

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 16, 2018, 6:17 PM UTC Action Taskman

09 Citrus College Adult Education Consortium

Plans & Goals - Consortium Approved

Executive Summary

The Citrus College Adult Education Consortium has a vision that all students achieve their career and educational goals. The CCAEC values efficiency, transparency, accountability, and institutional autonomy while member institutions provide quality programs for its adult students. CCAEC members help our region by offering a variety of vocational, career development, high school diploma and equivalency, basic academic skills, parent success, and English learner programs open to all adult students without discrimination. We provide our adults educational pathways into the workforce and/or higher education and all CCAEC courses facilitate our students' incremental growth to pursue those pathways. As the CCAEC moves into the fourth year of AEBG funding, the consortium believes it has made significant progress on addressing AEBG programs and objectives and it is poised to create a purposeful, effective 3-year plan. By the end of 2017-18, CCAEC had maintained the levels and types of programs across the region that had been expanded in 2015-16 through regional collaboration and resource planning. These consortium maintained new offerings and programs in the face of higher costs from increases in salaries and contributions to retirement benefits. Aligned learning objectives in CCAEC ESL, ASE, and ABE courses allowed for seamless transitions, and, critically, accelerated student outcomes. Language Proficiency Objectives for CCAEC ESL course descriptions were instrumental in creating a culture of progress and acceleration in all member ESL programs. Counseling efforts established pathway documents for CCAEC students so that they clearly understand how to achieve postsecondary and employment options. CCAEC members also leveraged the resources of a large number of partners to improve services for our students. Most notably, Monrovia USD utilized partnerships with WDBs to dramatically increase Title II funds to provide more CTE opportunities at no cost to CCAEC participants. Increased WIOA funds allowed Claremont to better address HSD, ESL and ABE programs and better meet the objectives of professional development and seamless transitions. This 2018-19 Annual Plan demonstrates how CCAEC members plan to build upon the successes of the first three years of the program. The primary consortium goal for 2018-19 will focus on leveraging WDB funds to improve CTE programs for employers and potential employees.

Regional Planning Overview

The organization and development process for the next CCAEC 3-year plan will differ in a number of ways from the original process pursued under AB86. Much of the process used to create the CCAEC 3-year plan the began in 2015-16 entailed building trust and community among CCAEC members and traveling up a steep learning curve to meet state program and objective requirements. AEBG Allocation funding did not arrive until late January and this complicated meeting plan objectives. Over the previous three years, the state has brought online a variety of planning, budgeting, and reporting protocols and systems and the CCAEC has thoroughly met every state reporting requirement in a timely fashion. As state planning, budgeting and reporting systems have now solidified, so too have CCAEC systems to most efficiently meet the consortium mission. The process to complete the 3-year plan will mirror the last CCAEC CFAD process, which was very transparent eliciting feedback from numerous stakeholders. CCAEC members will engage in the process for the next 3-year plan from a position of knowledge and strength. CCAEC members have engaged in numerous conversations with a variety of students, faculty, and educational and workforce agencies, and the 3-year planning process will continue those conversations. The 3-year plan will reflect the voices of a wide swath of regional voices. Consulting industry is the one arena where CCAEC members have had limited engagement, but want to expand efforts in a manner that is not overwhelming to local business. Numerous initial meetings will allow stakeholders to voice priorities for the plan. As the plan takes shape, stakeholders will review and comment on drafts. The final plan will approved by the CCAEC board in a public hearing.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Adults seeking to learn English as a Second Language

How do you know? What resources did you use to identify these gaps?

According to the U.S. Census Bureau, there are 24,901 adult residents just in the five municipalities of the consortium region who speak English less than very well. Also, there are 47,073 residents who are foreign born. These numbers do not consider surrounding cities and adjacent unincorporated areas that have residents who need to improve English skills to better engage in their community. Also, each of the K-12 school districts that are CCAEC members have significant EL populations. According to California Dashboard Equity Report data, the unified school districts of Azusa, Claremont, Duarte, Glendora and Monrovia have 5,282 English Learners enrolled in the aggregate. Azusa has the largest with an EL population of 2,581 and Duarte is second with a population of 1,011. The parents of these EL students would greatly benefit from improving English skills to better engage in educational and civic institutions. CCAEC enrollment numbers in 2017-18 ESL programs indicate a gap still exists between those adults the consortium served and those adults who need ESL instructional services based on census and Dashboard data.

How will you measure effectiveness / progress towards meeting this need?

Four of six members have TOPSpro Enterprise and the consortium now has two years of TE data from those members. One of the strategies that will be pursued by the consortium is to get all 5 K-12 member reporting on TE for uniform data analysis. Consortium members will be sharing the TOPSpro Enterprise enrollment, level gain and data integrity data that is being used to report enrollment and performance outcomes to the state. This data will be aggregated and presented on the consortium website as well. Under new oversight procedures, this data will be used to analyze effectiveness during the expenditure reporting process.

Regional Need #2

Gaps in Service / Regional Needs

Adults who need a High School Diploma or Equivalency Adults who need Basic Academic Skills (ABE)

How do you know? What resources did you use to identify these gaps?

According to the U.S. Census Bureau, there are 8,887 adult residents just in the five municipalities of the consortium region who do not have a high school diploma or equivalency. That does not consider surrounding cities and adjacent unincorporated areas that have residents who need to earn a diploma. Also, numerous Career Technical Education students wishing to take short-term vocational often do not meet the basic academic requirements to take the courses and require academic support from ABE classes. These needs were identified by analysis of consortium TABE data. CCAEC enrollment numbers in 2017-18 ESL programs indicate a gap still exists between those adults the consortium served and those adults in the region who need HSD and HSE instructional services based on census data. Consortium HSD/HSE/ABE classes will address these gaps.

How will you measure effectiveness / progress towards meeting this need?

Consortium members will be sharing TOPSpro Enterprise data for diploma recipients and HiSET completers that is being used to report enrollment and performance outcomes to the state. This data will be aggregated and presented on the consortium website. Under new oversight procedures, this data will be used to analyze effectiveness during the expenditure reporting process.

Regional Need #3

Gaps in Service / Regional Needs

Adults seeking Short-term Vocational Training Programs for Employment

How do you know? What resources did you use to identify these gaps?

San Gabriel Valley economic output had risen above pre-Great Recession levels as of 2017 and unemployment rates have decreased, so CCAEC members have carefully analyzed, and will continue to analyze, at a variety of labor supply and demand information in identifying gaps to address needs in CTE programs. Analysis included looking more from the employer

perspective: what jobs are employers needing to fill in a tight labor market. The consortium looked at the March 2018 Economic Forecast Summit from the San Gabriel Economic Partnership (SGVEP) in analyzing regional needs for both residents and industry. According to the SGVEP, Health Care accounts for 15.5% of total employment at close to 100,000 jobs and this number will increase in 2018 and 2019. The SGVEP noted that the Transportation and Warehouse sector has seen significant growth -- a critical part of this sector is Logistics. The SGVEP noted that the Construction sector saw dramatic growth in employment in Inland Empire and eastern part of the SGV. With the passage of the \$54 billion infrastructure bill, the Foothill WDB has advised that employment growth in the Construction sector will be stronger throughout LA County in the coming years. Thus, the CCAEC has focused short-term vocational programs on Health Care, Transportation, Construction, and Office Occupations. Though CCAEC members have strong relationships with many regional businesses, the consortium is planning on making increased efforts to find which training programs will most benefit employers as they search for workers in a very tight labor market.

How will you measure effectiveness / progress towards meeting this need?

CCAEC members will track student attainment of employment and wage increases through TE and shared on the consortium website. Workforce Development Board data will be analyzed as well. Under new oversight procedures, this data will be used to analyze effectiveness during the expenditure reporting process.

Regional Need #4

Gaps in Service / Regional Needs

Career Development / Adult Re-entry into Workforce

How do you know? What resources did you use to identify these gaps?

Despite economic advances in the CCAEC region, poverty levels remain stubborn. According to the U.S. Census Bureau, there are 13,326 adult residents just in the five municipalities of the consortium region who are ages 18-64 and live below the poverty. Those numbers do not consider surrounding cities and adjacent unincorporated areas that have residents below the poverty line. The mission of CCAEC Career Development Centers are aligned to partnering WDBs. The goal is not just to get students jobs, but jobs with a living wage.

How will you measure effectiveness / progress towards meeting this need?

CCAEC Career Development Centers measure enrollment of students who receive services and manually track student attainment of employment and wage increases. This year this data will be tracked through TE and locally and shared on the consortium website.

Regional Need #5

Gaps in Service / Regional Needs

Parent Success

How do you know? What resources did you use to identify these gaps?

Numerous researchers have shown how parents' socioeconomic status directly or indirectly affects student achievement. By offering Parent Success programs, the consortium is aligning with member LCAP goals to improve connectivity to guardians and thus, K-12 student achievement. Locally, each K-12 district that is CCAEC member has identified parent populations who can benefit from Parent Success programs and targeted those programs for that population. Gaps as a consortium were identified through California Dashboard Equity Reports data which showed the five K-12 districts had a total enrollment of 18,233 Socioeconomically Disadvantaged students.

How will you measure effectiveness / progress towards meeting this need?

Measuring progress in this program area has been an obstacle to increasing services. However, the consortium is going to explore TE literacy gains in appropriate CASAS tests, program completion with certificates, and wage increase / employment acquisition. A Parent Success Faculty Advisory Committee will take direction from the CCAEC board in exploring these options and determining which would be the best.

Gaps In Service

New Strategies

Strategy #1

Collaborate with industry, Workforce Development Boards, and the SGV Economic Partnership and use labor market data to better identify employer needs and address those needs with new CTE programs.

Strategy #2

Utilize subcontracted AEBG funds to maintain current ASE/ABE, ESL, parent success, CTE, and Career Center program levels by meeting rising program costs caused by increasing salaries, healthcare costs and retirement contributions.

Strategy #3

Expand consortium ABE course offerings to support CTE students who score below required scores on program entrance assessments.

Strategy #4

Leverage consortium resources to open new Career Center in Claremont.

Strategy #5

Create consortium Parent Success Faculty Advisory Committee to devise uniform curriculum and accountability measures.

Seamless Transitions

New Strategies

Strategy #1

Leverage consortium resources to open a Career Center in Claremont that provides students with career development and transition to new or better employment.

Strategy #2

Build on Counselor Pathways to Success to create better K-12/CCD counselor communication and more robust postsecondary pathways for students.

Strategy #3

Offer an Integrated Education and Training pathway for ESL students interested in a variety of vocational careers. This will allow students to be concurrently enrolled in ESL courses and provide seamless transitions into CTE programs.

Strategy #4

Update Regional Assessment Plan to reflect new state data reporting procedures and implement new plan.

Student Acceleration

New Strategies

Strategy #1

Utilize online/hybrid curriculum and instruction to help accelerate student progress in all program areas.

Strategy #2

Expand consortium ABE course offerings to support CTE students who score below required scores on program entrance assessments allowing students to start programs sooner.

Strategy #3

Offer an Integrated Education and Training pathway for ESL students interested in a variety of vocational careers. This pathway will allow students to be concurrently enrolled in ESL courses and accelerate progress in CTE programs.

Professional Development**New Strategies****Strategy #1**

Expand efforts for consortium professional development conference to at least twice a year and increase member participation.

Strategy #2

Participate in the OTAN Technology by selecting a consortium team to attend and use training the trainer model to bring vital PD back to consortium faculty.

Strategy #3

Leverage the CCAEC website to provide faculty PD opportunities and resources.

Leveraging Resources**New Strategies****Strategy #1**

Leverage consortium expertise and collaboration to get Claremont and Azusa CTE programs listed on I-TRAIN.

Strategy #2

Leverage consortium expertise and collaboration to target market to potential students in collaboration with AJCCs.

Strategy #3

Collaborate with Workforce Development Boards, EMSI, economic partners, and industry leaders to identify CTE programs most needed by employers and offer those programs.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your AEBG 3-year plan.

The CCAEC board has made great strides to ensure that oversight of funds and effectiveness of plan implementation is a critical component of its responsibility. The consortium is approving a Fiscal Reporting Agreement outlining a general Memo of Understanding of the fiscal responsibilities for all members. All members must produce an Annual Plan that aligns with the

consortium Annual Plan goals and details budget by program area. Budget revisions require a written proposal to be board approved. Expenditures must be certified and supported by back-up accounting documents.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19.
CCAEC members do not have significant carry-over funds, but the funds are addressed in the current plan.

Certification

Azusa Unified School District, Member Representative

Linda McNary

Approved

2018-08-15

Citrus CCD, Member Representative

Rocky Cifone

Approved

2018-08-16

Claremont Unified School District, Member Representative

Felipe Delvasto

Approved

2018-08-15

Duarte Unified School District, Member Representative

Kevin Morris

Approved

2018-08-15

Glendora Unified School District, Member Representative

Ron Letourneau

Approved

2018-08-15

Monrovia Unified School District, Member Representative

Flint Fertig

Approved

2018-08-15



2018 © California Community Colleges

NOVA Site Version: [4.0.2](#)