

09 Citrus College Adult Education Consortium

Plans & Goals

Executive Summary

Citrus College Adult Education Consortium (CCAEC) members created a robust Three Year Plan in which the Strategies and Activities seek to rebuild student enrollment to pre-pandemic levels. CCAEC members have a simple vision for the 2022-23 Program Year: drive enrollment to 2018-29 levels and beyond.

Based on the best available data, CCAEC members served 3,806 enrollees in CAEP programs for the 2020-21 Program Year. CCAEC program enrollment was significantly affected by the COVID-19 pandemic as all members experienced a 30-50% decline in 2020-21 enrollment from 2018-19 enrollment levels.

While CCAEC enrollment declined the regional needs have not. Gaps from 2020-21 CCAEC enrollment levels by CAEP program area compared to regional needs are profound. The 8 primary cities served by CCAEC members have over 81,000 residents over the age of 5 who "Speak English < Very Well" and nearly 59,000 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.

The CCAEC 2022-23 Annual Plan aligns with the Three Year Plan and CCAEC members are confident this Plan will increase enrollment, close regional gaps, and advance educational opportunities for regional adults.

Though the pandemic significantly disrupted consortium enrollment, CCAEC members had numerous positive developments and achievements in the 2021-22 program year. Preliminary analysis of 2021-22 data indicates enrollment increased for all members. CCAEC K-12 members had great success with Career Technical Education programs.

Azusa, Claremont, and Monrovia successfully enrolled numerous healthcare training cohorts with a number of different regional America's Job Center of California (AJCCs). These cohort CTE programs delivered WIOA Title I revenue to these schools and nurtured positive relationships with AJCCs as called for in California Education Code 84906.

These positive relationships with AJCCs and analysis of regional labor market data have CCAEC member CTE programs set up for success in 2022-23. CCAEC members analyzed EDD Labor Market Information (LMI) data and consulted with regional AJCCs in getting CTE programs on the state ETPL. 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 an important part of a regional solution to the labor shortages.

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.

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

Regional Planning Overview

- I. 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 increase the number of participants (students who complete 12+ hours of instruction).
- II. CCAEC member institutions will use generalized and targeted marketing efforts to increase student enrollment in ESL, ASE, and CTE programs.

- III. All CCAEC individual member institution stakeholders will set SMART goals for student participation and persistence, implement protocols to improve participation and persistence rates, and monitor goal progress throughout the year.
- IV. 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.
- V. Create a Regional Workforce Development Plan by fall 2022 that aligns to the Los Angeles County WDB Regional Plan. Members will implement the Plan to improve alignment with the workforce development system and help local industry address labor shortages.
- VI. By the end of the 2022-23 program year, all CCAEC members will improve data collection systems to better report postsecondary transitions and strengthen consortium-wide strategies to improve these transitions.
- VII. CCAEC members will implement a number of strategies to improve postsecondary transitions including: K-12 school information sessions, registration assistance, guided Citrus tours where possible, and one-on-one academic counseling.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

CCAEC student participation and persistence rates are too low. Participants are defined as students receiving 12 or more hours of instruction. Persistence is defined as the percentage of students who took a CASAS pre-test that complete a post-test.

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

Members analyzed extensive TOPSpro Enterprise (TE) data over the previous three program years. CAEP Summary Tables culled from TE demonstrated that approximately 35% of PAC students who register in PAC CAEP Programs do not become Participants earning 12 hours or more of instruction.

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

Ongoing TOPSpro Enterprise Data Coordinator meetings will allow continuous monitoring of participation, persistence, and performance rates.

Regional Need #2

Gaps in Service / Regional Needs

CCAEC enrollment of priority adult populations is too low compared to regional needs.

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

CCAEC faculty and stakeholders analyzed the population characteristics of the major cities served by CCAEC member institutions to identify regional gaps and better understand the communities we serve. These population characteristics were gleaned from 2020 Census data. According to the Census data, 53,526 regional residents over the age of 5 "Speak English < Very Well," and 24,049 regional residents over the age of 25 do not have a high school diploma/equivalency.

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

At a consortium level, ongoing TOPSpro Enterprise Data Coordinator meetings will allow continuous monitoring of program enrollment through CAEP Summary Table analysis. Individual member institutions will monitor increased enrollment as each member uses targeted marketing.

Regional Need #3

Gaps in Service / Regional Needs

San Gabriel Valley businesses are experiencing severe labor shortages for industries in which CCAEC members have training programs. CCAEC must assist in addressing these labor shortages.

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

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), logistics, and manufacturing.

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

CCAEC members will individually and collectively monitor CTE completion and employment rates to meet the Action Steps of the CCAEC Regional Workforce Development Plan.

Address Educational Needs

2022-23 Strategies

Strategy Name

Targeted Marketing & Community Outreach

Activity that Applies to this Strategy

Increase student enrollment

Metrics that Apply to this Activity/Strategy

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

Strategy Description

CCAEC members will utilize targeted marketing to increase CTE, ESL, and ASE/ABE enrollment. Members will improve outreach to district parents who are English learners and outreach to community based organizations. These efforts should increase enrollment.

Strategy Name

Set and Monitor Student Persistence and Participation Goals

Activity that Applies to this Strategy

Set & Meet Annual Goals for Student Participation

Metrics that Apply to this Activity/Strategy

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

Strategy Description

If there is to be any growth in CCAEC Persistence and Participation rates, CCAEC members must set and continually monitor goals for Persistence and Participation rates. Members will be able to achieve this strategy and overcome the barrier by adjusting strategies throughout the program year only if members monitor set goal progress.

Strategy Name

Set and Monitor Performance Goals

Activity that Applies to this Strategy

Set & Meet Annual Goals for Student Performance

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

If there is to be any growth in CCAEC Performance rates, CCAEC members must set and continually monitor Performance rate goals. Members will be able to achieve this strategy and overcome barriers by adjusting strategies throughout the program year only if members monitor set goal progress.

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

Align CCAEC CTE Efforts with County WDB Local Area Plan

Activity that Applies to this Strategy

Regional Employment Plan

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

By September 2022, complete the CCAEC Regional Workforce Development Plan (RWDP) which calls for partnering with business and the workforce development system to address business labor issues. By fully implementing the CCAEC RWDP by the end of the 2022-23 program year, CCAEC member institutions will train over 100 CNAs, over 50 Pharmacy Technicians, over 50 Medical Assistants, and start to address other industry labor shortages in logistics, manufacturing, and construction.

Strategy Name

Increase CCAEC CTE Completion and Employment

Activity that Applies to this Strategy

Regional Employment Plan

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

Action Steps in the Regional Workforce Development Plan will lead to improved CTE completion and employment outcomes.

Strategy Name

Increase Postsecondary Transition

Activity that Applies to this Strategy

Increase transitions to postsecondary institutions

Metrics that Apply to this Activity/Strategy

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

Strategy Description

CCAEC members will revisit how a Community College Transition Specialist can help postsecondary transitions. In addition members will facilitate community college information sessions at K-12 schools, provide kK-12 students assistance in registering at community college, provide guided Citrus tours where possible, and continue one-on-one academic counseling for transition to postsecondary institutions..

Improve Effectiveness of Services

2022-23 Strategies

Strategy Name

Improve Data Collection Protocols

Activity that Applies to this Strategy

CCAEC TOPSpro Enterprise Coordinator meetings

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

Current gaps exist in CCAEC TOPSpro Enterprise data collection and closing those gaps will demonstrate improved CAEP outcomes. TOPSpro Enterprise Coordinator meetings will create a forum for sharing best practices that result in improved consortium student participation, persistence, and performance.

Strategy Name

Professional Development

Activity that Applies to this Strategy

Professional Development

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

Create a CCAEC Professional Development Plan by fall 2022 and implement all Action Steps of the plan to improve Professional Development and achieve improvements across all categories: Participation, Persistence, and Performance.

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.

Funding allocations for CCAEC member institutions were consistent for the Annual Plan's success. Board deliberations over 2022-23 CAEP Allocations were informed by student enrollment and participation, existing funding sources, and member carryover. The 2022-23 negotiations created parameters and processes that can be successfully duplicated over the next three years to ensure allocations are efficient and fair. Members will leverage CCD apportionment, WIOA Title I training fees, and Title II AEFLA funding to ensure Annual Plan strategies, activities, and SMART goals will be successfully achieved.

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

Members with carryover will be expending the carryover on CTE programs in collaboration with regional AJCCs.

Certification

Azusa Unified - Member Representative

Mari Bordona

Interim Director
mbordona@azusa.org
(626) 852-8400 ext: 8420

Approved by Mari Bordona

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Citrus CCD - Member Representative

John Russell

Program Director
jrussell@monroviaschools.net
(626) 471-3044

Kimberly Mathews
kmathews@citruscollege.edu

Approved by John Russell

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Claremont Unified - Member Representative

Felipe Delvasto

Senior Coordinator of Alternative Education
fdelvasto@cusd.claremont.edu
(909) 398-0609

Approved by Felipe Delvasto

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Duarte Unified - Member Representative

Kevin Morris

Director/Principal
kmorris@duarteusd.org
(626) 599-5901

Approved by Kevin Morris

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Glendora Unified - Member Representative

Ron Letourneau

rletourneau@glendora.k12.ca.us
(626) 852-4550

Approved by Ron Letourneau

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Monrovia Unified - Member Representative

Flint Fertig

ffertig@monroviaschools.net
(626) 471-3065

John Russell

Program Director
jrussell@monroviaschools.net
(626) 471-3044

Calvin McKendrick

Assistant Principal
cmckendrick@monroviaschools.net
(626) 471-3002

Approved by John Russell

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