

California Adult Education Program : Annual Plan : 2021-22 Produced: Aug 16, 2021, 03:10 PM UTC Paul Hernandez

09 Citrus College Adult Education Consortium

Plans & Goals - Consortium Approved

Executive Summary

The members of the Citrus College Adult Education Consortium (CCAEC) have engaged in robust collaborative planning as our institutions prepare to individually provide CAEP programs to regional adults in what will certainly be a challenging 2021-22 school year as we continue to address our mission during the COVID-19 pandemic. Despite the shock to consortium programs caused by the pandemic, all CCAEC members continue to diligently pursue the two simple vision statements outlined in our Three Year Plan: 1) All CCAEC K-12 adult students are prepared for and given the opportunity to transition to a postsecondary institution and 2) Regional employers meet their employment needs with well-trained CCAEC students. The California Legislature has graciously provided a 4% COLA increase to statewide CAEP funds. Throughout numerous CCAEC board meetings and discussions, members effectively allocated funds with the ethos of “hold harmless” to member schools who saw a dramatic decrease in enrollment. Despite the COLA, members continue to expand Career Technical Education programs and leverage all possible funding sources to better buffer the consortium’s future financial position. Members allocated CAEP funds with a plan to better access and leverage WIOA Title I funding from America’s Job Centers of California (AJCC) for CTE programs where there was still high growth employment potential. Despite the pandemic CCAEC efforts to leverage AJCC funds were very successful in 2020-21. CCAEC schools earned nearly \$500,000 in Title I fees for CTE programs listed on the California Employee Training Provider List (ETPL) and the Los Angeles County Intrastate Training and Information Network (I-TRAIN). That amount represents 11.3% of the consortium’s CAEP funding. The consortium has a goal to raise that to 15% of CAEP funds in 2021-22. Governed by K-12 Local Education Agencies, CCAEC K-12 member institutions are following California and Los Angeles County Department of Public Health (DPH) K-12 guidelines which are informed by the Center for Disease Control (CDC) “Guidance for COVID-19 Prevention in K-12 Schools” updated July 9, 2021. The foundational principle of the CDC, California, and County guidance is “students benefit from in-person learning, and safely returning to in-person instruction in the fall 2021 is a priority.” Thus, at this time, K-12 institutions are endeavoring to open all programs in 2021-22 and attempting to conduct them via in-person instruction. In contrast, almost all noncredit and credit Citrus College courses will begin the 2021-22 year virtually. This difference in delivery approaches between members has provided an excellent opportunity to maximize program options for regional adult learners and increase transitions to Citrus College. CCAEC members will be working together to transition adults to a program delivery modality that works for them, whether it be in person or virtually. K-12 member institutions will guide students to Citrus College for virtual offerings and Citrus will be directing students who need in-person instruction. While K-12 administrators are excited for return to in-person instruction for the 2021-22 school year, all K-12 member administrators understand the gravity and complexity of each district’s decision to return to in-person instruction. While the staff of many K-12 members are eager to return to in-person instruction, we know that many students will have safety concerns. All CCAEC member institutions are committed to the safety of all our students and staff. The CCAEC 2021-22 Annual Plan meets the continued regional challenges of the COVID-19 to provide quality educational programs and transition our students to postsecondary education or employment. The 2021-22 Annual Plan aligns well with the Logic Model goals called for by the CCAEC Three Year Plan. Those goals included: increase student persistence and performance; create and implement Employment Training Plan to increase leveraged funds and better serve industry; and improve CCAEC student transitions to postsecondary institutions. CCAEC members recognize we have much work to do increase enrollment, persistence, and performance. However, members made excellent gains on the latter Regional Needs despite the pandemic. Partnerships with the County Workforce Development Board and regional AJCCs are incredibly strong as demonstrated by the \$500,000 in Title I fees. Also, current Citrus College administration has provided strong leadership, quality expertise, and financial resources to create transition pathways during the pandemic. Citrus College has utilized Strong Workforce funds to create myriad programs and pathways to transition regional adults to the workforce. These funds have also paid for the CCAEC Transitions Specialist who, despite the pandemic, laid a solid foundation for transitioning K-12 adults to Citrus College. CCAEC members will work tirelessly to implement this plan and meet the vision for the adults we serve.

Regional Planning Overview

Logic Model goals noted above come from the CCAEC Three Year Plan: 1) increase student persistence and performance; 2) create and implement Employment Training Plan to increase leveraged funds and better serve industry; 3) and improve CCAEC

student transitions to postsecondary institutions. These goals will drive 2021-22 consortium efforts; the Inputs and Activities must be modified to meet the continued challenges of this pandemic. The Regional Needs identified in this Annual Plan speak to how those Inputs and Activities will change.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Increase student persistence and performance for either in-person or online delivery of consortium educational services for English language acquisition or attainment of high school diploma / high school equivalency.

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

Member stakeholders analyzed enrollment data from 2018-19, 2019-20, and 2020-21 from TOPSpro Enterprise and Banner and noted the obvious decline in student enrollment, attendance, persistence and performance. Final CCAEC K-12 enrollment for 2019-20 was down 19.9% from 2018-19 and enrollment for 2020-21 dipped another eye-popping 52% from 2019-20 levels. Moving from direct instruction to distance learning was a very difficult transition for English Learners and adult high school students and fueled this enrollment decline. Also, County regulations forcing all CTE classroom instruction to virtual delivery (except “hands on” skills for Essential Critical Infrastructure sector training programs) affected enrollment as well.

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

Members will analyze student enrollment, attendance, persistence, and performance data for the 2021-22 school year compared to 2019-20 levels. The goal is to increase consortium 2021-22 enrollment and attendance in ESL and ASE/ABE programs by 10% and persistence and performance rates by 10% over 2019-20 levels. The consortium will also be measuring CAEP Summary postsecondary transition data and has set the goal of a 10% increase from 2019-20 levels.

Regional Need #2

Gaps in Service / Regional Needs

Create and implement Employment Training Plan to increase leveraged funds and better serve industry employment needs.

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

CCAEC members analyzed CTE employment outcomes from TOPSpro Enterprise and Banner, consortium-wide Title I fees collected from AJCCs and input from the County workforce system. Members continually meet with County Workforce Development Board staff and regional AJCC Directors to better understand High Growth employment sectors that regional AJCCs are to address. Based on these discussions, CCAEC members have increased training program offerings on the California Employee Training Provider List (ETPL) and the Los Angeles County Intrastate Training and Information Network (I-TRAIN) and have leveraged targeted marketing efforts to help AJCCs reach their performance targets. These efforts need to continue to improve.

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

Members will analyze TOPSpro Enterprise and Banner data for student CTE enrollment in Strong Workforce and Title I CTE programs, fees collected, and most critically, number of students gainfully employed.

Regional Need #3

Gaps in Service / Regional Needs

Improve CCAEC K-12 student transition to postsecondary institutions, most specifically Citrus College.

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

Members analyzed CAEP Summary Table Postsecondary Transition data for the 2020-21 school year compared to 2019-20 levels and anecdotal data from Citrus College.

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

Members will continue to analyze CAEP Summary Table Postsecondary Transition data for the 2021-22 school year compared to 2018-19 and 2019-20 levels.

Regional Need #4

Gaps in Service / Regional Needs

Identify how programs and services are impacted by structural racism and formulate strategies and student supports to increase equitable access.

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

Stakeholders will analyze TOPSpro Enterprise and Banner demographic data in the 2021 Annual Data Review.

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

Through TE and Banner enrollment data and survey data.

Gaps In Service**New Strategies****Strategy #1**

Consortium members will better leverage resources, such as a marketing, AJCC access and expertise, and a consortium Pre-certification CNA Nurse Director, to gain economies of scale and deliver more performance outcomes.

Strategy #2

To maximize enrollment, CCAEC members will collaborate on program offerings, guide students to member schools, and provide seamless pathways for students to enroll in virtual or in-person programs as they prefer.

Strategy #3

Consortium members will coordinate CTE efforts with each other and regional worksource partners to work towards achieving an Advanced mode of CTE delivery.

Strategy #4

Consortium members will utilize various consortium-wide and local strategies to improve gaps with students who enroll, but do not persist to 12 hours of instruction (defined by the consortium as micro gaps).

Seamless Transitions**New Strategies****Strategy #1**

Build upon 2020-21 successes and have Transition Specialist support all noncredit CCAEC students in their academic, social/emotional, and college/career development process and improve postsecondary transition rates.

Strategy #2

Increase awareness of and enrollment in articulated credit and noncredit Citrus College classes to increase the number of CCAEC K-12 adult students who earn college credit and college prep skills.

Strategy #3

Improve regional workforce development collaboration and labor market analysis to increase student transitions to employment.

Strategy #4

Implement various additional strategies to increase K-12 student transitions to Citrus including: 1) have field trips to Citrus College for various ESL and HSD/HSE students; 2) hold information sessions with Transitions Specialist on each K-12 campus; 3) have former students who made the transition to Citrus meet with current K-12 students; 4) have classroom visits from Transitions Specialist.

Student Acceleration

New Strategies

Strategy #1

Use WIOA 243 IET contextualized learning strategies to get ESL students trained and hired as Home Care Aides, Certified Nursing Assistants, Pharmacy Technicians, and Medical Assistants.

Professional Development

New Strategies

Strategy #1

Create and implement a consortium-wide Professional Development Plan to improve learner outcomes.

Strategy #2

Hold consortium Professional Development conference as part of CCAEC PD Plan.

Strategy #3

Train CCAEC staff and teachers on Citrus College noncredit and credit course options so K-12 faculty and staff better understand what options exist for k-12 students.

Strategy #4

Use CCAEC consortium Annual Data Review to inform consortium-wide and individual institutional Professional Development.

Leveraging Resources

New Strategies

Strategy #1

Align consortium efforts to better access AJCC Title I funding for CTE programs.

Strategy #2

Leverage Strong Workforce funds to offer a variety of career pathway training for regional students.

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.

CCAEC representatives used the Three-Year Plan process to identify regional priorities and subsequent allocations support this Annual Plan and Three-Year Plan priorities. The Three-Year Plan logic models were carefully analyzed to drive funding to each member institution. If changes to initial allocations are required to better serve regional priorities, the CCAEC board has a well-documented and fair system to subcontract allocations to do so.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2021-22.

CCAEC members have engaged in extensive discussions about carryover in the context of member effectiveness and with a vision towards all consortium members meeting the Model Use of CAEP Funds for CTE Delivery. Member reps analyzed the Model Use document (which is a rubric created by the Program Director), discussed at length as to the ideal use of CAEP funds for CTE program delivery and agreed that the Model Use was the ideal way to utilize CAEP funds for CTE programs. Member representatives also discussed and acknowledged that one key measure of member effectiveness is utilizing carryover funds. To meet member effectiveness and expend CAEP funds according to the Model Use of CAEP Funds for CTE Delivery, each member with significant carryover has created a strong plan to spend carryover. Following are highlights of those plans by member: Duarte and Glendora will utilize carryover funds to offer CTE programs with WIOA AJCC partner input and, where it makes sense, co-enrollment. These programs will lead to license or certification and employment, and outcome data will be a priority and will be gathered with fidelity. The goal for Duarte and Glendora is to generate outcomes for WIOA reporting, build rapport with AJCCs, learn CTE delivery expertise and then use this expertise to get on I-TRAIN and ETPL. The exact programs to be offered will be discussed during September and October board meetings and implemented by January of 2022. Claremont and Azusa will continue to make efforts at model delivery stronger. These schools will utilize carryover to make capital expenditures to create new programs that can generate significant Title I fees and meet industry demand for short-term vocational training. With industry and AJCC partnerships and significant Title I fees, the chances of long-term sustainability for these new programs is excellent. Based on Workforce Development input, Azusa will be using carryover as capital to create a Trucking School and Construction program. Claremont will be focusing on Logistics Technician and Pre-certification of Certified Nursing Assistant.

Certification

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08/16/2021 08:10 AM PDT

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08/13/2021 04:05 PM PDT

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08/13/2021 10:30 AM PDT



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