

Section 1: Consortium Information



Citrus College Adult Education Consortium

John Russell

Regional Director

desk) 626.471.3044

cell) 626.840.9865

jrussell@monroviashools.net

Table of Contents

Section 1: Consortium Information	i
Section 2: Comprehensive Regional Three-Year Plan	1
Section 2.1 Executive Summary	1
Section 2.2 Pre-Planning Assessment	3
Consortium Capacity and Evaluation of Current Programs	3
Table 4 – Student Enrollment by Program over Previous Two Years	4
Key Partners	5
Alignment of Services.....	6
Table 1. Regional Service Providers	7
Table 2. Funding for Adult Education Programs and Services	12
Section 2.3 Community Needs and Customers	13
CCAEC Current Student Population	13
Table 5 – Azusa 2017-18 Student Enrollment by City: Total & % of Total	13
Table 6 – Citrus College 2017-18 AEP Student Enrollment by City: Total & % of Total	14
Table 7 – Claremont 2017-18 Student Population by City: Total & % of Total.....	14
Table 8 – Glendora 2017-18 Student Population by City: Total & % of Total.....	15
Table 9 – Monrovia 2017-18 Student Population by City: Total & % of Total	15
Table 10 – CCAEC Aggregate 2017-18 Student Population by City: Total & % of Total.....	16
Community Profile: The Region We Serve.....	17
Table 11 – Characteristics of All Major Cities Served by CCAEC	17
Table 12 – Characteristics of the Seven Primary Cities Served by CCAEC	18
Description of the Regional Job Market	18
Alignment between Needs and Current Levels	19
Table 13 – 2017-18 Percent of 7 Primary City Needs Met by CCAEC Members (AEP Outcomes).....	19
Section 2.4 Identifying Goals and Strategies	20
Figure 1. Logic Model	21
<i>Goal Statement #1: Increase Persistence and Performance for all CCAEC Students</i>	21
<i>Goal Statement #2: Create and Implement Regional Employment Training Plan (RETP) to increase leverage funds and serve industry</i>	23
<i>Goal Statement #3: Create, Implement and Fully Utilize CTE Regional Advisory Boards</i>	25
<i>Goal Statement #4: Improve CCAEC Student Transition to Postsecondary Institutions</i>	26
Table 3. Progress Indicators	27

Section 2.5 Piloting and Implementation	28
Piloting Advisory Boards and Measuring their Success	28
Piloting a Transition Specialist Model and Measuring that Success.....	28

Section 2: Comprehensive Regional Three-Year Plan

Section 2.1 Executive Summary

Since the advent of AB104 the Citrus College Adult Education Consortium (CCAEC) has heartily served adults in the region across five CAEP program areas and vigorously pursued the goals required by the legislation. Consortium enrollment increased from 2015-16 to 2017-18 as consortium members addressed regional gaps in a number of ways. Members increased ESL, ASE, ABE, CTE, and Workforce Re-entry program offerings across the consortium. Member institutions added new daytime and nighttime ESL, ASE, ABE, and CTE course offerings, created new career centers and HiSET testing centers, and aggressively pursued Title I funding for CTE programs. These efforts have resulted in thousands of adults improving literacy skills, earning high school diplomas or equivalencies, transitioning to postsecondary institutions, or learning skills and getting hired into jobs with sustainable wages. Professional development efforts led to the formulation of consortium-wide Language Proficiency Objects that aligned standards for ESL levels to allow for seamless transitions across consortium ESL programs. Consortium conferences have given member stakeholders opportunities to analyze data of the region's residents and the consortium's students: demographics, gaps, CAEP outcomes, persistence and performance. Consortium conferences have also focused on curriculum and instructional strategies to address college and career standards and the increased use of technology in the classroom among many other topics.

The CAEP program goal that CCAEC members had the most success with was in leveraging funds. Monrovia Community Adult School increased Title I funding for its CTE programs 10 fold (from \$25,000 in 2016-17 to \$275,000 in 2017-18) and a 79.5% increase in the number of CTE students who qualified as CAEP Enrollees. Azusa Adult Education Center and Claremont Adult School are now on CalJobs ETPL and LA County I-TRAIN and are poised to leverage significant funds in the next three years. Alignment with regional Workforce Development Boards is creating meaningful symbiotic relationships: AJCCs are meeting outcomes, leveraging CAEP funds when needed, and CCAEC members are expanding CTE programs and training more students to meet the needs of regional industry. This symbiosis is allowing the consortium to better serve the region's adults who need training and the region's businesses who need employees.

The consortium has two simple vision statements that align with CAEP major outcomes:

- All CCAEC K-12 adult students are prepared for and given the opportunity to transition to a postsecondary institution.
- Regional employers meet their employment needs with well-trained CCAEC students.

In order to strive towards achieving these vision statements, CCAEC members have four major goals that are detailed in this plan:

1. Increase persistence and performance for all CCAEC students
2. Create and implement a Regional Employment Training Plan (RETP) to increase leveraged funds and serve industry employment needs
3. Create, implement and fully utilize CTE Regional Advisory Boards
4. Create a Transitions Plan to dramatically improve CCAEC student transition to postsecondary institutions

CCAEC members believe this Three-Year Plan clearly evaluates levels of services currently provided, identifies strong partners and funding sources that will help the consortium reach its goals, recognizes characteristics of the regional population and labor market, and formulates solid models to achieve actionable goals.

Section 2.2 Pre-Planning Assessment

Consortium Capacity and Evaluation of Current Programs

The Citrus College Adult Education Consortium serves five of the seven CAEP program areas and the vast majority of students being served are in four program areas. ABE/ASE, ESL/EL Civics, CTE, and Workforce Re-entry are the four primary programs and the consortium serves Parent Success students in Glendora.

Table 4 below demonstrates duplicated enrollment by CAEP program area for each member in the consortium over the previous two years. This table reveals a tremendous amount of data that consortium members analyzed and evaluated in creating this plan.

The most striking revelation is that CCAEC enrollment is down from last year to this year. The total of unduplicated students declined consortium-wide 11.3% and total duplicated students declined 9.6%. Digging into this further, however, demonstrated some real bright spots and some areas of concern that are so extreme as to warrant discussions about a data issue.

The real bright spot in the consortium is the tremendous growth in enrollment that Claremont Adult School has experienced in one year. Claremont's total unduplicated enrollment increased by 31.6% and duplicated enrollment increased by 51.2%. Also, CCAEC saw 25.6% growth in enrollment in its HSD programs, and a smaller 2.3% increase in its HSE programs.

On the flip side, Monrovia saw a significant decrease in unduplicated enrollment (32.1%) and in duplicated enrollment (40.0%), as did Glendora (15.5% and 16.1%, respectively). Consortium members, especially Monrovia, are looking into possible causes for such a decline. All districts have been experiencing declining K-12 enrollment, and the most commonly cited reason is the lack of affordable housing. Over the next 6-12 months, the consortium will make the effort to see what has caused declining enrollment in Monrovia and Glendora.

The 48.1% decline in CTE enrollment for the consortium, and the 73.7% decline for Monrovia in particular, was so extreme that the school is looking deeper into the data to see if there is an integrity issue. ABE saw a 21.4% decrease in enrollment. ESL and Workforce Re-entry saw very small decreases in enrollment.

Table 4 – Student Enrollment by Program over Previous Two Years

Program Areas	Agency Name	2017-18 CAEP Enrollees	2018-19 CAEP Enrollees	% Change
Adults Training for Child School Success	Glendora Adult School	46	39	-15.2%
Basic Skills (ABE)	Azusa Adult Education Center	96	88	-8.3%
Basic Skills (ABE)	Claremont Adult School	20	79	295.0%
Basic Skills (ABE)	Monrovia Adult School	229	104	-54.6%
	Total	345	271	-21.4%
Career and Technical Education (CTE)	Azusa Adult Education Center	317	284	-10.4%
Career and Technical Education (CTE)	Claremont Adult School	0	6	n/a
Career and Technical Education (CTE)	Monrovia Adult School	490	129	-73.7%
	Total	807	419	-48.1%
English Language Learner (ESL/ELL)	Azusa Adult Education Center	499	492	-1.4%
English Language Learner (ESL/ELL)	Claremont Adult School	408	531	30.1%
English Language Learner (ESL/ELL)	Glendora Adult School	61	56	-8.2%
English Language Learner (ESL/ELL)	Monrovia Adult School	782	627	-19.8%
	Total	1,750	1,706	-2.5%
High School Diploma (HSD)	Azusa Adult Education Center	130	207	59.2%
High School Diploma (HSD)	Claremont Adult School	78	114	46.2%
High School Diploma (HSD)	Glendora Adult School	36	25	-30.6%
High School Diploma (HSD)	Monrovia Adult School	143	140	-2.1%
	Total	387	486	25.6%
High School Equivalency (HSE)	Azusa Adult Education Center	60	155	158.3%
High School Equivalency (HSE)	Claremont Adult School	58	34	-41.4%
High School Equivalency (HSE)	Monrovia Adult School	142	77	-45.8%
	Total	260	266	2.3%
Students in Two or more Programs	Azusa Adult Education Center	822	821	-0.1%
Students in Two or more Programs	Claremont Adult School	74	165	123.0%
Students in Two or more Programs	Glendora Adult School	1	0	-100.0%
Students in Two or more Programs	Monrovia Adult School	460	242	-47.4%
	Total	1,357	1,228	-9.5%

Program Areas	Agency Name	2017-18 CAEP Enrollees	2018-19 CAEP Enrollees	% Change
Workforce (Re)Entry	Azusa Adult Education Center	836	821	-1.8%
Workforce (Re)Entry	Claremont Adult School	0	89	N/A
Workforce (Re)Entry	Monrovia Adult School	277	169	-39.0%
	Total	1,113	1,071	-3.8%
Total Duplicated Students	Azusa Adult Education Center	1,938	2,047	5.6%
Total Duplicated Students	Claremont Adult School	564	853	51.2%
Total Duplicated Students	Glendora Adult School	143	120	-16.1%
Total Duplicated Students	Monrovia Adult School	2,063	1,238	-40.0%
	Total	4,708	4,258	-9.6%
Total Unduplicated Students	Azusa Adult Education Center	990	942	-4.8%
Total Unduplicated Students	Claremont Adult School	487	641	31.6%
Total Unduplicated Students	Glendora Adult School	142	120	-15.5%
Total Unduplicated Students	Monrovia Adult School	1,280	869	-32.1%
	Total	2,899	2,572	-11.3%

The region has a fairly vast amount of workforce programs and services for adults with which consortium members have begun to meaningfully align efforts and leverage resources to better serve the region's adults. The institutions that provide these services are outlined as key partners in the next section.

Key Partners

Partnerships required by Title II WIOA regulations have not only led to a new influx of Title II funds into the region, but have led to an increase of leveraged Title I funds. The four WIOA Title II-funded K-12 members signed an MOU with the Los Angeles County Workforce Development Board and were heavily involved in the planning and plan revision process for the county. Two years Claremont completed a new WIOA Title II RFA, became a new WIOA Title II provider, and earned an additional \$140,000 per year in Title II funds for its adult school and the regional adults. In addition to that success, Monrovia frequently was in contact with LACO WDB upper management in continuous efforts to procure Title I funds for its programs. Last year the school hosted a forum with County Supervisor Kathryn Barger's office that was attended by local WDB stakeholders, regional city council members, and adult education schools. The relationships started in that forum have continued to improve and will be a critical component of this plan.

While members signed with LACO WDB, the consortium also has strong ties to the smaller Foothill Workforce Development Board. Through the effort of Monrovia the consortium also has strong partnerships with five AJCCs in the immediate regional footprint and three other AJCCs located outside

of the region. Monrovia has also utilized another half-dozen AJCCs and the Verdugo WDB in obtaining Title I funding for its students and those partnerships will benefit all CTE providers in the consortium. The partnerships with the County Supervisor's office, LACO WDB, Foothill WDB, and numerous AJCCs led to an increase of \$250,000 in Title I funding for Monrovia. Monrovia is sharing that expertise with the other two CTE providers and because of that, the consortium is projecting to bring in \$550,000 of Title I funds as is noted in Table 2.

In addition to the Workforce Development system, consortium members are serving CalWorks, GAIN, and Department of Rehab clients and receiving funds to do so.

The consortium has a strong network of medical businesses that provide internship and externship opportunities for the students in its CTE Medical programs. Major pharmacies for Pharmacy Tech internships include CVS, Walgreens, and Premier Pharmacy. The consortium has contracts with four skilled nursing facilities for its CNA programs. Numerous medical practices provide externships for Medical Assisting externships. The consortium will be reaching out to all of these partners as well as larger providers like City of Hope and Huntington Hospital to create a meaningful Medical Advisory Board. CCAEC ESL students benefit from a large patchwork of organizations that provide advocacy and naturalization services and offer acculturative experiences. All of these key partners are detailed in Table 1. Regional Service Providers.

Alignment of Services

As was previously mentioned, the primary method of alignment pursued by CCAEC members was the regional plan and revision process for Los Angeles County WDB. Not only did CCAEC member institutions sign the MOU with the county, member administrators took part in numerous forums to give input to the plan. Also, Monrovia is a signatory on the Foothill WDB MOU and this aligned funding efforts for residents in its footprint that want CTE training. These partnerships are a critical component of the Regional Employment Training Plan (RETP) that is addressed in section 2.4

Table 1. Regional Service Providers

Provider Name	Provider Type	Address or location where AE services are provided	Program Areas								If other, provide brief description of services
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ Agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow
Los Angeles County Workforce Development Board	Workforce Board		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
South Bay Workforce Investment Board	Workforce Board	11539 Hawthorne Blvd., #500, Hawthorne 90250	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Foothill WDB	Workforce Board	1207 E. Green St., Pasadena 91106	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Verdugo WDB	Workforce Board	1255 S. Central Avenue, Glendale, 91204	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pomona Valley Comprehensive AJCC	AJCC	264 E. Monterey Ave., Pomona, 91767	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Northeast San Gabriel Valley AJCC	AJCC	2550 W. Main St., Alhambra, 91801	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
East San Gabriel Valley Comprehensive AJCC	AJCC	14101 E. Nelson Ave., La Puente, 91746	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Northeast San Fernando Valley AJCC	AJCC	13420 Van Nuys Blvd., #221 Pacoima, 91331	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rio Hondo Comprehensive AJCC	AJCC	10400 Pioneer Blvd., #9 Santa Fe Springs, 90670	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rancho Dominguez Comprehensive AJCC	AJCC	2909 E. Pacific Commerce Dr., Paramount, 90273	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Veterans AJCC	AJCC	1816 South Figueroa St., Los Angeles, 90015	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Provider Name	Provider Type	Address or location where AE services are provided	Program Areas							If other, provide brief description of services	
			ABE	ASE	ESL	CTE	AWD	WR	PA		ACS
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYX Agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow
East L.A. / West San Gabriel Valley Comprehensive AJCC	AJCC	5301 Whittier Blvd., 2 nd Floor, Los Angeles, 90022	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
San Gabriel Valley GAIN Center	Employment-related services for CalWorks clients	3216 Rosemead Blvd., El Monte, 91713	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Department of Rehab	Services for disabled people	150 S. Los Robles Ave., #300, Pasadena, 91101	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
San Gabriel Valley Economic Partnership	Regional economic data	4900 Rivergrade Rd., B130, Irwindale, CA 91706	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Monrovia Chamber of Commerce	Regional business contacts	620 S. Myrtle Ave., Monrovia, 91016	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides economic input and industry contacts
Premier Pharmacy	Retail pharmacy – internship partner	410 Cloverleaf Dr., Baldwin Park, 91706	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C.V.S. Pharmacy	Retail pharmacy – internship partner	Various addresses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Skilled Nursing Pharmacy	Retail pharmacy – internship partner	16666 E. Johnson Dr., Industry, 91745	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Walgreens Pharmacy	Retail pharmacy – internship partner	Various addresses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Glendora Grand Care, Inc.	Skilled Nursing Facility – internship partner	805 Arrow Hwy., Glendora, 91740	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Gladstone Care and Rehabilitation	Skilled Nursing Facility – internship partner	435 E. Gladstone St., Glendora, 91740	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Provider Name	Provider Type	Address or location where AE services are provided	Program Areas								If other, provide brief description of services
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ Agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow
The Rowland Convalescent Hospital	Skilled Nursing Facility – internship partner	330 W. Rowland St., Glendora, 91723	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Santa Teresita Hospital	Skilled Nursing Facility – internship partner	819 Buena Vista St., Duarte, 91010	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Visiting Angels	Home Care Aide Employer	131 E. Foothill Blvd., Glendora, 91741	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
New Wave Home Care	Home Care Aide Employer	1350 N. Altadena Dr., Suite B, Pasadena, 91107	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Huntington Hospital	Acute hospital	100 W. California Blvd., Pasadena, 91105	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
City of Hope	Acute hospital	1500 E. Duarte Rd., Duarte, 91010	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Industry Advisory Board
Huntington Health Physicians	Medical Offices – Externship	301 Huntington Dr., Suite 320, Arcadia, 91007	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Industry Advisory Board
Sierra Madre Medical Center	Medical Offices – Externship	147 W. Sierra Madre Blvd., Sierra Madre, CA 91024	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Chap Care	Medical Offices – Externship	455 W. Montana St., Pasadena, 91103	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Verdugo Hills Medical Center	Medical Offices – Externship	1818 Verdugo Blvd # 402, Glendale, 91208	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Azusa City Library	Public Library	729 N. Dalton Ave., Azusa 91702	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Monrovia City Library	Public Library	321 S. Myrtle Ave., Monrovia, 91016	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Provider Name	Provider Type	Address or location where AE services are provided	Program Areas								If other, provide brief description of services
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ Agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow
Supervisor Hilda L. Solis	County Supervisor	500 W. Temple St., Los Angeles, CA 90012	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sponsors citizenship info and legal sessions and provides political support
Supervisor Kathryn Barger	County Supervisor	500 W. Temple St., Los Angeles, CA 90012	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides political support and connects consortium to LA County WDBs.
City of Azusa	City government	213 E. Foothill Blvd., Azusa, 91702	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides political support.
City of Monrovia	City government	415 S. Ivy Ave., Monrovia, 91016	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides political support.
City of Claremont	City government	207 Harvard Ave. N., Claremont, 91711	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides political support.
One Justice	Citizenship & Immigration advocate	1055 Wilshire Blvd., Suite 1996, Los Angeles, 90017	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pomona Economic Opportunity Center	Advocate representative	1682 W. Mission Blvd., Pomona, CA 91766	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Central American Resource Center	Citizenship & Immigration Advocate	2845 W. 7th St., Los Angeles, 90005	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Immigration Resource Center of San Gabriel Valley	Advocate	303 W. Colorado Blvd., Monrovia, 91016	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
El Proyecto Del Barrio Clinic	Medical services	150 N. Azusa Ave., Azusa, 91702	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Provider Name	Provider Type	Address or location where AE services are provided	Program Areas								If other, provide brief description of services
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ Agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow
Azusa City Parks & Recreation	Community services	213 E. Foothill Blvd., Azusa, 91702	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dr. Phil Show	Television Show	898 N. Gower St., Los Angeles, 90038	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides free admission for acculturation of students
Azusa USD	Local Educational Institution	546 S. Citrus Ave., Azusa, 91702	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Claremont USD	Local Educational Institution	170 W. San Jose Ave. Claremont, 91711	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Glendora USD	Local Educational Institution	500 N. Loraine Ave. Glendora, 91741	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Monrovia USD	Local Educational Institution	325 E. Huntington Dr., Monrovia, 91016	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Table 2 below shows how the above-discussed partnerships and alignment of services have resulted in significant amount of funds being leveraged to provide additional services for regional adults. For the 2019-20 school year, the consortium is estimating a funding total of \$5,980,079. Of that total, \$1,558,250 are leveraged funds. That amount represents 26% of the consortium funding total. The consortium is excited and proud of its partnership and alignment efforts that have brought in more than 1/4th of the total funding budget.

Table 2. Funding for Adult Education Programs and Services

Source and Type of Funds	Funding Estimates FY 2019-20	Funding Estimates FY 2020-21	Funding Estimates FY 2021-22
State / Federal Funding			
AEP	\$4,421,829	\$4,421,829	\$4,554,484
CalWorks	\$75,000	\$75,000	\$75,000
CCD Apportionment			
WIOA Title II	\$608,250	\$608,250	\$608,250
LCFF / District Funds	\$250,000	\$250,000	\$250,000
Title I / ITA Funds	\$550,000	\$550,000	\$550,000
Perkins			
Corrections			
Other			
CTE Fees	\$75,000	\$75,000	\$75,000

Section 2.3 Community Needs and Customers

CCAEC Current Student Population

The Citrus College Adult Education Consortium serves a footprint that encompasses multiple San Gabriel Valley communities and member institutions enroll students from cities all across and beyond the San Gabriel Valley.

The below tables depict the student population served at each member institution by city. For Azusa, Claremont, and Monrovia, these totals were aggregated from site data management systems (ASAP), and not from the state reporting system (TOPSpro Enterprise). For this plan, the consortium analyzed 2017-18 enrollment data.

Table 5 – Azusa 2017-18 Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
Azusa	592	42.7%
Covina	234	16.9%
Glendora	192	13.9%
La Verne	38	2.7%
San Dimas	64	4.6%
West Covina	42	3.0%
Misc. Other	224	16.2%
TOTAL	1,386	100.0%

Table 6 – Citrus College 2017-18 AEP Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
Azusa	198	36.1%
Glendora	104	18.9%
Covina	55	10.0%
West Covina	38	6.9%
San Dimas	19	3.5%
Duarte	20	3.6%
Monrovia	17	3.1%
La Verne	14	2.6%
Baldwin Park	16	2.9%
Pomona	9	1.6%
Misc. Other	59	10.7%
TOTAL	549	100.0%

Table 7 – Claremont 2017-18 Student Population by City: Total & % of Total

City	Student Population	% of Total
Claremont	342	32.9%
La Verne	52	5.0%
Montclair	89	8.6%
Ontario	41	3.9%
Pomona	246	23.7%
Rancho Cucamonga	41	3.9%
Upland	95	9.2%
Misc. Other	132	12.7%
TOTAL	1,038	100.0%

Table 8 – Glendora 2017-18 Student Population by City: Total & % of Total

City	Student Population	% of Total
Azusa	8	4.0%
Covina	14	7.0%
Glendora	132	66.3%
La Verne	4	2.0%
San Dimas	18	9.0%
Upland	6	3.0%
Misc. Other	17	8.5%
	199	100.0%

Table 9 – Monrovia 2017-18 Student Population by City: Total & % of Total

City	Student Population	% of Total
Arcadia	404	19.49%
Azusa	87	4.20%
Duarte	317	15.29%
Monrovia	614	29.62%
Pasadena, Altadena, Sierra Madre	133	6.42%
Temple City	44	2.12%
Misc. Other Municipalities	474	22.87%
TOTAL	2,073	100.0%

Table 10 – CCAEC Aggregate 2017-18 Student Population by City: Total & % of Total

City	Student Population	% of Total
Azusa	885	16.83%
Monrovia	631	12.00%
Glendora	428	8.14%
Arcadia	410	7.80%
Claremont	345	6.56%
Duarte	337	6.41%
Covina	317	6.03%
Pomona	255	4.85%
Pasadena, Altadena, Sierra Madre	137	2.61%
La Verne	108	2.05%
San Dimas	101	1.92%
Upland	101	1.92%
Montclair	90	1.71%
West Covina	80	1.52%
Temple City	44	0.84%
Ontario	43	0.82%
Rancho Cucamonga	43	0.82%
Misc. Other Municipalities	904	17.19%
TOTAL	5,259	100%

The consortium primarily serves 16 municipalities as listed above. According to Table 10, approximately 17% of the student’s served are outside of those 16 San Gabriel Valley cities. However, a small portion of that 17% would probably fall into the one of those 16 cities. For example, students from Rancho Cucamonga served by Monrovia would have been counted in “Misc. Other Municipalities,” whereas those residents comprise nearly 4% of Claremont student population. However, it is safe to say the majority of that 17% lives outside of the 16 cities served by member institutions demonstrating the wide reach the consortium has across Los Angeles County and even neighboring counties.

Community Profile: The Region We Serve

For planning purposes, CCAEC members focused on two primary population characteristics: English Speaking and No HSD / HSE. The reason for that are obvious as two of the most critical goals of member schools is to help adults learn English and earn a high school diploma or equivalency. Based on the cities from Table 10, below are population characteristics for the region.

Table 11 – Characteristics of All Major Cities Served by CCAEC

City	5 Years & Older Speaks English < "Very Well"	As % of City Population	Residents over 25 & No HSD or HSE	As % of City Population	Total Population
Arcadia	16,926	30.0%	3,396	6.0%	56,364
Azusa	9,258	20.0%	6,094	13.1%	46,361
Claremont	2,563	7.3%	1,344	3.8%	34,926
Covina	6,013	12.6%	4,476	9.4%	47,796
Duarte	4,801	22.5%	2,582	12.1%	21,321
Glendora	4,372	8.7%	3,576	7.1%	50,073
La Verne	1,912	6.2%	1,862	6.0%	31,063
Monrovia	5,197	14.2%	2,999	8.2%	36,590
Montclair	9,440	25.7%	7,041	19.2%	36,664
Ontario	28,643	17.5%	33,795	20.6%	163,924
Pasadena/Altadena	22,828	16.6%	12,770	9.3%	137,122
Pomona	38,478	25.8%	29,012	19.5%	149,058
San Dimas	1,707	5.1%	3,253	9.7%	33,371
Temple City	11,869	33.4%	4,037	11.4%	35,558
Upland	8,602	11.7%	5,192	7.0%	73,732
West Covina	21,038	19.8%	11,268	10.6%	106,098
Total	193,647		132,697		1,060,021

Source – 2017 American Community Survey estimates

Table 11 demonstrates that the 16 major cities served by the consortium have a population of 1.06 million residents. Of those 1.06 million residents, 18.3% of residents over the age of 5 Speak English Less Than "Very Well" and 12.5% of residents over the age of 25 do not have a high school diploma or equivalent.

Of the 16 major cities served by the consortium, 7 of these cities would qualify as “primary” cities served by the members of the consortium. For the purpose of the Three-Year Plan, a “primary” city is one for which students served is greater than 5% of the total student population.

Table 12 – Characteristics of the Seven Primary Cities Served by CCAEC

City	5 Years & Older Speaks English < “Very Well”	As % of City Population	Residents over 25 & No HSD or HSE	As % of City Population	Total Population
Arcadia	16,926	30.0%	3,396	6.0%	56,364
Azusa	9,258	20.0%	6,094	13.1%	46,361
Claremont	2,563	7.3%	1,344	3.8%	34,926
Covina	6,013	12.6%	4,476	9.4%	47,796
Duarte	4,801	22.5%	2,582	12.1%	21,321
Glendora	4,372	8.7%	3,576	7.1%	50,073
Monrovia	5,197	14.2%	2,999	8.2%	36,590
TOTAL	49,130		24,467		293,341

Source – 2017 American Community Survey estimates

The population of the seven primary cities served by the CCAEC is 293,341 and 16.7% of that population over the age of 5 Speak English Less Than “Very Well” and 8.3% of residents over the age of 25 do not have a high school diploma or equivalent.

Description of the Regional Job Market

To better understand the region’s job market, the process of creating a robust, sustainable CCAEC Regional Employment Training Plan (RETP) began with analysis of the 2019 San Gabriel Valley Economic Partnership (SGVEP) Economic Forecast and EDD’s Labor Market Info Division (LMID).

For quite some time, Health Care has by far been the largest employment sector in the San Gabriel Valley. In 2018 just over 100,000 individuals were employed in the industry. Patient Care / Health Care is an important industry for job growth for the region served by CCAEC. As noted in the SGVEP Forecast (pg. 25):

Employment is expected to increase this year and again in 2020. This trend is being driven by demographics (population growth, an aging population, retiring baby boomers, and increased life expectancy), employment growth (health care is a consumer good), and healthcare reform, which has expanded the number of individuals with access to health insurance coverage.

LMID data revealed that from 2017-2027 the region will add 32,675 Medical Assistant (MA) positions, 27,869 Home Care Aides (HCA), and 50,746 Certified Nursing Assistants (CNA). While data shows that HCA and CNA positions offer wages that are less than the California Self-sufficiency Wage, consortium members have seen upward pressure on wages for students in starting positions.

Due to this data, the CCAEC RETP will continue to focus on short-term Health Care programs as mentioned above.

Additional LMID data has informed the continuation of existing CTE programs or creation of new ones in high growth sectors such as construction, transportation, logistics, and security. These programs will be approached from a regional point of view through the CCAEC RETP.

Alignment between Needs and Current Levels

One simple, perhaps less refined way of evaluating needs and levels of educational services provided by the consortium is to compare number of CCAEC students served to regional population characteristics that demonstrate the need for the services. As was discussed earlier in section 2.3, the consortium primarily serves residents in seven San Gabriel cities. Table 13 shows the number of students served by CAEP program compared to the population of those seven primary cities in terms of English speaking and attainment of high school diploma / high school equivalency.

Table 13 – 2017-18 Percent of 7 Primary City Needs Met by CCAEC Members (AEP Outcomes)

City	Total ESL/ABE Students Served by CCAEC	Over 25 that Speaks English < "Very Well" (Approximate)	% of Regional Needs Met	Total HSD/HSE Students Served by CCAEC	Residents over 25 & No HSD or HSE	% of Regional Needs
Azusa	595			190		
Claremont	429			136		
Glendora	61			37		
Monrovia	1,011			285		
Total	2,096	34,343	6.1%	648	24,467	2.6%

When comparing the large number of regional job openings in the CTE programs provided by the consortium and the actual number of adults trained for those jobs, one would find similar-sized gaps. These significantly large gaps inform consortium vision and goals.

Section 2.4 Identifying Goals and Strategies

Citrus College Adult Education Consortium stakeholders believe past planning and implementation efforts have resulted in excellent growth in systems, data utilization, and program innovation. Past CCAEC efforts have the consortium poised for excellent future outcomes.

Member administration believes the consortium is at the launch point for remarkable growth and achievement in CTE program offerings, course execution and job placement. While CTE programmatic efforts have been patchwork, they have been quite successful. The consortium now recognizes how to tap into leveraged resources to serve adult learners and regional industry. Over \$250,000 in annual Title I funds have been added to consortium CTE efforts, and with all three CTE schools registered on the CalJobs ETPL and LA County I-TRAIN website, the consortium conservatively estimates that number will rise to \$550,000. Goal Statements #2 and #3 clearly lay out the actionable path forward to achieve integration of services with industry, workforce boards, and other relevant stakeholders to maximize student training and transition to the workforce.

Consortium work on facilitating student literacy gains has been far-reaching, but there is room for growth. During the 2018-19 school year, CCAEC extensively engaged in aggregating and analyzing literacy gains data in preparing for creation of the Three-Year Plan. In the CCAEC Winter Conference, faculty and stakeholders were able to meet with Neil Kelly of the state office and Jay Wright of TOPSpro Enterprise and have meaningful conversations regarding the CCAEC data as presented in sections 2.3 and 2.4 of this plan and, more critically, regarding consortium performance and persistence data. The consortium has created protocols for TE Coordination meetings and that group of ESL coordinators, faculty, classified staff, and administration has made tremendous strides in addressing data integrity issues and sharing best practices. This group also played a central role in devising Goal Statement #1 in this plan.

There is one area of significant growth for the coming three years. For a variety of reasons, consortium efforts at postsecondary transition have not been as successful as members would like. Member administration has been working diligently to correct that. Member administration has strategized about best ways to address the situation, looked at state-wide best practices, committed resources to efficiently engage in the solution, is establishing protocols to monitor performance, and has created a plan accordingly. Goal Statement #4 is a culmination of that process and is presented as a way forward to maximize student transition to postsecondary.

Figure 1. Logic Model

Goal Statement #1: Increase Persistence and Performance for all CCAEC Students

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long Term Outcomes / Impact
<p><i>In order to complete our set of activities we will need the following:</i></p>	<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i></p>	<p><i>We expect that, if accomplished, these activities will lead to the following changes in the next year:</i></p>	<p><i>We expect that, if accomplished, these activities will lead to the following changes in 1-3 years:</i></p>	<p><i>We expect that if accomplished, these activities will lead to the following changes in the 3-5 years:</i></p>
<ol style="list-style-type: none"> 1. Reliable aggregated performance and persistence data (as defined by state) for each member and the consortium as a whole. 2. Participation from critical stakeholders: ESL coordinators, faculty, administration, and students. 3. Sufficient staff with expertise to create actionable plans and implement activities. 4. Financial resources for staff and meetings. 5. Sufficient external technical assistance to support staff in plan creation and implementation. 	<ol style="list-style-type: none"> 1. To maximize student persistence, create uniform CCAEC student entry and exit requirements and allow sites flexibility to implement the requirements: <ol style="list-style-type: none"> a. ESL Orientation b. ASE/ABE Orientation c. Classroom/site exit “check-ins” d. Exit survey 2. To maximize student performance, create and implement a Professional Development plan at site and consortium level. 3. Continuously monitor efforts and data with TE Coordinators meetings. 	<ol style="list-style-type: none"> 1. Orientation procedures at the site level. 2. Evidence of orientations. 3. “Check-in” procedures formalized at the site level. 4. Existence of Exit Survey and data from it. 5. Calendar of TE Coordination meetings. 6. Site and consortium PD plans. 7. Evidence of PD meetings (agendas, conference breakout sessions, etc.) 8. Survey data from professional development participants. 9. TE Coordination agendas and evidence of actionable items completed. 	<ol style="list-style-type: none"> 1. By the end of the 2019-20 school year, consortium persistence will increase from 61% to 65%. 2. By the end of the 2019-20 school year, consortium student performance will increase from 35% to 40%. 	<ol style="list-style-type: none"> 1. By the end of the 2021-22 school year, consortium persistence will be 70%. 2. By the end of the 2021-22 school year, consortium student performance will be 50%. 	<ol style="list-style-type: none"> 1. Beyond the 2021-22 school year consortium persistence will be at 75% or higher. 2. Beyond the 2021-22 school year, consortium student performance will be at 55% or higher.

Assumptions	External Factors
<ol style="list-style-type: none"> 1. While requirements are consortium-wide, institutional autonomy is a core value for CCAEC: orientation, check-in, and exit procedures will be flexibly implemented at the member level. 2. PD at the two consortium conferences per year will align with persistence and performance goals for the consortium. 	<ol style="list-style-type: none"> 1. K-12 population is more migratory and in flux. This transitional nature means inherent barriers to tackling persistence exist.

Goal Statement #2: Create and Implement Regional Employment Training Plan (RETP) to increase leverage funds and serve industry

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long Term Outcomes / Impact
<p><i>In order to complete our set of activities we will need the following:</i></p>	<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i></p>	<p><i>We expect that, if accomplished, these activities will lead to the following changes in the next year:</i></p>	<p><i>We expect that, if accomplished, these activities will lead to the following changes in 1-3 years:</i></p>	<p><i>We expect that if accomplished, these activities will lead to the following changes in the 3-5 years:</i></p>
<ol style="list-style-type: none"> 1. Reliable data to inform and drive process. 2. Participation from critical stakeholders: industry, WDBs, AJCCs, students, and faculty. 3. Sufficient staff with expertise to create and implement RETP. 4. Financial resources for staff and meetings. 5. Sufficient external technical assistance to support staff in program creation and implementation. 	<ol style="list-style-type: none"> 1. Data-driven planning sessions with stakeholders to be completed by October 1, 2019: <ol style="list-style-type: none"> a. Data would include input from Advisory Boards. b. Sectors and programs strategically located at schools across the consortium. c. Budgets for new program would include personnel and capital expenditures. d. Identified cohort funding from AJCCs or county. 2. Plan implementation and monitoring: <ol style="list-style-type: none"> a. Continuous collection of current CTE student enrollment. b. Job placement data. 	<ol style="list-style-type: none"> 1. The Regional Employment Training Plan would be on consortium website and made available to all stakeholders. 2. Quarterly consortium-wide data reports monitoring current CTE enrollment. 3. Annual job placement reports that are more detailed than CAEP Outcome data (e.g. outcomes by CTE program, ESL, etc.). 	<ol style="list-style-type: none"> 1. By the end of the 2019-20 school year, consortium-wide CTE enrollment will increase 10% from current levels. 2. By the end of the 2019-20 school year, the number of consortium-wide CTE job placements will increase 10% from current levels. 	<ol style="list-style-type: none"> 1. By the end of the 2021-22 school year, consortium-wide CTE enrollment will increase 15% from 2018-19 levels. 2. By the end of the 2019-20 school year, the number of consortium-wide CTE job placements will increase 15% from 2018-19 levels. 	<ol style="list-style-type: none"> 1. Beyond the 2021-22 school year, consortium-wide CTE enrollment will increase 25% from 2018-19 levels. 2. Beyond the 2021-22 school year, the number of consortium-wide CTE job placements will increase 25% from 2018-19 levels.

Assumptions	External Factors
1. CTE members must be flexible and collaborative as planning sessions could lead to some difficult conversations.	1. AJCC Title I ITA funding ebbs and flows and can cause significant disruption in providing CTE services to adults.

Goal Statement #3: Create, Implement and Fully Utilize CTE Regional Advisory Boards

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long Term Outcomes / Impact
<i>In order to complete our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that, if accomplished, these activities will lead to the following changes in the next year:</i>	<i>We expect that, if accomplished, these activities will lead to the following changes in 1-3 years:</i>	<i>We expect that if accomplished, these activities will lead to the following changes in the 3-5 years:</i>
<ol style="list-style-type: none"> 1. Reliable data to inform and drive process. 2. Participation from critical stakeholders: industry, job developers, marketers, faculty, and administration. 3. Sufficient staff with expertise to administer to Advisory Boards. 4. Financial resources for staff and Advisory Board meetings. 5. Sufficient external technical assistance to support Boards. 	<ol style="list-style-type: none"> 1. Create structure of each industry's Advisory Board and the format of quarterly meetings by 7/15/19. 2. Create list of potential members from industry by 7/31/19. 3. Contact potential members and form Boards by 9/15/19. 4. Calendar Advisory Board meetings by 10/1/19. 5. Hold first Board meeting by mid-October 2019 	<ol style="list-style-type: none"> 1. Formation of Boards and codified structure for Board meetings. 2. Calendar of Advisory Board meetings. 3. Agendas and sign-in sheets from Board meetings. 4. Letters of employment needs for consortium to utilize in planning. 	<ol style="list-style-type: none"> 1. By the end of the 2019-20 school year, the consortium will place 30 students in regional jobs as a direct result of Advisory Board meetings. 	<ol style="list-style-type: none"> 1. By the end of the 2021-22 school year, the consortium will be placing 60 students annually in regional jobs as a direct result of Advisory Board meetings. 	<ol style="list-style-type: none"> 1. Beyond the 2021-22 school year, the consortium will be placing 100 students annually in regional jobs as a direct result of Advisory Board meetings.

Assumptions	External Factors
<ol style="list-style-type: none"> 1. Pursuing this collectively is far more effective than pursuing it individually. 2. Board structure will be meaningful, so industry will see the benefit in participating. 	<ol style="list-style-type: none"> 1. Industry is very busy and may be resistant.

Goal Statement #4: Improve CCAEC Student Transition to Postsecondary Institutions

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long Term Outcomes / Impact
<i>In order to complete our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that, if accomplished, these activities will lead to the following changes in the next year:</i>	<i>We expect that, if accomplished, these activities will lead to the following changes in 1-3 years:</i>	<i>We expect that if accomplished, these activities will lead to the following changes in the 3-5 years:</i>
<ol style="list-style-type: none"> 1. Reliable data to inform and drive process. 2. Reliable information regarding transition best practices and transition specialist's job descriptions. 3. Sufficient staff to implement Transition Plan and financial resources to pay for the staff. 4. CCD support in providing transition credit classes. 5. Transportation to local community college. 	<ol style="list-style-type: none"> 1. Create Job Description for Transition Specialist and job performance rubric based on student outcomes. 2. Strengthen community college partnership. 3. Create Counseling 160 classes on K-12 school campuses. 4. Set-up protocols for identifying potential enrollees to the class and target efforts those students. 5. Program course into member master schedules 	<ol style="list-style-type: none"> 1. Transition Specialist is hired. 2. Transition Specialist performance and engagement reports address the job description rubric. 3. Counseling 160 is on each school's Master Schedule. 4. Marketing collateral for Citrus College and K-12 schools will advertise course. 5. Communication collateral (emails, board meeting agendas and minutes, etc.) will demonstrate increased connection with Citrus College. 	<ol style="list-style-type: none"> 1. By the end of the 2019-20 school year, the number of student transitions to postsecondary institutions consortium-wide will increase 30% from current levels. 	<ol style="list-style-type: none"> 1. By the end of the 2021-22 school year, the number of student transitions to postsecondary institutions consortium-wide will increase 50% from 2018-19 levels. 	<ol style="list-style-type: none"> 1. Beyond the 2021-22 school year, the number of student transitions to postsecondary institutions consortium-wide will remain 75% from 2018-19 levels.

Assumptions	External Factors
<ol style="list-style-type: none"> 1. Success and continued pursuit of a Transition Specialist model must be informed by attainment of specific metrics. 	<ol style="list-style-type: none"> 1. K-12 members need increased stability in CCD partnership.

Table 3. Progress Indicators

Provide three to five SMART (Specific, Measurable, Attainable, Realistic, Time-Sensitive) objectives by which your consortium will assess progress and impact by the next three year cycle. These objectives should map directly to CCAEC Logic Models activities, outputs and / or outcomes, as these will be a driving factor for annual plans throughout the funding period.

1. By the end of the 2021-22 school year, consortium-wide student persistence will be 70% or higher and consortium student performance will be 50% or higher.
2. By the end of the 2021-22 school year, consortium-wide CTE enrollment will increase 15% and the number of consortium-wide CTE job placements will increase 15% as measured from 2018-19 levels.
3. Beyond the 2021-22 school year, the consortium will be placing 100 students annually in regional jobs as a direct result of Advisory Board meetings.
4. Beyond the 2021-22 school year, the number of student transitions to postsecondary institutions consortium-wide will remain 75% from 2018-19 levels.

Section 2.5 Piloting and Implementation

Based on this plan and the Goal Statements therein, the consortium is focusing on piloting two new strategies: Industry Advisory Boards and a Transition Specialist

Piloting Advisory Boards and Measuring their Success

While industry advisory boards are certainly not a new strategy, CCAEC members have only just reached the level in CTE program development where an Advisory Board can be properly utilized.

Advisory Boards play an important role in keeping education current on important, new industry developments and CCAEC Boards will certainly have that function. However, the most critical role of the CCAEC Boards will be to provide hiring projections. Having a number of industry representatives discussing hiring goals and projections does more than help CCAEC member plan for the future. Getting written evidence of these projections in the form of a letter from a company can be used to leverage county Title I funds for students entering consortium CTE programs without having to deal with a large part of the barriers inherent in the Workforce and AJCC system.

Measuring the success of this pilot would include analysis of the following items:

- The breadth and depth of Advisory Board membership
- The amount of Title I funds procured from Board member involvement
- The number of consortium trainees who gain employment as a result of training and shared best practices from industry participants.

Piloting a Transition Specialist Model and Measuring that Success

Again this strategy is not new. Many CAEP consortia are using some type of Transition Specialist to fortify transition to postsecondary. CCAEC efforts to improve transitions have been operating in fits and spurts. With recent administration commitment to fix the issue, now the consortium has the advantage of seeing what elements have been a part of a successful transition program.

Measuring the success of this pilot would include analysis of the following items:

- Evidence of community college tour
- Enrollment in the Counseling 160 class
- Number of college applications completed, including FAFSA completions
- Monthly report of student interactions and student follow-up
- Increased number of transitions