

06 Partnership for Adult Academic and Career Education

Plans & Goals - Consortium Approved

Executive Summary

The 2019-2020 PAACE allocations and annual activities are consistent with the resource allocations provided in prior years. The PAACE consortium members have continued to provide equal portions plus COLA to all participating and active members. PAACE members have continued to embrace a collaborative and student-centered approach to the needs of the region. Last program year, accomplishments included a variety of new and expanded programs initiated by each member. This includes Norwalk-La Mirada Adult School expanding child care professions program to include internships and adding language support classes to career training programs. Additionally, Bellflower Alternative Education expanded adult course offerings within the consortium. ABC Adult School expanded the IET/ESL Program to include Administrative Assistant, Medical Assistant, Pharmacy Tech, and Accounting, developed a dental career pathway program, an LVN program with Pacific College, expanded the CTE test prep classes and short term CTE certificate program in collaboration with the GMEC, established an MOU with the Grove to expand Adults with Disabilities programs, established new articulations with the Pacific College and Cypress College for Medical programs and Administrative Assistant programs, complete a 4-year degree at ABC Adult School, offered new career training classes at Artesia Community Support Center, added 3 New HiSET prep classes in Math, expanded evening classes for the K12 success program at Gonsalves Elementary, expanded JOB (Join Our Business) Day with Artesia and Cerritos Chamber of Commerce, and expanded externship opportunities for all 12 Career Pathways. Furthermore, Cerritos College has established a CTE Energy Certificate in collaboration with the California Conservation Corps, developed a new OSHA class, redesigned its high school equivalency program, and offers a new noncredit introductory automotive course that feeds directly into credit auto certificate programs. The member accomplishments have been successful, diverse, and many. As a consortium, PAACE is especially proud of their work with transitioning adult learners to the college noncredit and credit programs. There is now an established and expert team of Cerritos College PAACE employees that regularly visit member adult schools to outreach to the students attending adult school courses. There also exists an ongoing effort to facilitate matriculation to the college, provide all services including application support, registration, financial aid, counseling and program referrals, and track the students throughout their journey at the college. In addition, PAACE has taken the college to the adult schools and is currently offering credit “bridge” courses at various adult schools. Students are guided through the entire college process to successfully enroll in the credit course. By far the most innovative activity is the Cerritos College Complete program which has extended the 2-years of free tuition to all student in the PAACE consortium that have successfully passed their high school diploma or high school equivalency. These activities will continue and be further developed in the next year. A geographic and demographic scan of the PAACE consortium’s regional characteristics has shown that in the consortium’s diverse population of 438,000 people, there is an intensive need for Adult Education Program services. These services include Adult Basic and Secondary Education (literacy and high school diploma/GED), English as a Second Language, and Short-Term Career and Technical Education leading to placement in occupations that surpass living wages. In particular, sections in Downey and Bellflower were identified as high need. Given the population of adult learners, the data determined that the services provided fell below the amount of services provided throughout other city areas in the PAACE region. In the upcoming year, further study and efforts in activities will be geared toward addressing the needs in these regional city areas that have been identified with gaps in services.

Regional Planning Overview

Members of the PAACE consortium have identified five focus points to be implemented throughout the upcoming years and have outlined activities in the 3-year plan. First, integrating and aligning shared data processes to ensure confidence in data collection and accurate student data. Second, conduct targeted marketing of ESL and ABE/ASE needs within PAACE sub-regions based on where the greatest proportion of potential adult students reside. Third, create new transitions for adult students through California College Promise. Fourth, continue to build on a close relationship with SELACO WDB to maximize adult student outcomes in industry-certified programs and job placement in priority industry sectors that align with students’ chosen career technical path. Lastly, within the Bellflower Unified School District, which has the lowest percent of adult residents in PAACE with an Associate’s degree, the consortium will develop a formal plan for postsecondary and/or careers for adult reentry students.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Alignment among consortium members is critical in order to effectively meet the needs of adult learners in the region. Similar planning tools are not being used among PAACE consortium members during the intake process with students.

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

Multiple meetings, planning activities, and working sessions, all members reviewed and analyzed their individual school intake processes and the data acquired via this process. In preparing the 3 year plan, data had also revealed that there were gaps in how services were provided and captured across consortium member systems. Through conversation with PAACE consortium members, it was apparent that planning tools and intake processes being used varied across the consortium. Similar terminology and methods were not aligned throughout the consortium, therefore not being consistent among consortium members.

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

To align information across the consortium, an intake meeting will take place with the consortium members and their data collection personnel. This conversation will facilitate the aligning of the intake process across the consortium. A set plan for topics to be addressed, timeline with benchmarks for completion of objectives, number of meetings needed, outcomes for the meeting, and recommendations to implement for better alignment. As a result, planning tools and intake processes among consortium agencies will become aligned in order to improve information shared with students regarding college and career exploration.

Regional Need #2

Gaps in Service / Regional Needs

Data systems across PAACE agencies are not aligned to ensure quality data in decision-making, understanding, and acknowledgement of program needs across the region.

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

Through working leadership meetings and dialog among PAACE consortium members, it was apparent that data systems across the consortium are not consistent. In preparing the 3 year plan, a specific focus and request was made when analyzing regional needs and data. The plan revealed that there were gaps in how services were provided and captured across consortium member systems. A data meeting will take place with the consortium members and CASAS personnel. This conversation will facilitate the aligning of data across the consortium.

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

To align data across the consortium, a CASAS data meeting will take place with the consortium members and CASAS data personnel. Meeting objectives, frequency, timeline, and outcomes will be presented at the kick-off meeting. An established system to continuously review CASAS data and the regional impact will be developed. This established process will facilitate the aligning of the data collection across the consortium. As a result, consortium members will have an aligned data system that will allow agencies to have a better understanding of gaps in data collection. Additionally, data quality and procedures will be developed and implemented.

Regional Need #3

Gaps in Service / Regional Needs

It is not apparent that the PAACE consortium has developed specific programs and/or services that directly impact the gaps that exist in our region. Available information is anecdotal and successful at the member district level. A current process is not in place to discuss program and/or training gaps of the region as a consortium. Consequently, no process has been discussed to avoid duplicating programs and services offered in the consortium and be effective in program development.

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

Gaps were identified through the 3-year planning process as regional data was analyzed for the city populations as a whole. Industry sectors were known but not with any specificity was the region responding to the education and training needs. Through the support of the consortium consultant, data was acquired to facilitate the identification of the specific city areas

and gaps therein. Currently, the consortium members do not a process in place to avoid program and services duplication as well as meeting the most critical needs of the region.

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

A PAACE leadership meeting will be dedicated to establishing an understanding and process by which the consortium will discuss and inform all consortium members of any new program and services the member wishes to implement at their member site. This will allow for information to be shared across the consortium, identify similar programs and services offered at other member sites, build on best practices, and avoid duplication. This process will include continuous information be available from regional industry and the immediate and specific needs to address. Outcomes will include documented meeting agenda, minutes, and report out to PAACE regional meeting and constituents

Gaps In Service

New Strategies

Strategy #1

In addition to aligning the planning tools and data systems across the consortium to improve student knowledge of academic and career offerings, the consortium will also increase marketing across agencies. This will increase knowledge of program offered in the consortium and ultimately increase the number of adult learners enrolling in consortium programs. The consortium will assess the marketing strategies being used across agencies to ensure effectiveness.

Seamless Transitions

New Strategies

Strategy #1

In order to create a seamless transition into the workforce, the consortium will provide trainings on SELACO Workforce Development Board (WDB) CalJOBS system. Consequently, students will be more knowledgeable of academic and career options that align with their interests and related with the programs offered in the consortium.

Student Acceleration

New Strategies

Strategy #1

Through the California College Promise, a new and enhanced transition for adult students will occur. Adult Learners that have successfully completed their High School diploma or equivalency at member institutions will be afforded the opportunity to participate in the college tuition free, 2-year program at Cerritos College. Students will be guided through the matriculation process and tracked throughout their transition so that they are fully supported and successful.

Strategy #2

Cerritos College courses will be extended to adult school consortium member sites in a program that brings the college to the community. These programs will serve as “bridge” credit courses that will facilitate student’s transition to their local community college. Already identified are credit ESL courses that are fully aligned and will serve as upper level continuation courses for the adult learner. The Cerritos College ESL credit courses are also articulated with the college level English courses and serve to directly progress students into the college level English course. The consortium will guide ESL students into college courses in order to help further advancement toward career goals. In order to ensure success, the consortium will

track a cohort of ESL students at Downey Adult School as they enroll in the College Promise program. Downey Adult School students will serve as a pilot and given the high need and service gap is a targeted site for this transition program. Students who meet the program qualifications will be tracked as they work towards completing postsecondary work, entering or reentering the workforce.

Professional Development

New Strategies

Strategy #1

In order to ensure that alignment in data management is occurring throughout the consortium, faculty and staff will attend professional development workshops and conferences. Additionally, professional development days at each member site will be open to all members of the consortium.

Leveraging Resources

New Strategies

Strategy #1

The PAACE consortium will build on a close relationship with SELACO WDB in order to maximize adult student outcomes. Specifically, these outcomes will be in industry-certified programs and job placement in priority industry sectors that align with students' chosen career technical paths. PAACE will implement new career technical programs, pre-apprenticeships and industry certification for adult students that align with high priority regional sectors as there is a significant need for short-term career technical programs for adult residents across the consortium.

Fiscal Management

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

The PAACE consortium has consistently allocated funds based on members needs and have voted by majority to distribute resources. Goals and activities for the first year have been discussed and identified. The resources attached to the PAACE goals and activities are representative of the needs, programs and services available and distributed. In addition, to enhance student programs and improve student achievement within the region, consortium agencies are committed to leveraging resources. The sources of funding include CAEP, CalWORKS, Perkins V funds, and WIOA II, with total funding projected at approximately \$50M for the 2019 - 2022 planning cycle.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2019-20.

On a yearly basis, the members will discuss the carry-over funds and decide how to effectively use those funds. A contingency plan will be created and used on a priority list created by consortium members. This list can include but not limited to technology and professional development days for faculty and staff for all members. Should any consortium member not be able to spend any carry-over funds after a designated and agreed upon deadline, then PAACE members will bring this forward at a leadership meeting, discuss contingency plans, and vote on how to redistribute and expend the available funds.

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