
	Delegates authority and decision-making to appropriate entities and supports their decisions.	
	Uses collaborative teams and other strategies to identify outcomes, design curriculum, share instructional strategies, conduct assessments, analyze results, and adjust instructional processes.	• Leadership Institute • Host a CALPRO Regional Training • Professional Learning Communities • Join the Administrators Forum, a webinar series addressing high-priority topics for adult education administrators; see the CALPRO Event Calendar • View recordings from an archive of past webinars; visit the CALPRO Video Library, or access select videos directly via the following links: ○ Build Your Brand! ○ Interest-Based Decision Making
	1.4. Establishes and promotes the philosophy, goals, and objectives of adult education.	
	Works to position adult education to ensure that adult education programs mesh with the overall organizational mission.	
	Establishes benchmarks to show alignment with vision, mission, and philosophy, and goals.	• Leadership Institute • Host a CALPRO Regional Training • Professional Learning Communities • Join the Administrators Forum, a webinar series addressing high-priority topics for adult education administrators; see the CALPRO Event Calendar • View recordings from an archive of past webinars; visit the CALPRO Video Library, or access select videos directly via the following links: ○ Build Your Brand! ○ Interest-Based Decision Making ○ Implementing Program Changes to Meet Adult Learner Needs for the 21st Century Workforce ○ Early Childhood Education: What's Adult Ed Got to Do With It? ○ Building Knowledge and Skills for Today's Adult Education Leaders

☑	Performance indicators	Resources
	1.5. Initiates and facilitates change process.	• Leadership Institute • Host a CALPRO Regional Training • Professional Learning Communities • Join the Administrators Forum, a webinar series addressing high-priority topics for adult education administrators; see the CALPRO Event Calendar • View recordings from an archive of past webinars; visit the CALPRO Video Library, or access select videos directly via the following links: ○ Implementing PLCs: An Administrative Perspective ○ Managing Change Effectively ○ Change Happens! How to Negotiate Through It ○ Instructors Forum: Preparing ABE/ASE Students for the 21st Century Workforce • California Adult Education Research Summary: How Teachers Change: A Study of Professional Development in Adult Education
	Remains current on trends and issues and seeks innovations.	
	Present innovations to appropriate staff and makes decisions that are aligned with their feedback.	
	Assist staff and learners with implementing change and supports risk taking.	
	Involves staff in identification of trends.	
	1.6. Advocates for the development of the field of adult education at national, state, and local levels.	• Host a CALPRO Regional Training • Join the Administrators Forum, a webinar series addressing high-priority topics for adult education administrators; see the CALPRO Event Calendar • View recordings from an archive of past webinars; visit the CALPRO Video Library, or access select videos directly via the following links: ○ Building Leadership Capacity: Passing and Receiving the Torch ○ Developing Strategic Partnerships and Collaborations ○ Early Childhood Education: What's Adult Ed Got to Do With It?
	Disseminates information in the community about program accomplishments using technology and other means.	
	Participates in professional organizations that advocate for the advancement of adult education in a variety of ways.	
	Engages and encourages staff and students to be active advocates for adult education.	

☑	Performance indicators	Resources
	1.7. Applies Leadership Skills in practice.	• Partnering With Employers to Promote Job Advancement for Low-Skill Individuals. Martinson, K. (2010, September). Washington, DC: National Institute for Literacy. • Administrators Forum: Developing Strategic Partnerships and Collaborations. Multiple funding initiatives call for regional responses, so forming strategic partnerships and collaborations may be more important today than ever before. In this webinar, the facilitators review some of those initiatives and identify partners either required or likely to support each initiative. They also examine elements of effective institutional relationships and outline actions to take to create more effective alliances.
	Consistently operates with a partnership mindset; deliberately seeks and explores internal and external partnerships to establish and realize a common vision for students and broader community.	
	Resolves conflicts by seeking clarification, eliciting patterns and links across ideas, and facilitating a methodical approach to reach a mutually agreed upon compromise or solution.	
	Practices a collaborative interest-based decision-making process that engages key stakeholders, honors diverse stakeholder interests, and results in solutions based on common interests.	
	Utilizes innovative marketing strategies to effectively promote mission, services, and distinguishing organizational attributes that benefit students and families.	

Competency II: Instructional Leadership—Performance Indicators

These sample performance indicators offer examples to illustrate Competency II.

[Click here to return to the Self-Assessment tool.](#)

☑	Performance indicators	Resources
	2.1. Initiates and monitors the process of curriculum design and development and supports instructional processes and strategies based on research in adult learning development.	• Leadership Institute • Host a CALPRO Regional Training • Professional Learning Communities • Understanding the Adult Learner, offered as a facilitated online course • Stay abreast of recent research on adult education • Read Fact Sheet No. 2: Universal Design for Learning • Virtual Workroom: Multilevel ESL Instruction • Visit CALPRO's Adult Education Research Webinars archive • For upcoming events, visit the CALPRO Event Calendar
	Guides instructional staff in designing and implementing educational curricula that accommodates diverse learning styles, abilities, and cultures.	
	Supports and assists staff in planning instructional programs based on state performance standards, learner data, research on effective practice, community and learner needs, demographics, resources, and economic and technological needs.	
	Assists instructors in guiding learners with the developmental and ongoing review of the learners' educational plans.	
	Establishes structures and processes that allow instructors to work together to improve teaching and learning.	
	Supports individuality of teacher approaches to implementations of the curriculum.	
	Supports staff in integrating into curriculum adults' roles as workers, citizens, and family and community members.	
	Assists instructors in incorporating technology into instructional practices.	
	Provides a system for instructor accountability for student learning.	

☑	Performance indicators	Resources
	2.2. Compiles and/or uses various needs assessments to determine staff, learner, and community needs.	
	Assesses and/or reviews instructor needs on an individual basis through classroom observations, meetings, written goals and plans, and assessment instruments. Facilitates the discussion of outcomes with instructors.	• Leadership Institute • Host a CALPRO Regional Training • Professional Learning Communities • Join the Administrators Forum, a webinar series addressing high-priority topics for adult education administrators; see the CALPRO Event Calendar
	Coordinates procedures for assessments and placement of learners in appropriate programs at appropriate educational funding levels.	• View recordings from an archive of past webinars; visit the CALPRO Video Library, or access select videos directly via the following links: ○ Interest-Based Decision Making ○ Building Strategic Community Partnerships ○ Building Knowledge and Skills for Today's Adult Education Leaders
	Researches and/or conducts community needs assessments to determine service and employment needs and opportunities.	
	Ensures that the targeted student population has been assessed for special learning and language needs and that appropriate programming is provided.	• Virtual Workroom: Multilevel ESL Instruction
	2.3. Applies Instructional Leadership in practice.	
	Establishes structures, expectations, and supports to cultivate high functioning professional learning communities (PLCs).	• Host a CALPRO Regional Training • Professional Learning Communities

Competency III: Resource Management and Allocation—Performance Indicators

These sample performance indicators offer examples to illustrate Competency III.

[Click here to return to the Self-Assessment tool.](#)

☑	Performance indicators	Resources
	3.1. Identifies and applies for additional funding independently or collaborates with other programs and partners.	• Leadership Institute • Host a CALPRO Regional Training • Professional Learning Communities
	Seeks partnerships with other programs funded under federal regulations and other collaborative partnerships, as appropriate.	
	Demonstrates resourced development at the program level.	
	Maintains active awareness of and pursues potential grant and funding sources in local, regional, and national community.	• Join the Administrators Forum, a webinar series addressing high-priority topics for adult education administrators; see the CALPRO Event Calendar
	3.2. Effectively manages and allocates the budget.	• View recordings from an archive of past webinars; visit the CALPRO Video Library, or access select videos directly via the following links: ○ Financial Aid Accreditation and the Council of Occupational Education (COE) Process ○ Growing Programs with Limited Funding and Facilities ○ Braided Funding in the New Adult Education World
	Ensures that expenditures are allowable and appropriate and that allocated funds are available throughout the fiscal year.	
	3.3. Uses financial resources to support the program's mission and goals and to foster continuous program improvement and accountability.	
	Allocates funds equitably to effective programs and sites based on such indicators as attendance, retention, student outcomes, and benchmarks.	

☑	Performance indicators	Resources
	3.4. Identifies and utilizes resources to enhance the instructional process.	• Leadership Institute • Host a CALPRO Regional Training • Professional Learning Communities • Join the Administrators Forum, a webinar series addressing high-priority topics for adult education administrators; see the CALPRO Event Calendar • View recordings from an archive of past webinars; visit the CALPRO Video Library, or access select videos directly via the following links: ○ Taking on Learner Persistence with a Student-Centered Approach: The Story of Two Agencies ○ Growing Programs with Limited Funding and Facilities ○ Leading and Thriving From a Distance ○ Braided Funding in the New Adult Education World
	Uses resources to integrate and upgrade technology and provides professional development on effective use of technology for instructors and administrators.	
	Establishes a safe and non-threatening learning environment that is appropriate for adult learners.	
	3.5. Applies Resource Management and Allocation in practice.	
	Practices a collaborative interest-based decision-making process that engages key stakeholders, honors diverse stakeholder interests, and results in solutions based on common interests.	
	Utilizes innovative marketing strategies to effectively promote mission, services, and distinguishing organizational attributes that benefit students and families.	

Competency IV: Human Resource Management—Performance Indicators

These sample performance indicators offer examples to illustrate Competency IV.

[Click here to return to the Self-Assessment tool.](#)

☑	Performance indicators	Resources
	4.1. Recruits, hires, evaluates, and terminates staff, using established criteria.	• Leadership Institute • Host a CALPRO Regional Training • Facilitated online courses • Orientation for New ABE Teachers and Orientation for New ESL Teachers (self-directed online courses) • Adult Education Teacher Competencies Self-Assessment • Administrators Forum: Adult Education New Teacher Induction Pilot: An Administrator Perspective • Administrators Forum: Building Leadership Capacity: Passing and Receiving the Torch
	Provides formal orientation of new staff and learners to the adult education program.	
	Provides for a system of instructor observations and evaluations focusing on such areas as: (1) organizing and delivering instruction, (2) managing instructional resources; (3) monitoring and assessing progress, (4) accommodating diverse learning styles, (5) using materials and technology, (6) providing learner guidance and referrals, and (7) helping learners transfer learning to real-life situations.	
	Recognizes when staff members are not performing effectively, provides guidance and support to enable attainment of needed competencies, involves appropriate stakeholders and follows required procedures and due process, leading to staff termination when necessary.	

Competency V: Program Monitoring and Reporting—Performance Indicators

These sample performance indicators offer examples to illustrate Competency V.

[Click here to return to the Self-Assessment tool.](#)

☑	Performance indicators	Resources
	5.1. Promotes clear procedures for collecting, documenting, and reporting data.	• Leadership Institute • Host a CALPRO Regional Training • Professional Learning Communities • Join the Administrators Forum, a webinar series addressing high-priority topics for adult education administrators; see the CALPRO Event Calendar • View recordings from an archive of past webinars; visit the CALPRO Video Library, or access the following suggested video: Build Your Brand!
	Establishes and monitors a process for collecting, documenting, and reporting secondary or optional measures related to employment and family, in accordance with current government legislation.	
	Provides and promotes training for data collectors to ensure accuracy to outcome data.	
	Fulfills legal or program requirements for compliance, record keeping, and reporting.	
	Maintains confidentiality and limits access to staff and learner files and records (e.g. past education, employment, interests, disabilities, and short-term educational, personal, and employment goals).	
	Analyzes, identifies dissemination strategies, and reports program outcomes and evaluation data for various audiences.	
	Ensures data are accessible, in a timely manner, to staff, learners, community members, and other stakeholders (via such means as reports, use of media, and web pages).	

☑	Performance indicators	Resources
	5.2. Monitors and evaluates the program and uses the data for program improvement and accountability.	
	Develops and implements an overall program review process that is ongoing, participatory, guided by an articulated evaluation process, and based on a written plan to assess program strengths and areas for improvement.	• Leadership Institute • Host a CALPRO Regional Training • Professional Learning Communities • Join the Administrators Forum, a webinar series addressing high-priority topics for adult education administrators; see the CALPRO Event Calendar
	Involves representative staff in the development of written plans and data collection.	• View recordings from an archive of past webinars; visit the CALPRO Video Library, or access the following suggested video: Build Your Brand!
	Ensures that programs are inclusive of and suitable for students with special language and learning needs.	
	Coordinates the procedure for the collection and maintenance of relevant up-to-date learner information in order to improve the program based on the needs of the learners.	• Learner Goal Setting in Adult Education Programs (self-directed online course)

Competency VI: Professional Development Practices—Performance Indicators

These sample performance indicators offer examples to illustrate Competency VI.

[Click here to return to the Self-Assessment tool.](#)

☑	Performance indicators	Resources
	6.1. Plans, promotes, and models lifelong learning practices.	
	Keeps up-to-date with research on instructional practices, management, and leadership, as well as on effective practices in professional development, and shares those practices with staff.	• Leadership Institute • Host a CALPRO Regional Training • Professional Learning Communities • Join the Administrators Forum, a webinar series addressing high-priority topics for adult education administrators; see the CALPRO Event Calendar
	Engages in a variety of activities that foster own learning such as participating in collegial networking and subscribing to journals and listservs.	• View recordings from an archive of past webinars; visit the CALPRO Video Library • View the Adult Education Research Webinars archive • Read Research Brief No. 11: Evidence-Based Professional Learning

☑	Performance indicators	Resources
	6.2. Promotes continuous professional development for staff.	• Leadership Institute • Host a CALPRO Regional Training • Professional Learning Communities • Virtual Workrooms for adult educators • Adult Education Teacher Competencies Self-Assessment • Facilitated and self-directed online courses • Promoting Teacher Effectiveness: Adult Education Teacher Competencies • Effective Teaching for Adult Educators; this training is offered as a regional Community of Practice and as a facilitated online course
	Supports the professional development of instructors by relaying specific information about professional development opportunities and by providing release time, stipends, or other types of support enabling instructors to engage in professional development activities that focus on student and program improvement.	
	Encourages instructors to become involved in the identifications and planning of their own professional development and to engage in a variety of activities including inquiry research, workshops, institutes, and observation/feedback (e.g., peer coaching and mentoring).	
	Designs collaboratively a staff development program in accordance with program needs, based on the results of staff needs assessments, informal conversations, identified state or local needs and mandates, and research.	
	Supports a variety of professional development activities that reflect that organization's mission and principles of adult learning.	
	6.3. Encourages and promotes professional development activities related to technology.	• Leadership Institute • Host a CALPRO Regional Training • Professional Learning Communities • Virtual Workrooms for adult educators • Adult Education Teacher Competencies Self-Assessment
	Acquires and maintains knowledge of technology and applies it to adult learning and professional development.	
	Shares information on, provides training in, and promotes the use of technology with instructors and other staff.	
	6.4. Applies Professional Development Practices in practice.	
	Supports peer-to-peer capacity building through job-embedded coaching and mentoring of novice teachers by more experienced peers.	

Competency VII: Community Collaboration—Performance Indicators

These sample performance indicators offer examples to illustrate Competency VII.

[Click here to return to the Self-Assessment tool.](#)

☑	Performance indicators	Resources
	7.1. Builds relationships with various agencies and institutions to enhance the delivery of services.	• Leadership Institute
	Maintains ongoing agency outreach, publicity, and staff recruitment activities to promote the program and secure funding, community expertise, equipment, and other resources.	• Host a CALPRO Regional Training • Professional Learning Communities • Join the Administrators Forum, a webinar series addressing high-priority topics for adult education administrators; see the CALPRO Event Calendar
	Establishes partnerships with alliances with businesses, institutions of higher learning, local educational agencies, child care centers, health centers, employment and job training centers, boards, and other agencies to expand understanding of adult education, assess needs, enhance program resources, and improve services for adult learners.	• View recordings from an archive of past webinars; visit the CALPRO Video Library, or access select videos directly via the following links: ○ Building Strategic Community Partnerships ○ Building WIOA Partnerships and Developing the MOU ○ Maintaining and Building Short-Term Career Technical Education Programs ○ Creating Postsecondary Pathways ○ Developing Programs to Support ASE Students' Transitions to Postsecondary Opportunities ○ Early Childhood Education: What's Adult Ed Got to Do With It? ○ Change Happens! How to Negotiate Through It
	Seeks and shares information about student/client benefits and potential funding opportunities with businesses and community organizations.	
	7.2. Accesses and makes available to clients information about community resources and issues, and relevant laws and regulations.	• Leadership Institute
	Informs the community and staff about relevant legal requirements such as those for instructing adults with special needs.	• Host a CALPRO Regional Training • Designing Programs for Adults With Learning Disabilities (self-directed online course) • Visit CALPRO's Research Publications page • Administrators Forum: Early Childhood Education: What's Adult Ed Got to Do With It?
	Shares information about available resources, such as community resource guides and web-based information.	