

# 06 Partnership for Adult Academic and Career Education

## Plans & Goals

### Executive Summary

PAACE agencies Cerritos College, Norwalk-La Mirada Unified School District, Downey Unified School District, ABC Unified School District, and Bellflower Unified School District have worked in collaboration to deploy the needed educational and social-emotional resources to students in order to offer students continued educational growth and sustainment. As we Collectively, the Partnership for Adult Academic and Career Education Consortium served 13,828, students, during the 2019-20 school year. The total population in the region as reported by AEP Launch Board data is 334,524. Greater than 70% of the region's population are identified as English Language Learners. The languages spoken in the region are: Spanish 72.9%, Tagalog 6.3%, Korean 5.5%, 2.0% Chinese, 1.3% Vietnamese, 1.1% Khmer, 1.1% Filipino, 1.0% Mandarin, 0.9% Arabic, and 0.8% Hindi. The demographic breakdown within the region is as follows: 56% Hispanic, 20% White, 17% Asian, 5% African American, and 2% Other. The economy within the region is stable and unemployment numbers throughout the region remain low. The PAACE Consortium has partnered with the Southeast Los Angeles County Workforce Development Board (SELACO), in order to provide workforce services and customized educational cohorts to adults within the region. The PAACE consortium data team, member adult schools, and partners converged to examine student data. Examining data and student outcomes have led to developing a three-year plan focused on priorities for the 2022-2025 academic years. The Annual Plan in alignment with the Three-Year Plan will focus on the following regional needs/goals:

Regional Need #1: Continue to expand seamless transitions to post-secondary education. Metrics: Cerritos Complete Enrollment Numbers

Regional Need #2: Improve program awareness through the use of targeted marketing of ESL programs throughout the consortium's region. Metrics increased ESL Enrollment

Regional Need #3: Improve student success and retention, evidenced by CASA's benchmark data, student educational attainment gains

Regional Need #4: The need for a comprehensive software program that can capture student data from multiple aspects

Through collaboration the PAACE leadership team examined the areas of strength and opportunities for continued growth that are most impactful to our student community and identified the areas of regional focus listed above

### Long Term Goals - 3 Years:

1. PAACE will increase technology related training throughout the region by 3%
2. PAACE will increase Post-Secondary transitions for students by 3%
3. PAACE will increase student retention and attainment levels by 3%

Metrics will include:

1. TOPSPRO and CASA's Reports (Data Integrity Reports, CASA's student data)
2. Student Enrollment Information
3. LaunchBoard data
4. Student Surveys
5. Program Area Hours reports

Outcomes have been evaluated based on Key Indicators of Progress including:

Enrollment levels, High School Diploma or Equivalency, CTE Credential, Short-term Certificate of Completion, Post-Secondary Credentials, Employment Gains Transitions to Post-Secondary. The Three-Year Plan and the analysis of data over the past three years dictate the PAACE Consortium's activities and determine where the resources for students will be deployed in order to

achieve the most beneficial outcomes for students. The PAACE Consortium carefully aligned its Annual Plan and Three-Year Plan by reviewing student demographics and the cities where its students reside in order to identify areas that require resources and where gaps in services could be eliminated. The identified gaps in services will inform the delivery of instructional services, where the focus of professional development needs to be aimed, and areas of support for students; in addition to all consortium decision-making processes.

### **Regional Planning Overview**

PAACE will continue to review Enrollment levels, High School Diploma or Equivalency, CTE Credential, or Short-term Certificate of Completion, Post-Secondary Credentials, Employment Gains Transitions to Post-Secondary. The Three-Year Plan and the analysis of data over the past three years dictates the PAACE Consortium's activities and determines where the resources for students will be deployed in order to achieve the most beneficial outcomes for students. The PAACE Consortium carefully aligned its Annual Plan and Three-Year Plan by reviewing student demographics and the cities where its students reside in order to identify areas that require resources and where gaps in services could be eliminated. The identified gaps in services will inform the delivery of instructional services, where the focus of professional development needs to be aimed, and areas of support for students; in addition to all consortium decision making processes.

#### **Regional Alignment and Priorities**

A primary source of guidance in examining the priorities within the region includes guidance from the Southeast Los Angeles County Workforce Development Board (SELACO). The PAACE Consortium works very closely with the Workforce Development Board and closely aligned the Three-Year plan with the SELACO Local Plan and MOU in order to align work force services with the needs of students in the region. The PAACE Consortium has partnered with SELACO in order to reduce barriers to employment and to leverage resources for students within the region. PAACE and SELACO have collaborated in offering both ESL and CTE courses to students in the region with the goal of strategically fulfilling an identified employer need that is rooted in education. PAACE and SELACO have also joined forces to provide instructional services that meet the needs of the student community within the region. The services provided for students include ESL, Literacy, High School Equivalency, High School Diploma. PAACE Members ABC Adult School, Bellflower Adult Re-entry Services, Cerritos College, Downey Adult School and Norwalk La Mirada Adult School collaborate with SELACO to create a monthly calendar of events and services that are available for the PAACE region community at large. Additionally, the goals of PAACE and SELACO intersect in the following categories: Enhanced use of technology for instruction. The use of data to improve the delivery and coordination of services. The implementation of industry related career pathways that provide students with access to high wage high demand career opportunities. The collaboration between business and industry in order to closely connect training opportunities with the needs of industry. The use of labor market data to inform the expansion of CTE programs. Provide underserved student populations with increased access to industry. Improve access to services through the use of collocated SELACO services on PAACE member campuses.

## **Meeting Regional Needs**

### **Regional Need #1**

#### **Gaps in Service / Regional Needs**

Within the PAACE service region there is an increasing number of students who speak languages other than English. The languages spoken in the region are: Spanish 72.9%, Tagalog 6.3%, Korean 5.5%, 2.0% Chinese, 1.3% Vietnamese, 1.1% Khmer, 1.1% Filipino, 1.0% Mandarin, 0.9% Arabic, and 0.8% Hindi. Our efforts to serve students in need of ESL services will be

expanded throughout the region, as the demographics bear out that more outreach and services could be done to support students.

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

PAACE reviewed past enrollment data and analyzed the numbers of students who transitioned from ASE or GED programs to the Cerritos Complete Promise program and realized that additional outreach needed to be conducted within the region in order to increase greater student awareness and transition numbers for students so that students of all demographics can be included in and benefit from the Cerritos Complete College Promise Program. PAACE Consortium members annually review the regional population data to identify how to appropriately serve our communities and address any identified gaps in services or local needs within the region. As a consortium, each member institution evaluates the effectiveness of the ESL, HSD//HSE, Citizenship, and Short-Term CTE programs and the Consortium as a whole examines the need for adjustments in programs in order to optimally deliver services.

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

Effectiveness of programs will be measured through the use of the following metrics:

TOPSPRO Data Reports, Student Enrollment Information and Launch-board Data, we will also track student transfer information for students enrolled in partner adult schools who transfer to Cerritos College

## **Regional Need #2**

### **Gaps in Service / Regional Needs**

Due to the increasing number of languages spoken within the PAACE region there is a need to promote greater awareness of the English as a Second Language course offerings that are available for students.

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

PAACE reviewed and compared enrollment numbers and student demographic information within the region and found that additional English as a Second Language services needed to be offered to our expanding language student population and that more can be done to assist existing students in reaching their goals. Benchmark student data was reviewed and a determination was made that more could be done to serve students English as a Second Language students within the region with the goal of supporting their English skills and increasing student transition rates.

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

The effectiveness of our efforts will be evidenced by student demographic information, benchmark data and student transfer data

## **Improve Effectiveness of Services**

### **2022-23 Strategies**

#### **Strategy Name**

ESL Student Retention

#### **Activity that Applies to this Strategy**

Increase student retention & attainment levels

#### **Metrics that Apply to this Activity/Strategy**

- Student Barriers: English Language Learner (AE 305 - Overall)

#### **Strategy Description**

PAACE and its partners will promote awareness of the ESL programs throughout the region at community events, school assemblies and with agencies such as South East Los Angeles County (SELACO) Workforce Development Board. Special attention will be given to marketing materials such as flyers and signs that appeal to the languages spoken within the region.

PAACE will expand its efforts in growing ESL programs throughout the region, by focusing on collaborating with partner adult schools to offer ESL classes designed to support language acquisition and transition to Post-Secondary courses, with a goal of increasing ESL enrollment by 3% over the next three years.

PAACE will continue to partner with Cerritos College and the Cerritos Complete Program

PAACE Consortium Partners will promote student success stories on the PAACE Website and on their respective school websites

## Address Educational Needs

### 2022-23 Strategies

#### Strategy Name

Improve student success and retention as evidenced by CASA's Benchmark data, student attainment

#### Activity that Applies to this Strategy

Increase student retention & attainment levels

#### Metrics that Apply to this Activity/Strategy

- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

#### Strategy Description

PAACE Professional Development will be offered to Faculty and Staff to enhance instruction and in the use of TOPS Pro Enterprise and CASA's Assessment and Technology Platforms such as Canvas with a goal of 3% in faculty and staff participation. PAACE will demonstrate progress toward the accomplishment of this need through the following measures:

Increased student recruitment activities for all ESL, ABE, GED, ASE programs

Tracking student benchmarks and level progression

Student attendance tracking

PAACE Partners will collaborate and share professional development opportunities within the region

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#### Strategy Name

Promote awareness of PAACE and establish community partnerships to increase enrollment

#### Activity that Applies to this Strategy

Promote awareness of PAACE & leverage partnerships

#### Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)

**Strategy Description**

In addition to the identified Regional Needs, the PAACE consortium and its partners will focus on collaborative strategies to increase the effectiveness of services and the way in which they are delivered throughout the region. The PAACE Consortium will focus on continued collaboration with the Southeast Los Angeles Workforce Development Board (SELACO), in order to pursue and expand opportunities to work with partner agencies and community organizations with the goal of providing language employment skills both on adult school campuses and at offsite locations within the community.

**Improve Integration of Services & Transitions****2022-23 Strategies****Strategy Name**

Increase Post Secondary Transitions

**Activity that Applies to this Strategy**

Increase Post-Secondary Transition

**Metrics that Apply to this Activity/Strategy**

- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

**Strategy Description**

PAACE will increase outreach efforts regionally to promote awareness of and enrollment in the Cerritos Complete (2-year College Promise Program), with a goal of increasing regional enrollment by 3% over the next three years. Metrics: Cerritos Complete Interest Forms, Cerritos Complete Enrollment Numbers, All PAACE Partners will promote the Cerritos Complete Program on their campuses

PAACE will promote English and Math Support classes for transitioning students

PAACE will promote and expand existing pathways

Strategies:

Broaden awareness of programs among students and staff

Continue Partnership with Cerritos Complete

Leverage partnership with Southeast Los Angeles Workforce Development Board SELACO

**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 Annual Plan have been discussed and identified. The resources attached to the PAACE goals and activities are representative of the needs, programs and resources available to serve students. The PAACE consortium continues to enhance student programs and improve student achievement within the region, the consortium members and

partner agencies are committed to leveraging resources for students. The sources of funding include CAEP, CalWORKs, Perkins V funds, and WIOA II.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2022-23.**

On an annual basis, the members of the consortium will discuss the carry-over funds and decide how to effectively utilize those funds. A contingency plan will be created and used on a priority basis as identified by consortium members. This list can include but will not be 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.

## Certification

### ABC Unified - Member Representative

**Nancy Amara**

Principal

[nancy.amara@abcusd.us](mailto:nancy.amara@abcusd.us)

(562) 229-7960 ext: 25011

**Bhavana Rajnekar**

Accounting Technician

[bhavana.rajnekar@abcusd.us](mailto:bhavana.rajnekar@abcusd.us)

(562) 229-7960 ext: 25012

Approved by Nancy Amara

09/14/2022 04:29 PM PDT

### Bellflower Unified - Member Representative

**Antoinette Valentine**

[antoinettevalentine@busd.k12.ca.us](mailto:antoinettevalentine@busd.k12.ca.us)

(562) 356-9904 ext: 7491

Approved by Antoinette Valentine

09/14/2022 04:07 PM PDT

### Cerritos CCD - Member Representative

**Graciela Vasquez**

Associate Dean, Adult Education & Diversity Programs

[gvasquez@cerritos.edu](mailto:gvasquez@cerritos.edu)

(562) 860-2451 ext: 2490

**Tracy Chau**

Budget Technician

[tchau@cerritos.edu](mailto:tchau@cerritos.edu)

(562) 860-2451 ext: 2268

**Laura Martinez**[lmartinez@cerritos.edu](mailto:lmartinez@cerritos.edu)**Sherryl Carter**

Manager PAACE Program

[scarter@cerritos.edu](mailto:scarter@cerritos.edu)

(562) 860-2451

Approved by Dr. Sherryl Carter

09/14/2022 03:04 PM PDT

**Downey Unified - Member Representative****Blanca Rochin**

Principal

[brochin@dusd.net](mailto:brochin@dusd.net)

(562) 940-6201

Approved by Blanca Rochin

09/14/2022 03:46 PM PDT

**Norwalk-La Mirada Unified - Member Representative****Mindy Chung**[mchung@nlmusd.k12.ca.us](mailto:mchung@nlmusd.k12.ca.us)

(562) 210-3990 ext: 614101

**Theresa Rubio**

Financial Analyst

[trubio@nlmusd.k12.ca.us](mailto:trubio@nlmusd.k12.ca.us)**Travis Crow**[tcrow@nlmusd.k12.ca.us](mailto:tcrow@nlmusd.k12.ca.us)

(562) 210-3990 ext: 614008

Approved by Mindy Chung

09/15/2022 07:44 AM PDT



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