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09 Citrus College Adult Education Consortium: Certified

Details

Consortium Information

Consortium Name:

09 Citrus College Adult Education Consortium

Consortium Short Name:

09 Citrus

Address:

325 East Huntington Avenue | Monrovia, CA | 91016

Website:

<http://www.ccadulted.org/>

Funding Channel 2022-23:

Fiscal Agent

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Executive Summary

Executive Summary *

The comprehensive process to create the Citrus College Adult Education Consortium (CCAEC) Three Year Plan has focused and energized all stakeholders to provide robust CAEP programs and services as member institutions navigate out of the pandemic. During the process, CCAEC stakeholders have assessed current levels of enrollment, compared that with regional needs, identified gaps, established metrics to meet those gaps, created broad activities with SMART goals to measure outcomes, and evaluated how CAEP funding will ensure success.

Based on the most correct data, CCAEC members served 3,286 participants in CAEP programs for the YEAR Program Year. CCAEC participant enrollment was significantly affected by the COVID-19 pandemic as all members experienced over a 50% decline in enrollment. Activities and goals in this Three Year Plan seek to rebuild enrollment to pre-pandemic levels.

Gaps from current CCAEC enrollment levels by program area to regional needs are profound. The primary cities served by CCAEC members have nearly NUMBER residents over the age of 5 who "Speak English < Very Well" and nearly NUMBER residents over the age of 25 without a high school diploma or equivalency. It is clear that substantial gaps exist in addressing regional needs for English Learners and high school dropouts.

CCAEC members analyzed EDD Labor Market Information (LMI) data and consulted with regional AJCCs. LMI data for Los Angeles County depicts the sizeable labor shortages that exist in Healthcare (most notably Home Care Aides), hospitality (most notably food preparation), logistics, and manufacturing. CCAEC members have existing programs to

help train these workers, but the far more significant problem is finding the potential employees to train. CCAEC members are exploring increased marketing efforts and improved AJCC partnerships to become a part of a regional solution to the labor shortages.

CCAEC members have created meaningful metrics to address regional needs for adults in employment, English language acquisition, and diploma/equivalency achievement. Activities to meet these metrics will result in better consortium data aggregation and dissemination, increased enrollment and participation, higher student persistence and performance, and better instruction from professional development. Funding allocations for member institutions will ensure the Plan's success.

The CCAEC Board is confident this Three Year Plan will close regional gaps and advance educational opportunities for regional adults.

Assessment

Overview and Preparation *

In order to most effectively help our students and to provide them the best educational services possible, CCAEC member stakeholders painstakingly analyze significant enrollment, demographic, persistence, and performance data through an Annual Data Review (ADR). The sources of the data contained in the most current ADR include data from TOPSpro Enterprise (TE) and Banner.

This document and its data drives almost everything the Citrus College Adult Education Consortium does. CCAEC board representatives look at enrollment (and soon performance measures) to make funding allocation decisions. CCAEC stakeholders analyze consortium demographics of its students and the cities in which they live to identify regional gaps. Marketing efforts for CTE, ESL, and ASE/ABE rely on stakeholder analysis of performance and enrollment data. CCAEC subcommittees use the data to drive efforts at improving consortium efficiencies and increasing leveraged resources. The ADR drives the Three Year Plan and the Annual Plan process. The document is analyzed at CCAEC professional development conferences and individual member institution PLCs to inform curriculum and instruction.

So highlights from the ADR capture important trends that inform consortium decision making. Those highlights are not comprehensive to date and need CCAEC stakeholder input, but they will help to make the document more manageable.

Regional Alignment and Priorities *

CCAEC member institutions are supremely engaged in the workforce development system and are vital partners with the Los Angeles County Workforce Development Board (WDB) and regional industry to align consortium efforts at building pathways and employment opportunity for regional adults.

In 2020, CCAEC members were very involved in the development of the WIOA MOU between the members as mandated partners of LA County's AJCC system and the LA County WDB. CCAEC member representatives attended all partner stakeholder meetings and provided valuable input.

CCAEC Members align services to support the LA County WDB's Local Plan. Azusa USD and Monrovia USD are recipients of Title II, Adult Education and Family Literacy Act (AEFLA) funding and are mandated County WDB partners who have signed the County MOU. Though Citrus College, Claremont USD, Duarte USD, and Glendora USD do not receive Title II, AEFLA funds, all CCAEC institutions provide Adult Education and Literacy services in support of the County WDB Local Plan. The services include Adult Secondary Education, High School Diploma, High School Equivalency, Adult Basic Education, English as a Second Language, Vocational ESL, English Language, and Civics Education.

Below are some of the Goals of the MOU which CCAEC members share with the County WDB:

- Develop industry-driven career pathways that prepare people for in-demand occupations in high growth industry sectors based on annual review of economic intelligence and labor market information.
- Support system alignment, service integration, and continuous improvement using data to support evidence-based decision-making.
- Strengthen communication, coordination, and decision-making between regional partners to meet labor market needs.
- Enhance existing networks between education, business and industry representatives, labor and other regional workforce development partners to develop new and align existing programs and services with regional and industry needs.
- Support the development and continued collaboration between regional workforce and economic development networks in the Los Angeles region to address workforce education and training priorities.
- Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to strengthen coordination and to improve the delivery of services.
- Increase the number of youth and adults who obtain marketable and industry-recognized middle skill credentials, with a priority on unemployed, underemployed, low-skilled, low-income, recipients of public assistance, limited English speaking, veterans, individuals with disabilities, foster youth, reentry and other high priority at-risk populations.

CCAEC members believe the consortium is a leader among County mandated partners in pursuing these goals. Below are some of the activities CCAEC members have completed that demonstrate the level of commitment the consortium has provided to align adult education with workforce development:

- Develop new and expand current CTE programs based on labor market data, AJCC input, and employer needs (gleaned from formal and informal meetings).
- Connect healthcare industry to County WDB staff through Advisory Roundtables.
- Improve system integration through cohort classroom training enrollment in which CCAEC staff pre-qualified candidates for WIOA eligibility and helped with client enrollment.
- Improve system integration during the COVID pandemic, handling many of the functions of AJCC Case Managers.
- Hold well-attended, successful Job Fairs that enhanced networks between government, education and businesses and helped businesses find employees.
- Connect numerous regional businesses to regional 18- to 24-year-old adults through the County WDB where this population received paid job training and employers garnered potential employees.
- Created County WDB Innovation Grant opportunities to help regional employers get trained employees.
- Strengthen coordination between County WDB and CCAEC members to leverage Title I classroom training funds to improve CCAEC funding.
- Open a Collocated/Satellite AJCC on the campus of a CCAEC member to better align with regional workforce needs.

CCAEC members believe, quite frankly, that no consortium in the state has fostered stronger partnerships with regional AJCCs and created better outcomes for regional adults seeking employment than the CCAEC.

Evaluate the Educational Needs of Adults in the Region *

Annually, CCAEC faculty and stakeholders analyze the population characteristics of the major cities served by CCAEC member institutions to identify regional gaps and better understand the communities we serve. Since our schools provide ESL, HSD/HSE, Citizenship, and short-term CTE programs, stakeholders analyze those characteristics in the regional population our member institutions serve. Tables 1 depict Educational Attainment, Language Spoken at Home, and Naturalization data. Table 2 notes regional Poverty and Unemployment data. Below data is culled from 2020 census data.

Table 1

City	5 Years & Older Speaks English < “Very Well”	Residents over 25 & No HSD or HSE	Number of Foreign Born, Not a Citizen	Total Population
Arcadia	16,926	3,396	9,850	56,681
Azusa	8,576	5,725	6,642	50,000
Claremont	2,588	1,371	2,292	37,266
Covina	6,056	4,657	4,026	51,268
Duarte	4,566	2,573	2,815	21,727
Glendora	5,004	3,129	3,721	52,558
Monrovia	5,128	2,693	4,578	37,931
Pomona	32,198	27,197	24,957	151,713
TOTAL	81,042	50,741	58,881	459,144

Table 2

City	Unemployment Rate - Jan. 2022	Number Under Poverty	As % of Eligible Popul	Total Population
Arcadia	4.2%	5,572	9.8%	56,681
Azusa	5.5%	7,100	14.2%	50,000
Claremont	4.2%	2,448	6.6%	37,266
Covina	6.5%	4,588	9.0%	51,268
Duarte	7.1%	2,217	10.2%	21,727
Glendora	5.4%	4,336	8.3%	52,558
Monrovia	5.5%	2,959	7.8%	37,931
Pomona	7.7%	27,157	17.9%	151,713
TOTAL		56,377	12.3%	459,144

Highlights from the data:

- The population of the primary cities served by the CCAEC is 459,144
- 81,042 of the regional resident over the age of 5 Speak English Less Than “Very Well”
- 50,741 of regional residents over the age of 25 do not have a high school diploma or equivalent
- 12.8% of regional residents are foreign born and not naturalized
- Unemployment rates for cities in the region are relatively low
- Duarte and Pomona are the only two cities over 7.0%
- This demonstrates the realities of a current tight labor market
- 12.3% of the region is living under the poverty line
- That is higher than the state average of 11.8%
- However, if Pomona is removed from the other cities, the poverty rate is 9.5%

- Only Pomona and Azusa have higher poverty rates than the state average of 11.8%

Contributions by Entities *

The Citrus College Adult Education Consortium engaged in comprehensive efforts to elicit wide-ranging input in the development of this Three Year Plan. Stakeholders from member institutions, regional workforce partners, and other service providers provided Plan input in a number of planning meetings.

In meetings with classified staff, faculty, and administration from MUSD, CUSD, and AUSD, stakeholders analyzed the CCAEC Annual Data Report to identify CCAEC enrollment, student persistence and performance, and regional gaps. This data analysis informed discussions about funding allocations and utilization of carryover to address CCAEC Three Year Plan goals. Also, these discussions focused on preliminary Objectives to increase student enrollment and improve student persistence and performance. As Metric Targets were agreed upon, those Targets were shared with member stakeholders to encourage universal acceptance of the goals and to acknowledge that all stakeholders would be responsible for the success of the consortium.

Planning meetings with regional AJCCs gave CCAEC members important data and information about the CTE programs that they should be focusing on. MUSD, CUSD and AUSD are listed on the California Employee Training Provider List (ETPL) and are primed to leverage AJCC classroom training Title I fees while offering these training programs.

Other planning meetings with state organizations and community based organizations informed Plan Objectives and Activities. Those relationships will be leveraged to achieve Plan Objectives.

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
*Azusa Unified	Member Representative	116	211	291	100	0	0	28	57	0
*Citrus CCD	Member Representative	0	884	264	0	0	0	123	0	0
*Claremont Unified	Member Representative	0	108	146	0	0	0	57	0	0
*Duarte Unified	Member Representative	0	0	0	0	0	12	0	0	0
*Glendora Unified	Member Representative	0	7	0	0	0	22	0	0	0
*Monrovia Unified	Member Representative	52	97	320	122	0	0	150	119	0
Total Participants		168	1307	1021	222	0	34	358	176	0

* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

No Service Providers for this consortium.

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

Participant enrollment data reported in the table above comes from 2020-21 Banner and TOPSpro Enterprise data reports. The act of determining the correct student participant enrollment data that is to be described and evaluated in this section of the Three Year Plan was not a straightforward one. While LaunchBoard data is available, at the time the Three Year Plan process started (spring of 2021), the site only had data up to the 2020-21 program year. Additionally, while the site culls and scrubs data from CCCCD databases and K-12 TOPSpro databases, CCAEC members have concerns about the accuracy of LaunchBoard data. Therefore, one significant gap that this Three Year Plan will attempt to bridge is the accuracy of CCAEC member data as stakeholders work to address Three Year Plan Objectives.

Based on the above data for the 2020-21 Program Year (which is believed to be most correct), CCAEC members had 2,997 participants in CAEP programs. LaunchBoard reports total enrollment of 3,014 with 2,351 students with 12+ hours of instruction. CCAEC participant enrollment has been significantly affected by the COVID-19 pandemic. All members experienced a 50-60% decline in enrollment. Objectives in this Three Year Plan seek to rebuild enrollment to pre-pandemic levels.

Gaps from current CCAEC enrollment levels by program area to regional needs are profound. 887 (29.6%) of the CCAEC's 2,997 participants were ESL students and 1,210 (40.4%) of CCAEC participants were ASE students. As noted in the Educational Needs of the Region above, the primary cities served by CCAEC members have over 81,000 residents over the age of 5 who "Speak English < Very Well" and nearly 51,000 residents over the age of 25 without a high school diploma or equivalency. It is quite clear that substantial gaps exist in addressing regional needs for English Learners and high school dropouts.

To address regional employment training needs, CCAEC members analyzed EDD Labor Market Information (LMI) data and consulted with regional AJCCs. LMI data for Los Angeles County depicts sizeable labor shortages that exist in Healthcare (most notably Home Care Aides), hospitality (most notably food preparation), logistics, and manufacturing. CCAEC members have existing programs to help train these workers, but the far more significant problem is finding the potential employees to train. That is the crux of the matter. CCAEC members are exploring increased marketing efforts to assist industry in finding those employees.

Metrics: CAEP Barriers & Metrics

✓ Student Barriers

Adult Ed Metrics

- English Language Learner (AE 305 - Overall)

✓ Progress: Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

Adult Ed Metrics

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

- ✓ **Transition:** Learn about student transition into postsecondary education and college credit pathways.

Adult Ed Metrics

- Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

- ✓ **Success:** Information on completion of diplomas, certificates, and college credit awards.

Adult Ed Metrics

- Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

- ✓ **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Adult Ed Metrics

- Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	4,257	3,014		3,500	3,675	3,860
Student Barriers	English Language Learner (AE 305 - Overall)	2,181	954		950	1,045	1,150

Member Level Metric Targets

* Mandatory for all members

Azusa Unified (Reported by Azusa Adult School)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	735	387		430	550	650
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	81			50	50	60
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	38	28		20	23	26
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	118	26		30	33	35
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	37	39		30	33	35
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	70	42		25	40	50

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	134			15	20	25

Citrus CCD (Reported by Citrus District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,209	1,195		1,200	1,300	1,400
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	121			50	55	60
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	15	16		17	18	20
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	106	88		40	50	60
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	47	11		12	12	12
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	17	10		12	15	18

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	128			130	110	120

Claremont Unified (Reported by Claremont Unified School District (CUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	586	295		175	250	325
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	21			25	35	40
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	31			10	13	16
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	136			50	75	90
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	31	13		12	18	24
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	149	60		30	40	50

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	35			15	18	21

Duarte Unified (Reported by Duarte Unified School District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	25	12		20	2	25
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				2	4	6
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				2	4	6
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				3	6	8
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				2	3	4

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				2	3	4

Glendora Unified (Reported by Glendora Adult School)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	111	29		35	45	55
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				0	5	10
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				2	3	5
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	22			15	25	35
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				5	8	12
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				5	10	15

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				5	8	12

Monrovia Unified (Reported by Monrovia Adult School)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	772	450		50	575	650
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	45			50	60	70
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	22	21		10	15	20
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	170	63		125	160	200
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	39	41		38	42	43
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	43	81		125	150	175

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	25			50	75	90

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Azusa Unified	100%	100%	41%	85%	90%	90%
Claremont Unified	100%	100%	39%	85%	90%	90%
Duarte Unified	100%	100%	85%	85%	90%	90%
Glendora Unified	100%	100%	20%	85%	90%	90%
Monrovia Unified	100%	100%	59%	85%	90%	90%

Objectives

Address Educational Needs

Description of Objective *

As noted in Section 2 of the Plan, significant gaps exist between the enrollment of current consortium students receiving adult educational services and the large number of English Learners, high school dropouts, non-citizens, and labor shortages who live in the region. The consortium under-enrollment for these priority populations are a substantial educational need for the region. Consortium stakeholders refer to these under-enrollment gaps as a “macro gaps.”

How large are these macro gaps? Specifically, for English Learners, (as noted in Section 2) the eight primary cities served by the consortium have over 80,000 residents over the age of 5 who “Speak English < Very Well.” Removing from that total the number of individuals who are aged 6-17 (based on a review of census data we assume approximately 15%) that leaves over 65,000 residents who are English Learners in the region served by CCAEC schools. Only 887 CCAEC ESL students who achieved over 12 hours of ESL instruction. Thus, the macro gap would be over 60,000 individuals who could use services.

However, a more immediate and critical educational need the consortium has identified are what CCAEC stakeholders call “micro gaps.” Micro gaps refer to the gap between consortium students who register at CCAEC and receive some services and the percentage of those students who persist to achieve 12+ hours of instruction. The CCAEC Annual Data Review calculates the size of this micro gap up to 2019-20. Table 3 below depicts this data over three years

Table 3 – Micro Gaps – Total Difference and % Difference between Services and CAEP

Year	12+ Hours of Instruction			Received Services		
	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
Total	2,875	3,987	3,210	4,640	6,504	5,587
No. Difference				1,765	2,517	2,377
% Difference				38.0%	38.7%	42.5%

Over previous years, approximately 4 in 10 CCAEC students register and then do not persist to complete 12 hours of instruction. One reason for this large gap is that most CCAEC schools have a career center for job search and related services. A significant amount of the Services enrollment could be those students who require only short-term services (e.g. take a typing test, access job postings, etc.). CCAEC stakeholders need to determine what percent of gap comes from students accessing those short-term services.

Other needs are clear from analysis of the CCAEC Annual Data Review (ADR). Over 50,000 residents over the age of 25 do not have a high school diploma and only about 1% of that number achieved over 12 hours of instruction from consortium schools. LMI data demonstrates large labor shortages in jobs for which CCAEC school have training programs.

Thus, this Plan presents strategies to deal with five significant regional educational needs: Below are the most critical educational needs identified by CCAEC stakeholders:

- I. Student persistence rates to 12+ hours of instruction is too low.
- II. CCAEC enrollment of priority adult populations is too low compared to regional needs.
- III. Program offerings to improve ESL student civic participation are too low.
- IV. CCAEC must assist in addressing labor shortages for industries in which members have training programs.

CCAEC stakeholders identified the following SMART goals to address these regional educational needs.

- I. By the end of the 2024-25 school year 80% of CCAEC students registered in programs will persist to 12+ hours of instruction.
- II. By the end of the 2024-25 school year CCAEC members will be serving an enrollment that is 85% of the highest pre-pandemic levels.
- III. By the end of 2022-23 and for the years following, all CCAEC members will complete a minimum of 2 EL COAPPs.
- IV. Implement the CCAEC Regional Employment Plan, which calls for partnering with business and the workforce system to assist.

Below are some of the strategies members will pursue:

- A. Reestablish consortium-wide TOPSpro Enterprise Coordinator meetings so there is a forum for sharing best practices that result in improved consortium student persistence and enrollment.
- B. Improve data collection protocols at consortium wide TE meetings.
- C. Share effective orientation and placement practices at TE meetings.
- D. All consortia members create student incentives such as awards, certificates, and formal recognition.
- E. All consortia members staff set SMART goals for student persistence and monitor goal progress.
- F. Consortia students set personal SMART goals and monitor their progress.
- G. Share best practices with COAPP delivery.
- H. Improve targeted marketing efforts.
 - I. Reach out to CBO and district parents to increase ESL enrollment.
 - J. Hold frequent business roundtables that include AJCC partners.

The CCAEC will pursue these & other strategies.

Improve Integration of Services & Transitions

Description of Objective *

CCAEC stakeholders have identified three areas of focus regarding integration of services and transitions.

CCAEC members have had very good success in aligning workforce efforts with Los Angeles County Workforce Development Board (County WDB) America's Job Centers of California as is required in California Ed Code 84906. CCAEC members align efforts with AJCCs in a number of ways: referring cohort enrollment to AJCCs, leveraging significant Title I fees to supplement CAEP fees, partnering with employers for innovation grant funds, providing training programs to participants in the state's ELL grant, and organizing employer roundtables. CCAEC members would posit that there are few consortia in the state who partner with their WDB and AJCCs better than CCAEC. However, there is always room for improvement and this Plan outlines strategies to improve alignment with the workforce development system.

Another area where CCAEC members can improve is transitions to employment. Aligning efforts with the County WDB Local Area Plan and leveraging AJCC Title I funds means that CCAEC members need to improve employment outcomes for our students (AJCC clients). Part of improving employment outcomes requires improvement in data collection and reporting efforts across the consortium. But strategies herein will also focus on improving employment outcomes.

Finally, the CCAEC ADR points out that consortium members still need to address subpar totals of students who transition to postsecondary educational opportunities.

To recap, the three areas of need with integration of services and transitions are:

- I. Excellent alignment with AJCCs can be even stronger and more effective.
- II. Employment placement outcomes have room to improve.
- III. The number of CCAEC students transitioning to postsecondary education is too low

CCAEC stakeholders identified the following SMART goals to address these regional educational needs:

- I. By July 2022, complete the CCAEC Regional Employment Plan which calls for partnering with business and the workforce development system to address business labor issues.
- II. Fully implement the CCAEC Regional Employment Plan by the end of the 2022-23.
- III. By the end of the 2023-24 school, all CCAEC CTE program completion rates will be 90% and employment rates will be above 75%.
- IV. By the end of the 2024-25 school year, CCAEC members will achieve a 25% increase in postsecondary transitions from 2020-21 levels.

Strategies that CCAEC stakeholder will pursue to achieve these goals include:

Improve Effectiveness of Services

Description of Objective *

The CCAEC Three Year Plan process allowed stakeholders to identify areas where members can improve effectiveness of services provided to CCAEC students. Many of those gaps are specifically identified in the two previous sections: Address Educational Needs and Improve Integration of Services & Transitions. The gaps identified in those sections call for specific strategies which will result in CCAEC members improving the effectiveness of services. However, additional gaps are identified in this section and subsequent strategies are offered to close those gaps.

The Three Year Plan revealed the consortium-wide need for improved data collection and dissemination to drive continuous improvement. As previously noted in Section 2 of the Plan, data gaps complicate the consortium's ability to identify the exact number of students served by CCAEC members in the CAEP Program areas and other important metrics. This gap needs to improve in the coming three years.

While the need to improve student persistence was previously identified, CCAEC student performance has also been identified as a significant need. One primary way students CCAEC members measure Gains in Educational Functioning Level (EFL) are measured through the Comprehensive Assessment System for Adult Students (CASAS) pre- and post-test results and by students earning a high school diploma/equivalency. Tables 4 through 7 below show that Gains in Educational Functioning Level (EFL) as a percent of total enrollment dramatically dropped due to the pandemic.

Table 4 – Azusa Measurable Gains by Total Enrollment

Program	2018-19			2019-20			2020-21		
	Total Enrolled	No. w/ Gain*	Percent	Total Enrolled	No. w/ Gain*	Percent	Total Enrolled	No. w/ Gain*	Percent
ESL	450	159	35.3%	340	118	34.7%	108	51	47.2%
ABE	209	54	25.8%	277	57	20.6%	173	48	27.8%
Total	659	213	32.3%	617	175	28.4%	281	99	35.2%

Table 5 – Claremont Measurable Gains by Total Enrollment

Program	2018-19			2019-20			2020-21		
	Total Enrolled	No. w/ Gain*	Percent	Total Enrolled	No. w/ Gain*	Percent	Total Enrolled	No. w/ Gain*	Percent
ESL	493	226	45.9%	458	137	29.9%	121	1	0.8%
ABE	151	61	40.4%	128	41	32.0%	34	5	14.7%
Total	644	287	44.6%	586	178	30.4%	155	6	3.9%

Table 6 – Glendora Measurable Gains by Total Enrollment

Program	2018-19			2019-20			2020-21		
	Total Enrolled	No. w/ Gain*	Percent	Total Enrolled	No. w/ Gain*	Percent	Total Enrolled	No. w/ Gain*	Percent
ESL	54	26	48.2%	44	22	50.0%	0	0	0%
ABE	13	11	84.6%	23	6	23.1%	0	0	0%
Total	67	37	55.2%	67	28	41.8%	0	0	0%

Table 7 – Monrovia Measurable Gains by Total Enrollment

Program	2018-19			2019-20			2020-21		
	Total Enrolled	No. w/ Gain*	Percent	Total Enrolled	No. w/ Gain*	Percent	Total Enrolled	No. w/ Gain*	Percent
ESL	594	250	42.1%	504	168	33.3%	163	57	40.0%
ABE	229	70	30.6%	102	41	40.2%	89	40	44.9%
Total	823	320	38.9%	606	209	34.5%	252	97	38.5%

* In the above Tables, a Gain could be either achieving one Educational Functioning Level (EFL) or HSD / HSE

As these tables depict, EFL Gains dropped dramatically. In terms of Claremont, the pandemic and not being a WIOA Title II AEFLA fund recipient led to a lack of pre- and post-testing students. In terms of Glendora, employee issues in ESL led to a temporary halt to the program. These members will be addressing the issues in 2022-23 and beyond.

In addition to EFL Gains, high school graduation rates as a percentage of total enrollment is another area that CCAEC stakeholders have identified as an area where effectiveness of services needs to improve.

In order for CCAEC members to effectively address educational gaps, improve integration and transitions, and improve services, the consortium needs to re-commit to Professional Development. Pursuing consortium-wide Professional Development opportunities was extremely challenging during the pandemic. For 2022-23 and beyond that simply cannot remain the status quo.

To recap, the areas where CCAEC members will improve the effectiveness of services (in addition to those previously mentioned) are:

- I. Improve data collection and dissemination to drive continuous improvement.
- II. Improve CASAS EFL Gains for ESL and ASE programs.
- III. Improve CCAEC high school diploma/equivalency rates as percentage of total enrollment
- IV. Increase Professional Development opportunities to address I-III above.

CCAEC stakeholders identified the following SMART goals to address these regional educational needs:

- I. By the end of 2022-23 and for all program years afterwards, CCAEC members will implement data collection systems to ensure enrollment and persistence data is correct and accurate.
- II. By the end of the 2023-24 school, CCAEC ESL programs will demonstrate EFL Gains of 40% as a percentage of total enrollment.
- III. By the end of the 2024-25 school, all CCAEC high school diploma/equivalency completion rates will be 3% higher than 2023-24 rates.
- IV. Create a CCAEC Professional Development Plan by fall 2022 and implement all Action Steps.

Below are some of the strategies members will pursue to improve effectiveness of services:

- A. Create consortium-wide TOPSpro Enterprise Coordinator meetings.
- B. Improve CCAEC data collection protocols.
- C. Improve CASAS testing procedures.
- D. Implement PD Plan.

Activities & Outcomes

Activity Name *

CCAEC TOPSpro Enterprise Coordinator meetings

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

All CCAEC individual member institution Data Coordinators will meet on a bi-monthly basis to share best practices and improve CCAEC data collection protocols. Key deliverables will include member quarterly Data Integrity Reports and CAEP Summary Tables that reflect accurate enrollment, participant, and performance data. Best practices will include strategies to improve pre- and post-testing numbers and and increase the number of students who complete 12+ hours of instruction.

Short-Term Outcomes (12 Months) *

By the end of the 2022-23 program year, CCAEC Data Coordinators will implement data collection protocols to ensure enrollment, participation, and persistence data is 100% correct and accurate.

Intermediate Outcomes (1-3 Years) *

Throughout the 2023-24 program year, CCAEC Data Coordinators will implement data collection protocols to ensure enrollment, participation, and persistence data is 100% correct and accurate.

Long-Term Outcomes (3-5 Years) *

Throughout the 2024-25 program year, CCAEC Data Coordinators will implement data collection protocols to ensure enrollment, participation, and persistence data is 100% correct and accurate.

Proposed Completion Date

12/23/2022

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Responsible person(s)

Name
John Russell

Activity Name *

Increase student enrollment

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

CCAEC member institutions will use generalized and targeted marketing efforts to increase student enrollment in ESL, ASE, and CTE programs. Key deliverables will include online and social media ads, traditional marketing collateral, and flyers to community members and district parents for the K-12 members.

Short-Term Outcomes (12 Months) *

By the end of the 2022-23 program year, CCAEC members will use targeted marketing to increase ESL, ASE, and CTE student enrollment by 4% over 2021-22 levels.

Intermediate Outcomes (1-3 Years) *

By the end of the 2023-24 program year, CCAEC members will use targeted marketing to increase ESL, ASE, and CTE student enrollment by 4% over 2022-23 levels.

Long-Term Outcomes (3-5 Years) *

By the end of the 2024-25 program year, CCAEC members will use targeted marketing to increase ESL, ASE, and CTE student enrollment by 4% over 2023-24 levels.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)

Responsible person(s)

Name
Felipe Delvasto
Flint Fertig
Ivon McCraven
John Russell
Kevin Morris
Kimberly Mathews
Paul Hernandez
Ron Letourneau

Activity Name *

Set & Meet Annual Goals for Student Participation

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

All CCAEC individual member institution stakeholders will set SMART goals for student participation, implement protocols to improve participation, and monitor goal progress throughout the year. Key deliverables are monthly Data Integrity Reports and CAEP Summary Tables that show improved retention and participation.

Short-Term Outcomes (12 Months) *

By the end of the 2022-23 program year, 65% of all CCAEC student who register for a CAEP program will complete 12+ hours of instruction.

Intermediate Outcomes (1-3 Years) *

By the end of the 2023-24 program year, 70% of all CCAEC student who register for a CAEP program will complete 12+ hours of instruction.

Long-Term Outcomes (3-5 Years) *

By the end of the 2024-25 program year, 75% of all CCAEC student who register for a CAEP program will complete 12+ hours of instruction.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Felipe Delvasto
Flint Fertig
Ivon McCraven
John Russell
Kevin Morris
Kimberly Mathews
Paul Hernandez
Ron Letourneau

Activity Name *

Set & Meet Annual Goals for Student Persistence

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

All CCAEC individual member institution stakeholders will set SMART goals for student participation, implement protocols to improve participation, and monitor goal progress throughout the year. Key deliverables are monthly Data Integrity Reports and CAEP Summary Tables that show improved retention and participation.

Short-Term Outcomes (12 Months) *

By the end of the 2022-23 program year, 70% of CCAEC ESL & ASE students will complete pre- and post-tests leading to a CCAEC Persistence rate greater than 65%.

Intermediate Outcomes (1-3 Years) *

By the end of the 2023-24 program year, 75% of CCAEC ESL & ASE students will complete pre- and post-tests leading to a CCAEC Persistence rate greater than 70%.

Long-Term Outcomes (3-5 Years) *

By the end of the 2023-24 program year, 80% of CCAEC ESL & ASE students will complete pre- and post-tests leading to a CCAEC Persistence rate greater than 75%.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Felipe Delvasto
Flint Fertig
Ivon McCraven
John Russell
Kevin Morris
Kimberly Mathews
Paul Hernandez
Ron Letourneau

Activity Name *

Set & Meet Annual Goals for Student Performance

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

All CCAEC individual member institution stakeholders will set SMART goals for student performance (as measured by CASAS EFL Gains and number of HSD/HSE earned), implement protocols to improve performance, and monitor goal progress throughout

the year. Key deliverables are monthly CAEP Tables 4 that show improved student performance and graduation rates.

Short-Term Outcomes (12 Months) *

By the end of the 2022-23 program year, CCAEC students will demonstrate EFL Gains of 30% of total enrollment and an increase in HSD/HSE of 2% rates over 2021-22 levels.

Intermediate Outcomes (1-3 Years) *

By the end of the 2023-24 program year, CCAEC students will demonstrate EFL Gains of 35% of total enrollment and an increase in HSD/HSE of 3% rates over 2022-23 levels.

Long-Term Outcomes (3-5 Years) *

By the end of the 2024-25 program year, CCAEC students will demonstrate EFL Gains of 45% of total enrollment and an increase in HSD/HSE of 3% rates over 2023-24 levels.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Responsible person(s)

Name
Felipe Delvasto
Flint Fertig
Ivon McCraven
John Russell
Kevin Morris
Kimberly Mathews
Paul Hernandez
Ron Letourneau

Activity Name *

Regional Employment Plan

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Create a CCAEC Regional Employment Plan by fall 2022 and implement the Plan to improve alignment with the workforce development system, to meet employment needs of regional employers, and to increase student completion and placement rates. Key deliverables will be the actual Regional Employment Plan, data of total WIOA Title I fees from Individualized Training Agreements, evidence of industry roundtables, increased student license/certification acquisition, and increased Employment Verification Letters (EVLs).

Short-Term Outcomes (12 Months) *

By the end of the 2022-23 program year, CCAEC members will train and regionally employ 100 Certified Nursing Assistants, 50 Pharmacy Technicians, and 30 Medical Assistants.

All CCAEC CTE program completion rates will be above 70% and employment placement rates will be above 70%.

Intermediate Outcomes (1-3 Years) *

By the end of the 2023-24 program year, CCAEC members will train and regionally employ 110 Certified Nursing Assistants, 55 Pharmacy Technicians, and 35 Medical Assistants.

All CCAEC CTE program completion rates will be above 75% and employment placement rates will be above 75%.

Long-Term Outcomes (3-5 Years) *

By the end of the 2024-25 program year, CCAEC members will train and regionally employ 120 Certified Nursing Assistants, 60 Pharmacy Technicians, and 40 Medical Assistants.

All CCAEC CTE program completion rates will be above 80% and employment placement rates will be above 80%.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
Felipe Delvasto
Flint Fertig
Ivon McCraven
John Russell
Kevin Morris
Kimberly Mathews
Paul Hernandez
Ron Letourneau

Activity Name *

Increase transitions to postsecondary institutions

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

By the end of the 2022-23 program year and ongoing, all CCAEC members will improve consortium-wide strategies to improve postsecondary transitions. Citrus College Counselors will coordinate with K-12 member institution Counselors and staff to implement a number of strategies such as: K-12 school information sessions, registration assistance, guided Citrus College tours where possible, and one-on-one academic counseling. Also, members will continue to explore possible program articulations/pathways to increase postsecondary transitions. Key deliverables will be quarterly CAEP Summary Tables showing increased transitions postsecondary institutions.

Short-Term Outcomes (12 Months) *

By the end of the 2022-23 program year, CCAEC postsecondary transitions will be 3% higher than 2021-22 levels.

Intermediate Outcomes (1-3 Years) *

By the end of the 2023-24 program year, CCAEC postsecondary transitions will be 4% higher than 2022-23 levels.

Long-Term Outcomes (3-5 Years) *

By the end of the 2024-25 program year, CCAEC postsecondary transitions will be 4% higher than 2023-24 levels.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Responsible person(s)

Name
Felipe Delvasto
Flint Fertig
Ivon McCraven
John Russell
Kevin Morris
Kimberly Mathews
Paul Hernandez
Ron Letourneau

Activity Name *

Professional Development

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Create a robust CCAEC Professional Development Plan by winter 2022-23 and implement all Action Steps of the Plan to improve curriculum and instruction to ensure all activities in the Three Year Plan are successful. Key deliverables will be the Professional Development Plan, evidence of conferences and trainings attended, and in-house Professional Development meetings.

Short-Term Outcomes (12 Months) *

By the January of the 2022-23 program year, the CCAEC will complete the creation of its Professional Development Plan and will have implemented some of the key elements of the plan.

Intermediate Outcomes (1-3 Years) *

By the end of the 2023-24 program year, the CCAEC will hold one consortium-wide conference addressing critical instructional gaps and will have faculty attend at least two other outside professional development opportunities.

Long-Term Outcomes (3-5 Years) *

By the end of the 2024-25 program year, the CCAEC will hold one consortium-wide conference addressing critical instructional gaps and will have faculty attend at least two other outside professional development opportunities.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Responsible person(s)

Name
Felipe Delvasto
Flint Fertig
Ivon McCraven
John Russell
Kevin Morris
Kimberly Mathews
Paul Hernandez
Ron Letourneau

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Azusa Unified	\$1,715,667	Certified
Citrus CCD (Optional)	\$0	Draft
Claremont Unified	\$1,301,074	Certified
Duarte Unified	\$9,367	Certified
Glendora Unified	\$200,389	Certified
Monrovia Unified	\$2,227,807	Certified
Totals	\$5,454,304	5/6 Certified

Funds Evaluation *

Current Board deliberations over 2022-23 CAEP Allocations were informed by student enrollment and participation, existing funding sources, and member carryover. These negotiations created parameters and processes that will be duplicated over the next three years to ensure allocations are efficient and fair. Members will leverage WIOA Title I training fees, and Title II funding, to ensure strategies, activities, and SMART goals will be successfully achieved.

Certification

Azusa Unified - Member Representative

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Approved by Paul Hernandez

06/17/2022 11:49 AM PDT

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06/17/2022 11:49 AM PDT

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06/17/2022 11:32 AM PDT

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Approved by Kevin Morris

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06/17/2022 02:37 PM PDT

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