

06 Partnership for Adult Academic and Career Education

CONSORTIUM APPROVED

2023-24

Plans & Goals

Executive Summary

The Partnership Adult Academic Career Education agencies ABC Adult School, Bellflower Adult Re-Entry, Cerritos College, Downey Adult School and Norwalk La Mirada Adult School have worked continuously and collaboratively in order to ensure that the needs of the local labor market are met and that educational growth within the region are reflective of industry. A prioritized area of focus has been the inclusion of social-emotional resources for students and their families in order to ensure that educational growth and stability are maintained. The economy within the region has remained 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. During the Three-Year Planning process the following regional needs/goals were identified:

Regional Needs

1. Continue to expand seamless transitions to post-secondary education.
2. Improve program awareness through the use of targeted marketing of ESL programs throughout the consortium's region.
3. Improve student success and retention, evidenced by CASAS benchmark data, student educational attainment gains.
4. The need for a comprehensive software program that can capture student data from multiple aspects.

Long Term Goals

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%

Regional Planning Overview

PAACE will continuously review student enrollment levels across all programs with a view to student access to transitional opportunities for students, which is a primary goal and component of our Three-Year Plan. An analysis of the resources that have been expended toward student outcomes and student support is regularly conducted to ensure that there is alignment among goals and resources and that outcomes for students are optimal. The PAACE Consortium carefully reviews its student demographics and the cities where our students reside in order to identify where gaps in services exist and where additional resources may need to be supported. Any identified gaps in services will inform the delivery of instructional services, the focus of professional development needs and will advise the consortium decision making process. The consortium works very closely with the Southeast Los Angeles Workforce Development Board (SELACO), and the Employment Development Department (EDD). This allows the consortium to review trends in employment and focus regionwide training programs on the employer needs within the region.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Within the PAACE 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%, Chinese 2.0%, Vietnamese 1.3%, Khmer 1.1%, Filipino 1.0%, Mandarin 0.9%, Arabic 0.8%, and Hindi 0.7%. Efforts have been made to expand services to ESL students throughout the region and demographics bear out that more outreach and services could be offered in support of 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, which indicated that more outreach and needed to be conducted within the region to bring about awareness of available services, allowing the number of transitioning students to reflect the local area demographics. 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. Additionally, each member institution evaluates the effectiveness of the English as Second Language, High School Diploma, High School Equivalency, 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?

The following tools are used to measure the effectiveness of programs: TOPS PRO data reports, Student enrollment information, LaunchBoard Data. Local measures include maintaining a database of transfer information for students enrolled in partner adult schools who transfer to Adult Dual Enrollment and the Cerritos College Promise Program - Cerritos Complete.

Regional Need #2

Gaps in Service / Regional Needs

In order to ensure that all student demographic groups and languages are receiving services throughout the region, there is a need to increase awareness of our English as a Second Language courses through program promotion.

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 ESL courses needed to be offered to serve our expanding language student population and that more could be done to assist existing students in reaching their goals. Student benchmark data was examined and with the goal of identifying ways that English language acquisition skills could contribute to increasing student transition rates.

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

The primary method of measuring effectiveness and progress toward meeting the Regional Need of increasing awareness of our ESL courses will be the examination of benchmark data student demographics and progress indicators.

Improve Effectiveness of Services

2023-24 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 Southeast 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 to grow 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

2023-24 Strategies

Strategy Name

Improve student success and retention as evidenced by CASAS benchmark data, progress indicators

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 CASAS Assessment 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 progress level indicators

Student attendance tracking

PAACE partners will collaborate and share professional development opportunities within the region.

Improve Integration of Services & Transitions

2023-24 Strategies

Strategy Name

Promote awareness of PAACE and leverage partnerships

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

The PAACE consortium and its partners will focus on collaborative strategies to increase the effectiveness of services and the delivery model implemented 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. PAACE also plans to participate in the English Language Learner

Strategy Name

Increase Post-Secondary Transition

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 Dual Enrollment and the Cerritos Complete (2) year College Promise program, with a goal of increasing regional enrollment by 3% over the next three years. Metrics will include Cerritos Complete Interest Forms, Cerritos Complete Enrollment Numbers, All PAACE Partners will promote the Cerritos Complete Program on their campuses.

PAACE will promote and expand existing pathways with the following goals:

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 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, and WIOA II funds.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2023-24.

On an annual basis, the members of the consortium will discuss 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 day 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 PAAACE 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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