



In accordance with the American with Disabilities Act, if you need special assistance to participate in this meeting, please call the office at the Azusa Adult School, (626) 852-8400, 24 hours prior to meeting so that reasonable arrangements can be made. The Azusa Multi-Purpose room is wheelchair accessible.

In accordance with a recent amendment to the Ralph M. Brown Act, public records related to this public session agenda, that are provided to the Executive Board less than 72 hours before a regular meeting may be inspected by the public at the Azusa Adult Education main office 1134 S. Barranca Ave., Glendora, CA 91740 during regular office hours (8:00am – 4:00pm) and on the CCAEC website <http://www.ccadulted.org/>.



CITRUS COLLEGE ADULT EDUCATION CONSORTIUM

REGULAR EXECUTIVE BOARD OPEN SESSION MEETING

Tuesday, September 13, 2016

1:30 p.m.

Azusa Adult School – Multi-Purpose Room

1134 S. Barranca Ave.

Glendora, CA 91740

AGENDA

1.0 CONVENE SPECIAL EXECUTIVE BOARD CLOSED SESSION MEETING (1:30)

- Board discussions regarding Program Director's duties, assignment and resources.

2.0 CONVENE REGULAR EXECUTIVE BOARD OPEN SESSION MEETING (1:50)

2.1 Meeting called to order by Chair Mary Ketza at _____

2.2 Pledge of Allegiance

2.3 Roll call:

Felipe Delvasto, Representative

Flint Fertig, Representative

Mary Ketza, Representative

Jim Lancaster, Representative

Kevin Morris, Representative

Rebecca Summers, Representative

John Russell, Program Director

Debbie Vanschoelandt, Proxy

Jessica Michel, Secretary

Ron LeTourneau, Proxy

Daniel Soriano, Proxy

3.0 ORDER OF BUSINESS

Representative discussion/presentation of agenda items which could be moved up on the agenda.

3.1 Approve the minutes of the July 12, 2016 and August 9, 2016 Regular Executive Board Open Session Meeting.

Motion by _____, seconded by _____ Vote _____

Representative Delvasto ____ Representative Fertig ____ Representative Ketza ____

Representative Lancaster ____ Representative Morris ____ Representative Summers ____

4.0 COMMUNICATIONS

4.1 Representative reports:

Azusa _____

Duarte _____

Citrus _____

Glendora _____

Claremont _____

Monrovia _____

4.2 Program Director report.

4.3 Public comment for items not on the agenda.

4.3.1 Public comments for items on the Open Session Agenda.

5.0 BOARD DISCUSSION AND APPROVAL OF PARTICIPANTS FOR AEBG ANNUAL SUMMIT IN SACRAMENTO ON NOVEMBER

Motion by _____, seconded by _____ Vote _____

Representative Delvasto ____ Representative Fertig ____ Representative Ketza ____

Representative Lancaster ____ Representative Morris ____ Representative Summers ____

6.0 BOARD DISCUSSION AND APPROVAL OF ESL FAC HOURS TO COMPLETE COMPETENCIES AND LEVEL EXAMS

Motion by _____, seconded by _____ Vote _____

Representative Delvasto ____ Representative Fertig ____ Representative Ketza ____

Representative Lancaster ____ Representative Morris ____ Representative Summers ____

7.0 BOARD REVIEW AND DISCUSSION OF ESL FAC OUTSIDE PROFESSIONAL DEVELOPMENT PROPOSAL

8.0 BOARD DISCUSSION AND APPROVAL OF COUNSELOR PATHWAYS FOR SUCCESS (CPS) INITIAL MEETING

Motion by _____, seconded by _____ Vote _____

Representative Delvasto ____ Representative Fertig ____ Representative Ketza ____

Representative Lancaster ____ Representative Morris ____ Representative Summers ____

9.0 BOARD APPOINTMENT AND APPROVAL OF PROGRAM DIRECTOR

Motion by _____ , seconded by _____ Vote _____

Representative Delvasto ____ Representative Fertig ____ Representative Ketza ____

Representative Lancaster ____ Representative Morris ____ Representative Summers ____

10.0 ADJOURN CCAEC EXECUTIVE BOARD OPEN SESSION MEETING



Documents to Support Agenda Items

September 13, 2016 Agenda

Agenda Item 3.1

July 12, 2016 Minutes



CITRUS COLLEGE ADULT EDUCATION CONSORTIUM

REGULAR EXECUTIVE BOARD OPEN SESSION MEETING

Tuesday, July 12, 2016

4:00 p.m.

Azusa Adult School – Multi-Purpose Room

1134 S. Barranca Ave.

Glendora, CA 91740

Unadopted Minutes

1.0 CONVENE REGULAR EXECUTIVE BOARD OPEN SESSIONS MEETING (4:00)

1.1 Meeting called to order by Chair Mary Ketza at 4:02

1.2 Pledge of Allegiance

1.3 Roll call:

Felipe Delvasto, Representative	Present	John Russell, Program Director	Present
Flint Fertig, Representative	Present	Debbie Vanschoelandt, Proxy	Present
Mary Ketza, Representative	Present	Jessica Michel, Secretary	Present
Jim Lancaster, Representative	Tardy	Ron LeTourneau, Proxy	Absent
Kevin Morris, Representative	Absent	Daniel Soriano, Proxy	Present
Rebecca Summers, Representative	Present		

Also in Attendance:

David Conway, Fiscal Agent Rep.	Present	Olga Habayeb, ESL FAC	Present
Carol Burrill, ESL FAC	Present	Kim Jung, ESL FAC	Present
Yecsenia Delgado, ESL FAC	Present	Cynthia Ontiveros, ESL FAC	Present
Pam Gulli, ESL FAC	Present		

2.0 ORDER OF BUSINESS

Representative discussion/presentation of agenda items which could be moved up on the agenda.

No changes were made to the order of business.

2.1 Approve the minutes of the June 7, 2016 Regular Executive Board Open Session Meeting.

Act# 16-11 Move to vote by Mr. Fertig, seconded by Dr. Summers **Vote to Approve 4-0**

Representative Delvasto Y Representative Fertig Y Representative Ketz Y

Representative Lancaster A Representative Morris A Representative Summers Y

3.0 COMMUNICATIONS

3.1 Representative reports:

Azusa: Ms. Ketz reported that Azusa summer school is closing the week of July 11. Some staff will be working for the balance of summer doing data gathering and other tasks for the school. The next school session will begin August 18th. The brochure went online the morning of July 12th. The brochure will be delivered to homes around July 20th.

Citrus: No report.

Claremont: No report

Duarte: No report.

Glendora: No report

Monrovia: Mr. Fertig said that Monrovia's report was similar to Azusa's report. Summer school is about to finish, and the fall session will be starting on August 22nd.

3.2 Program Director report.

Mr. Russell reported that ASE, ABE, and Computer Tech. Advisory Committees have been meeting. The ABE FAC has been very productive as Math 1, 2, and course outlines have been approved, and the committee has made strides into approving English course outlines.

Mr. Russell reported there was an ASE FAC training on Odysseyware. Juli Ceccarelli from Claremont was in attendance to assist the Odysseyware trainer who provided the webinar. This training was very beneficial to start using Odysseyware for the expansion of electives and acceleration of student progress towards diplomas. The FAC's outside of ESL are gaining momentum, and Mr. Russell is feeling very positive about this. Mr. Russell will next focus on getting direction from the board for CTE FAC goals, and get counselors together which will be dependent on Citrus personnel availability.

3.3 Public comment for items not on the agenda.

No public comments were put forth at this time.

3.3.1 Public comments for items on the Open Session Agenda.

Carol Burrill asked if now would be an appropriate time to ask questions about CCAEC Annual Expenditure Report. Ms. Ketz advised for her to wait on that topic until that item on the

agenda.

4.0 ESL FACULTY ADVISORY COMMITTEE REPORT TO THE BOARD ON ALIGNMENT PROCESS AND LEVEL EXAM CREATION

All members of the CCAEC ESL FAC gave an update to the board on their processes to create seamless transitions for ESL programs across the consortium. A digital copy of the presentation has been attached to these minutes for further edification. Basic highlights from the presentation were:

- The initial meetings that involved all faculty and the processes used to address course learning objectives
- Creation of Language Proficiency Objectives (LPOs) for all ESL levels
- The resources needed to create Level Exit assessments to aid seamless transitions between institutions
- The benefits of the FAC have been significant because of opening the lines of communication between the schools
- The FAC wants to implement CASAS throughout the consortium (Citrus is working towards this)
- PD opportunities and conferences such as CA TESOL were presented to the board
- Create course outline templates that can be modified at each institution for institutional autonomy

Mr. Russell commended the ESL FAC for the professionalism and hard work exhibited in their efforts for seamless transitions. He also stated that professional development is a main objective for AEBG and requested a professional development proposal as soon as possible to present to the board.

In discussions after the ESL FAC presentations, Mr. Russell asked Mr. Delvasto about the MOU with LA County and Mr. Delvasto confirmed he signed the MOU.

5.0 APPROVE CCAEC 2015-2016 ANNUAL EXPENDITURE REPORT

Act# 16-12 Move to vote by Dr. Summers, seconded by Mr. Fertig **Vote to Approve 5-0**

Representative Delvasto Y Representative Fertig Y Representative Ketza Y

Representative Lancaster Y Representative Morris A Representative Summers Y

After motion was seconded, Mr. Russell advised the board the following:

- The PDF copy presented to the board had changed the bullet point formatting from the online version
- Section 4 changed based on Jim's suggestion

Mr. Conway was available to answer board questions. He advised that all 2015-16 Allocation funds had been disbursed and presented a disbursement plan/spreadsheet.

During deliberations, Ms. Carol Burrill asked the board about Section 3, specifically why Citrus was falling below guideline spending. Dr. Lancaster explained the funds were released in February and year-end was April, so there has not been the time to spend the funds. Mr. Russell advised Ms. Burrill that the board is aware that allocation funds need to be spent by December 31, 2017 and members would insure all allocation funds were expended by that date.

The Annual Expenditure Report has been added to these minutes for edification.

6.0 APPROVE 2016-2017 CCAEC EXECUTIVE BOARD MEETING CALENDAR

Act# 16-13 Move to vote by Mr. Fertig, seconded by Dr. Summers **Vote to Approve 5-0**
Representative Delvasto Y Representative Fertig Y Representative Ketza Y
Representative Lancaster Y Representative Morris A Representative Summers Y

Mr. Fertig requested to move the meeting times up earlier for all dates, suggesting 1:30 pm, instead of 4:00pm. Discussions occurred about moving to an earlier time affecting public attendance. The board amended the calendar to move the meeting start time to 1:30.

7.0 PROGRAM DIRECTOR REPORT ON CCAEC ANNUAL DATA SUBMISSION

Mr. Russell expressed the importance of the data being consistent and formatted properly as required by the state.

He outlined instructions to fill out the Data Template and the Course Template. He requested that institutions submit completed templates to him by July 25. Mr. Russell would make himself available to answer questions.

Mr. Delvasto asked how to gather data if students did not enter a gender or race. Mr. Russell said that if there is no race or gender, the state does not have the mechanism to handle that data. *(Eventually it was determined the data table did have the mechanism to address these situations.)*

Mr. Russell advised that the Course Template needed to include every credit/non-credit course in the 7 areas, but only non-credit CTE.

Mr. Russell advised the board that the majority of the \$123,711 of data funds was available for disbursement and this was confirmed by David Conway. Mr. Russell advised that the same processes for Allocation funds would need to be followed: create a budget, work plan, expenditure plan that shows how members met objectives.

In order to meet Data Submission requirement, Mr. Russell suggested \$10,000 emergency disbursement to each member. He stated that agenda item 8.0 refers to the dispersal of funds to pay for clerical and additional hours for faculty to collect the data.

8.0 APPROVE EMERGENCY DISTRIBUTION OF DATA COLLECTION ALLOCATION FUNDS TO ADDRESS IMMEDIATE DATA SUBMISSION NEEDS

Act# 16-14 Move to vote by Mr. Fertig, seconded by Dr. Summers **Vote to Approve 5-0**
Representative Delvasto Y Representative Fertig Y Representative Ketza Y
Representative Lancaster Y Representative Morris A Representative Summers Y

Dr. Lancaster advised that Citrus would not want any of the data funds money as he had already budgeted data collection out of the Citrus Allocation funds. He offered other members the funds. The motion was to allow an immediate dispersal of \$10,000 to Azusa, Claremont, Glendora, and Monrovia to cover extra hours for data collection.

Mr. Conway advised he would immediately issue checks for data funds and business offices should use resource 63912 for data funds. Mr. Russell advised he would calendar data meetings by conference call or in person, if members so desired the support.

9.0 PD REPORT ON 2016-17 ANNUAL PLAN PROGRESS

Mr. Russell advised a new and revised Annual Plan template had been released July 1st. The changes had affected what he had already been writing to, but he felt he would be able to complete the plan in a timely manner.

He advised that the plan is completed online and pre-populates with our CFAD information, which was approved by the board on July 15, 2016.

Mr. Russell advised he would calendar Annual Plan meetings by conference call or in person, if members so desired to make sure submission would be completed by August 15th. He asked that comments and suggestion be presented to him by August 9th.

10.0 ADJOURN CCAEC EXECUTIVE BOARD OPEN SESSION MEETING

Meeting was officially adjourned at 5:27 p.m.

THE CITRUS COLLEGE ADULT EDUCATION CONSORTIUM

English as a Second Language
Faculty Advisory Committee

ESL FAC

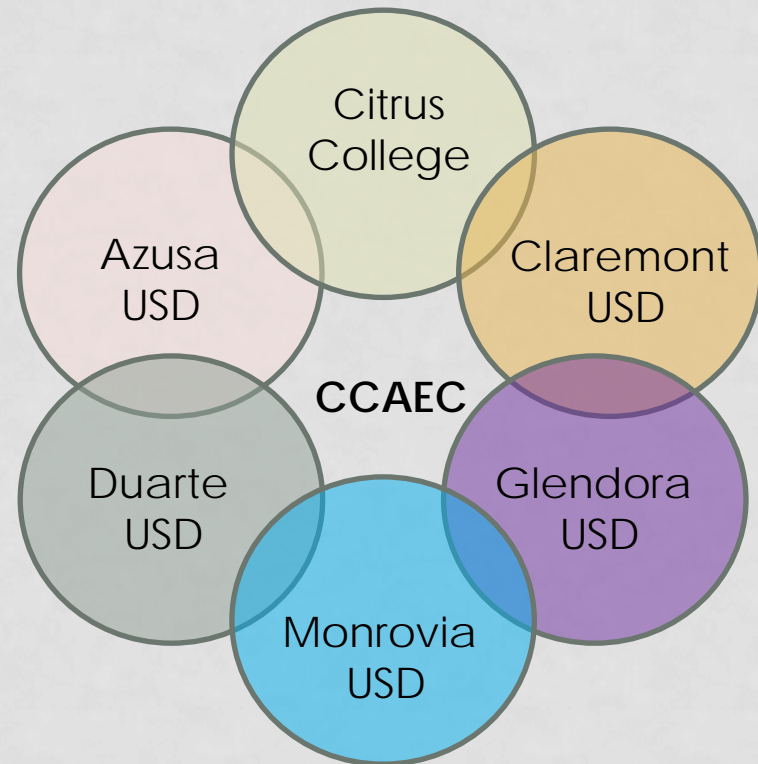


2016
JULY 12

GOAL

Objective 3: Integrate existing programs and create seamless transitions into postsecondary education or the workforce.

- Alignment of:
 - Placement
 - Curriculum
 - Assessments
 - Progress Indicators



INITIAL PROCESS



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= Preliminary Course Outlines

INTEGRATED APPROACH

Writing Functions

- I. Complete simple and more complex forms (rental application, taxes filings, job application, police report)
- II. Write multi-step instructions
- III. Write explanations and detailed descriptions (reference information)
- IV. Write moderately complex texts (common workplace materials, letters of complaint and request)
- V. Set long and short term goals with time frames, criteria, and strategies
- VI. Write informational materials (brochures, advertisements)
- VII. Write personal texts (journal entries, reminders)
- VIII. Write short functional texts (letters, postcards, e-mail, notes, lists)
- IX. Write the sequence of events in a narrative
- X. Write expository texts
- XI. Write information for charts and tables

Writing Skills and Strategies

- I. Write notes for peer-editing
- II. Proofread and edit for accuracy and meaning
- III. Draft, review, and revise a text after feedback
- IV. Pre-write and prepare with brainstorming, notes, a
- V. Use details to elaborate on main ideas and opinions, descriptions, personal experiences, facts
- VI. Demonstrate awareness of writing for varying communication purposes
- VII. Paraphrase and summarize information
- VIII. Present information logically using topic sentences, supporting details, and conclusions

ALIGNMENT KEY

Covered in K-12 ESL 4



Covered in later K-12 ESL Level



Not covered in K-12 ESL Level



LANGUAGE PROFICIENCY OBJECTIVES



+

**CITRUS COMMUNITY COLLEGE DISTRICT
NON-CREDIT COURSE OUTLINE**

+



= LPOs

LEVEL	Beginning Literacy	Beginning Low	Beginning High	Intermediate Low	Intermediate High	Advanced
SKILL AREA	Reading	Writing	Speaking	Listening	Grammar	Vocabulary & Functional Skills



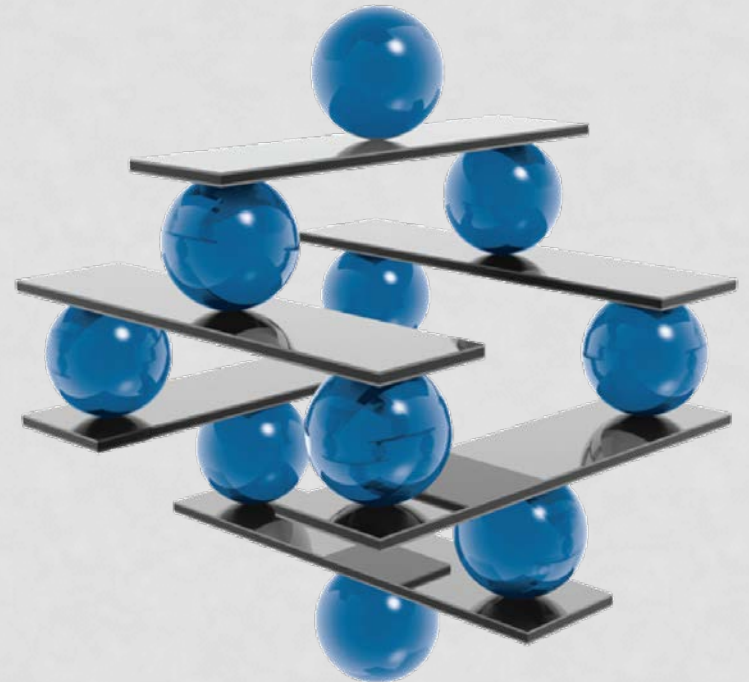
FACULTY ADVISORY COMMITTEE

- **Carol Burrill**, Monrovia USD
- **Cynthia Ontiveros** , Azusa USD
- **Jung W. Kim**, Citrus College
- **Olga Habayeb**, Glendora USD
- **Pamela Gulli**, Claremont USD
- **Yecsenia Delgado**, Monrovia USD

FAC'S PRIMARY GOAL

1. Finalize the course outlines:

- A. Differentiating levels
- B. Comparing progression between levels
- C. Creating unified Course Outline Templates





FAC'S GOALS

2. Create Level Exit Assessments

Reading (Post-CASAS)
Writing (Grammar & Vocabulary), Rubric
Oral Assessment (Listening & Speaking), Rubric

3. CASAS Implementation as a Consortium

✓ WIOA	Non-WIOA	✓ Non-WIOA	✓ WIOA	✓ WIOA
Azusa USD	Citrus College	Claremont USD	Glendora USD	Monrovia USD

FAC'S FUTURE GOALS

1. LPO Implementation at each institution
2. Plan and design professional development workshops as a consortium
3. Develop plans for professional development for local, regional, state, and/or national conferences



Professional Development

learn technology collaborate
teacher lead student resources growth discussion data
research vision education reflection

TENTATIVE SCHEDULE

	Aug	Sep	Oct	Nov
FAC Meeting	3 hrs x 2 = 6	3 hrs x 2 = 6	3 hrs x 2 = 6	3 hrs x 2 = 6
Individual Assignment	4	4	4	4
Hrs / Month	10	10	10	10

- ✓ Curriculum Alignment
- ✓ Course Outline Template
- ✓ Level Exit Assessments

2017
2016
2015

CCAEC Board Meeting Dates for 2016-2017

APPROVED July 12, 2016 – CCAEC Board Act # 16-13

Time: 1:30p.m.

Locale: Azusa Adult School
1134 S. Barranca Ave.
Glendora, CA 91740

Board Date	Agenda Item Due
August 9, 2016	August 4, 2016
September 13, 2016	September 8, 2016
October 11, 2016	October 6, 2016
November 8, 2016	November 3, 2016
December 13, 2016	December 8, 2016
January 10, 2017	January 5, 2017
February 14, 2017	February 9, 2017
March 14, 2017	March 9, 2017
April 18, 2017	April 13, 2017
May 9, 2017	May 4, 2017
June 13, 2017	June 8, 2017



Documents to Support Agenda Items

September 13, 2016 Agenda

Agenda Item 3.1

July 12, 2016 Minutes



CITRUS COLLEGE ADULT EDUCATION CONSORTIUM

REGULAR EXECUTIVE BOARD OPEN SESSION MEETING

Tuesday, August 9, 2016

1:30 p.m.

Azusa Adult School – Multi-Purpose Room

1134 S. Barranca Ave.

Glendora, CA 91740

Unadopted Minutes

1.0 CONVENE REGULAR EXECUTIVE BOARD OPEN SESSION MEETING (1:30)

1.1 Meeting called to order by Chair Mary Ketza at 1:41

1.2 Pledge of Allegiance

1.3 Roll call:

Felipe Delvasto, Representative	Absent	John Russell, Program Director	Present
Flint Fertig, Representative	Present	Debbie Vanschoelandt, Proxy	Present
Mary Ketza, Representative	Present	Jessica Michel, Secretary	Present
Jim Lancaster, Representative	Present	Ron LeTourneau, Proxy	Absent
Kevin Morris, Representative	Absent	Daniel Soriano, Proxy	Present
Rebecca Summers, Representative	Present		

2.0 ORDER OF BUSINESS

Representative discussion/presentation of agenda items which could be moved up on the agenda.

No changes were made to the order of business.

2.1 Approve the minutes of the July 12, 2016 Regular Executive Board Open Session Meeting.

Move to table by Dr. Lancaster, seconded by Dr. Summers **Vote to Table 4-0**

Representative Delvasto A Representative Fertig Y Representative Ketza Y

Representative Lancaster Y Representative Morris A Representative Summers Y

Mr. Russell asked the board if the minutes from the July 12 meeting could be approved at the 9/13 meeting due to the fact the August Data Submission that was delivered the day before the meeting had been extremely time consuming. July minutes will be ready for approval by the September meeting.

3.0 COMMUNICATIONS

3.1 Representative reports:

Azusa: Ms. Ketza reported that Azusa's classes start on August 18th, and registration begins on August 10th.

Citrus: Dr. Lancaster reported that Citrus classes start on August 22nd.

Claremont: No report.

Duarte: No report.

Glendora: Dr. Summers reported that Glendora classes start on August 12th, and registration begins on August 10th. She also wanted to praise her team for all the work they completed for the Data Submission in the past month.

Monrovia: No report.

3.2 Program Director report.

Mr. Russell thanked all members for their efforts in getting the Data Submission delivered. He advised that he did not have a formalized report because of the Data Submission and the pending Annual Report.

3.3 Public comment for items not on the agenda.

No public comments were put forth at this time.

3.3.1 Public comments for items on the Open Session Agenda.

No public comments were put forth at this time.

4.0 APPROVE SUBCONTRACTING OF FUNDS FOR CLAREMONT TO ENABLE THEM TO MEET 2106-2017 AEBG OBJECTIVES

Act # 16-19 Move to vote by Dr. Summers, seconded by Mr. Fertig **Vote to Approve 4-0**

Representative Delvasto A Representative Fertig Y Representative Ketza Y

Representative Lancaster Y Representative Morris A Representative Summers Y

Mr. Russell explained that based on course completion data and the fact that three members were already on semester length courses, that this was the correct move for alignment. Mr. Delvasto has expressed agreement for Claremont to move to 5 instructional days per week,

but they do not have the funds for it. Mr. Russell submitted a contracting proposal in response to get Claremont the additional Allocation funds.

(The finalized Subcontracting of Consortium Funds document is attached to these minutes.)

Mr. Russell outlined where the funds would come from in the Subcontracting of Consortium Funds proposal. The document outlined that:

- \$16,000 was freed up from overhead because the website design and maintenance would continue for the 2016-17 without additional charges and those funds could go to Claremont
- \$23,016 of data funds received were actually holdback funds for 2015-16 Allocation funds and the board could appropriate those funds accordingly

During deliberations Dr. Lancaster wanted to know when Claremont would be self-sustaining for these funds. Mr. Russell said that as long as Claremont receives WIOA Title II funds, and he believes that should happen, they could have funding in place by 2017-18.

Dr. Summers wanted to know if it is ok to move money around in the eyes of the state. Mr. Russell explained the subcontracting model was explained to him and Mr. Fertig by Neil Kelly from the state and this was completely acceptable.

Dr. Lancaster wanted to know why Monrovia needed to contribute an additional \$1,100, as that would be over the total needed of \$39,000. In response, Mr. Russell advised for contingency, but said Monrovia can pull back the \$1,100.

Mr. Fertig mentioned that Claremont's enrollment is actually closer to Monrovia and Azusa, than it is to Glendora and urged a yes vote. The final amount of funds to be subcontracted to Claremont per the final document is \$40,802.

5.0 BOARD ANALYSIS AND DISCUSSION ON FINAL 2015-2016 CCAEC DATA SUBMISSION

For the purpose of transparency, these minutes reflect a conference call held on August 8, 2016 at 4:30 pm. The board voted to approve the Data Submission documents

Act # 16-20 Move to vote by Mr. Fertig, seconded by Dr. Summers **Vote to Approve 5-0**

Representative Delvasto Y Representative Fertig Y Representative Ketza Y
Representative Lancaster Y Representative Morris A Representative Summers Y

Mr. Russell reminded the board of the conference call vote that took place the day before and asked that they be included in the minutes. He asked to table a discussion to analyze the data due to Mr. Delvasto's absence and the fact the Data Submission had just occurred the day before. The board was agreeable to that.

6.0 BOARD DISCUSSION ON 2016-2017 ANNUAL PLAN OBJECTIVES TO DATE AND PLAN FORWARD TO AMEND AND APPROVE ANNUAL PLAN FOR A 8/15/16 SUBMISSION

For the purpose of transparency, these minutes reflect a conference call to approve the Annual Plan held after the board meeting on August 15, 2016 at 4:00 p.m. The board voted to approve the Annual Plan without Table 3 from Citrus. Citrus was aware that an extension to 8/22 had been granted by the state and did not participate in the conference call. Citrus later submitted Table 3 and the CCAEC Annual Plan was submitted on August 22.

A final copy is attached to these minutes. The copy includes tables filled out online and narratives from a Word doc (that were also completed online, but are not legible in the PDF copy of the final Plan.)

Act# 16-21 Move to vote by Mr. Fertig, seconded by Dr. Summers **Vote to Approve 5-0**

Representative Delvasto Y Representative Fertig Y Representative Ketza Y

Representative Lancaster A Representative Morris Y Representative Summers Y

Above reflects the final vote on the 8/15 conference call. Below are deliberations that were discussed during the board meeting on 8/9 as the plan was being prepared.

Mr. Russell presented the Annual Plan as it existed at this point. He took the board through the plan and discussed changes that he planned to make. Below are the sections in the Annual Plan and an overview of his discussions with the board:

Section 1: The information in this section was pre-populated in the online system and he only needed to update the information.

Section 2: Mr. Russell discussed that he was gathering all stakeholder engagement and would list CCAEC partners (hospitals, medical offices, libraries, workforce development boards, etc.). He advised he would also write to the numerous stakeholder meetings he held in shaping the plan.

He outlined where services had increased that would be included in the plan: Monrovia has significantly increased its ESL, ASE, ABE, and CTE programs and course times, Azusa's career center has expanded, Claremont increased ABE classes, Glendora increased parent education course offerings, Citrus's student services expanded in the non-credit area.

Mr. Russell asked for each representative to add other offerings, if need be.

Section 3: This section required all members to submit Table 3. Mr. Russell advised that the state intended for 2015-16 money to address 2015-16 goals. Mr. Russell requested Table 3 from members as soon as possible. Ms. Ketza advised she had already sent it.

Section 4: The first part of Section 4 addresses the Regional Assessment Plan. Mr. Russell said a lot had been achieved, but there was still work to do, primarily in getting TABE and CASAS used across all institutions.

Mr. Russell discussed how consortium counseling efforts should be an area of focus for the Annual. He mentioned Counseling Pathways for Students (CPS), which Dr. Lancaster had devised as a way to get CCCD counselors and K-12 counselors to collaborate on pathways and transitions. Mr. Russell advised he was planning to write to CPS to get counselors more involved in a systemic approach to the regional assessment pathways and transitions.

Objective 3: Seamless transitions;

Mr. Russell advised that K-12 institutions need to consider course descriptions in terms of enrollment / participant / completer. He advised he would be writing to that.

Objective 4: Expansion of services.

How are we increasing classes, how are we continuing to meet the levels we need to meet? This was discussed above, but below were points discussed:

- Monrovia is offering a dual emersion Mandarin program
- Monrovia increased ESL classes: moved ESL classes to Duarte, Plymouth, and Santa Fe (shows a regional approach)
- Azusa is bringing back Pharmacy Tech.
- Glendora increased their Parent Education (added Tuesday/Thursday, and Monday/Wednesday class, and now adding a Friday class).

Objective 5: Acceleration and activities

- Claremont and Monrovia moved to a semester system as a direct result of consortium meetings
- Odysseyware is available for ASE electives (Mr. Russell mentioned an upcoming consortium-wide training in Odysseyware)

Objective 6: Shared Professional Development

- Professional Development would be
- CTE: Monrovia wants to have conversations with Citrus regarding CNA.

Objective 7: Leveraging Resources

- Same as partners mentioned in 2

Conference call before submission to approve the plan on Monday, August 15, 2016.

7.0 ADJOURN CCAEC EXECUTIVE BOARD OPEN SESSION MEETING

Meeting was officially adjourned at 2:50 p.m.

Subcontracting Proposal for Claremont USD

Expenditure Description	CFAD 16-17	Actual 16-17	
Total Fund	\$750,000	\$750,000	
Fiscal Fee	\$37,500	\$35,714	
Program Manager	\$60,000	\$60,000	
Travel / Conference	\$3,000	\$3,000	
Website / Graphics	\$16,000	\$0	
Total Overhead	\$116,500	\$98,714	
			Funds Available for Subcontracting
Total for Disbursement	\$633,500	\$651,286	\$17,786

Data Submission Funds	Unspent 15-16 Allocation Funds	AB104 Data Funds	
\$123,711	\$23,016	\$100,695	\$23,016
			\$40,802

Claremont Adult School	Amount Requested	2015-16 Annual Plan Action Item	Calculations
ESL Alignment (move to semester system)	\$21,840	4.1c(1).6 4.1c(1).8	\$52/hour * 12hours * 35 weeks
ESL/CASAS Coordinator	\$14,560	4.3.5	\$52/hour * 8hours * 35 weeks
		4.3.1, 4.3.2,	
ASE / ABE FAC	\$2,600	4.3.3, 4.3.4	\$52/hour * 50 hours
Total	\$39,000		

**Citrus College Adult Education
Consortium
AEBG Annual Plan for 2016-17
Plan Narrative**



For Section 1 – SEE PDF DOCUMENT FROM WEBSITE

Section 2: Plan Summary for Program Year 2016-17

The AEBG effort focuses on the purpose described in AB86: "... to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage." Your AB104 Adult Education Block Grant Three-Year Plan Update summarizes what your Consortium's vision and goals are for your regional Adult Education system. The Annual Plans focus on what will be done to make progress toward that vision each year.

Executive Summary

Please provide an Executive Summary of your Consortium's implementation plan for the 2016 – 17 Program Year. In your summary, please be sure to provide a clear and concise description of your Consortium's vision, accomplishments made during the prior Program Year, and its primary goals for the the upcoming Program Year.

Response: (500 words max.)

The Citrus College Adult Education Consortium has a vision that every student achieves her career and educational goals.

Our members help our region by offering a variety of vocational, academic, basic skills and English learner programs open to all adult students without discrimination. We provide our adults educational pathways into the workforce and/or higher education and our courses afford our students the incremental growth in abilities to pursue those pathways.

The CCAEC values responsibility, efficiency, transparency, accountability, and institutional autonomy while members provide quality programs for its adult students.

By the end of 2015-16 school year, the consortium expanded levels and types of programs across the region. Through regional collaboration and resource planning, the consortium added a new Career Center, a new HiSET testing locale, and new course offerings in English as a Second Language, basic academic skills, high school diploma, and parent education. New vocational programs in Business Technology and Automotive Technician were founded and are now poised for significant growth in 2016-17.

The consortium also made significant progress in aligning learning objectives in its ESL, ASE, and ABE courses for seamless transitions. Language Objectives for CCAEC ESL course descriptions are rigorous and uniform due to alignment efforts.

CCAEC members, also, leveraged the resources of a large number of partners to improve services for our students.

The 2016-17 Annual Plan demonstrates how CCAEC members plan to build upon the successes of 2015-16 to vigorously pursue our vision and mission. We will continue the successful efforts in alignment for seamless transitions. We will continue to expand the level and type of programs.

The primary consortium goal for 2016-17 focuses on creating solid counselor partnerships between

K-12 and CCD counselors to improve postsecondary transitions and to create the instruments to gather data for those transitions.

In the table below, please list your Consortium's Partner Agencies. These may include, but are not limited to, state, county workforce and / or educational agencies, community based organizations, corrections, advocacy and / or special interest groups, proprietary schools, charter schools, among others. Values may be entered directly into the table below. All changes are saved automatically.

[illegible]

Briefly describe a **promising practice** that has emerged as a result of your collaboration with one or more of the partners identified above.

Response: (200 words max.)

The consortium organized a series of ad hoc Annual Plan faculty meetings, student presentations, and status meetings with critical partners to maximize input in the plan.

The Program Director held ad hoc Annual Plan meetings with K-12 ASE, ABE, CTE, and ESL faculty, member counselors, classified employees and students for Annual Plan comments and suggestions. During these meetings, attendees carefully analyzed the 2015-16 Annual Plan and discussed challenges and successes the consortium experienced. Attendee feedback has been valuable and has influenced the direction of the 2016-17 plan.

Individual member institutions, both alone and together, have also sought input from critical CCAEC partners. Individual K-12 directors have discussed the Annual Plan with libraries, the Workforce Development Boards and other institutions that provide internship opportunities. As a group, K-12 directors counseled with the LA County Workforce Development Board.

One promising outcome that arose from these efforts is that Claremont USD became a signatory with LA County WDB. This means that Claremont can apply to become a WIOA institution the next time the grant opens. Also, Claremont can leverage the partnership with the LA WDB (along with guidance from other K-12 members) to begin developing CTE and career development programs in its end of the region.

Levels and Types of Services

Please provide a description of your Consortium's **success** expanding levels and types of programs within your region, as well as key **challenges** faced and / or overcome during the 2015 – 16 Program Year.

Successes: (200 words max.)

Though funding was delayed until nearly February 2016, the CCAEC had some good success in expanding levels of existing programs and increasing new programs.

The consortium added a new Career Center in Azusa, a new ABE program in Claremont, a new Business Technology and Automotive Technician programs in Monrovia and an ESL program that was a partnership between Citrus College and Duarte. Glendora was able to expand its course offerings for its Program 3 and hire an additional instructional aide to help grow its ESL program. Monrovia significantly expanded course offerings and course times for ASE, ABE, ESL and Construction. Monrovia leveraged the CCAEC partnership with the Monrovia Library to use the library facilities for ESL classes and, thus, extended its exposure to a new student population. That partnership will continue in the fall.

CCAEC members believe these successes have the consortium poised to further expand programs to meet regional needs.

Challenges: (200 words max.)

One challenge in expanding the programs was the delay in Allocation funding. All expansion of levels and types of programs was budgeted out of Allocation funds and not receiving those funds until late January / early February caused some delay in program expansion.

However, the largest challenge in expanding levels and types of programs relates to the growing costs in providing services with a fixed revenue stream. K-12 consortium member have been forced to pay retroactive raises to adult staff negotiated by teachers' unions. Those past (and future) raises along with impending higher STRS contributions have placed significant pressure on budgets in the context of fixed AEBG revenues.

Expanding programs with rising costs is not prudent if those costs threaten their long term viability. Despite these challenges CCAEC members do feel in the few months they had access to funds in 2015-16, they did expand the levels and types of programs. Members will make concerted efforts to continue that expansion.

Regional Needs

*Please provide a description of your Consortium's **success** providing training and educational services to address the needs of adult learners within your region. Please also identify key **challenges** faced and / or overcome during the 2015 – 16 Program Year. Please also include descriptions of changes in the needs of your region, as appropriate.*

Successes: (200 words max.)

In assessing regional needs for adult education services, CCAEC members have relied heavily upon the San Gabriel Valley Economic Partnership, the consortium's economic advisory partner. Members have attended SGVEP presentations (including one which featured California Treasurer John Chiang) and analyzed SGVEP economic studies. According to the SGVEP, the San Gabriel Valley continues to add jobs and will finally reach 676,000 jobs in 2016, which will surpass the pre-recession peak employment of 2008.

With the economy adding jobs, the focus of CCAEC members has grown to help adult students attain the skills necessary for those jobs and understand the pathways to a career those jobs provide. Health services, transportation and utilities, and construction were major sources of employment growth in the San Gabriel Valley, and, thus, those industry sectors have become the focus for CCAEC members in planning CTE programs.

CCAEC had substantial successes in providing training and educational services to its adult learners. Total Unduplicated Enrollment was 10,904 adults with 10,173 students. Consortium CTE programs were notably successful. The consortium had 1,253 CTE Participants and 1,183 Completers for a completion rate of 94.4%. K-12 schools graduated 149 adults with diplomas. And the consortium served 2,895 ESL students and over 5,200 ABE students. Though data gathering protocols are still being developed by members, over 400 adults have found jobs through CCAEC CTE

and Job Development programs. CCAEC members believe their August data submissions clearly demonstrate the consortium is addressing the needs of adult learners in the region.

Challenges: (200 words max.)

While consortium data indicates successes, the region still has tremendous needs. The CCAEC region continues to have large populations of adults who are foreign-born, speak a primary language other than English, do not have a high school diploma, or have never attended college. Also, free- or reduced- school-lunch percentages have remain unchanged for K-12 members. Azusa, Duarte and Monrovia still have more than 65% of their K-12 student population on free- or reduced- school-lunch and even the relatively more affluent areas of Glendora and Claremont have 30% of their student population in the same category. In the aggregate over 50% of the parents of students in the 5 K-12 districts speak a language other than English as the primary language.

In addition to a region that still has great needs, the consortium is struggling with a way to collect data on employment and wage increase. Doing so is very onerous and labor-intensive for members, especially for an institution as large as Citrus. Finding a way track this data is a big challenge the consortium is tackling in 2016-17.

Section 3: Consortium Expenditures by Program Area and Objective

*Reflecting on what you submitted in your 2015 – 16 Annual Plan, as well as your 2015 – 16 expenditures by **Program Area** and **Objective**, estimate the funding that will go to support these efforts in the 2016 – 17 Program Year. Data collected include 2015 – 16 MOE and Consortium Allocations (Budgeted and Spent) by **Program Area**, **Objective**, and **Object Code**, as well as **Planned Expenditures** by funding source for the 2016 – 17 Program Year, as shown in the tables below.*

[illegible]

Expenditures data must be submitted for each participating Member agency as a single a comma-separated values (.csv) file for each Consortium. To help ensure the consistency and accuracy of data collected, as well as minimize the administrative burden on Consortium Members, the AEBG Office has developed tools to support collection and reporting of Consortium expenditures data. These include a **Member Expenditures Form** that Consortia may use to collect data from Member agencies, and a **Consortium Expenditures Workbook** with built-in automations to import and export Member / Consortium data with the click of a button. Instructions for use of these tools, as well as a sample workflow document and export file may be found in **Consortium Expenditures Workbook**.

[Download Member Expenditures Form](#)
[Download Consortium Expenditures Workbook](#)

*While it is not required that Consortia use these tools, expenditures data **must** be submitted in the format produced by the **Consortium Expenditures Workbook**. Consortia using other tools to produce this report are **strongly** encouraged to reach out to the AEBG Office to ensure their files meet the specifications of the AEBG Office prior to submission. Once you have prepared your Consortium Expenditures file, upload it here for submission with your 2016 – 17 Annual Plan.*

Choose File no file selected

Section 4: Consortium Action Plan Review and Update

Regional Assessment Plan Updates

Provide a description of your AEBG Regional Assessment Plan, i.e., how students will be appraised, placed, assessed, etc. into the regional adult system as they progress, and as they move among the various schools.

Response: (200 words max.)

Though significant progress was made on developing and implementing the CCAEC Regional Assessment Plan, members still have work to do to begin executing the plan. CCAEC members believe by the end of the 2016-17 school year, the consortium will be fully implementing its Regional Assessment Plan.

The CCAEC Regional Assessment Plan has three major characteristics:

1. Incoming K-12 students in almost all programs will receive some type of placement assessment to determine their program entry academic level and will develop intake protocols to collect uniform demographic data that the state is requiring.
2. All programs will utilize some type of performance data to measure student progress, will use this data to drive curriculum and instruction, and will develop and provide interventions to help students who are not progressing
3. All consortium students will understand how they are able to transition between member institutions and how their progress will eventually lead to postsecondary education or employment.

Individual K-12 or CCD programs may vary as to the specific types of assessments, but the consortium is committed to having data drive curriculum and instruction of its programs. K-12 members will be using the TABE and Citrus College will be using the CCD Common Assessment in 2018. Both CCD and K-12 members will be monitoring CASAS scores and course completion during the 2016-17 year.

What tools and vendors will you be using for these activities? Responses may be entered directly into the table below. All changes are saved automatically.

[illegible]

Student Data Tracking

Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student / classroom level? How will this system enable you to meet the targeted program outcomes?

Response: (200 words max.)

CCAEC members utilized existing data collection solutions and Data and Accounting Allocation funds to gather and manually aggregate the data requested for the 8/8/16 data submissions. The existing solutions used are Banner for Citrus College, ASAP for Azusa, Claremont, and Monrovia, and manual systems for Duarte and Glendora. Glendora is slated to move to ASAP some time during this year.

K-12 members will continue to use ASAP to capture enrollment and demographic data. ASAP personnel have been involved in the AEBG data submission discussions and processes and have updated the solution accordingly. K-12 members have an August meeting and webinar with ASAP to implement best practices and insure that AEBG data for the Course Template and Data Tables is reported efficiently and with integrity.

Citrus College will continue to use Banner for enrollment and demographic data and is hoping that some interface issues can be addressed for the 2017 data submission so that the process is not so manual and labor-intensive.

CCAEC members will continue to use TABE, CASAS and course completion data to monitor success on the student and classroom level. By continually providing Performance Outcome data to fellow members and to the public via the website, the CCAEC will be held accountable in meeting program targets.

List the systems used for student data tracking. Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Participating Members	Core Services
SEE PDF DOCUMENT FROM WEBSITE			

2015 – 16 Annual Plan Review and Update

Considering the activities proposed and / or implemented this year, please evaluate your Consortium's effectiveness meeting the following student outcomes identified in AB104:

- (A) Improved literacy skills
- (B) Completion of high school diplomas or their recognized equivalents

- (C) Completion of postsecondary certificates, degrees, or training programs
- (D) Placement into jobs
- (E) Improved wages

In your responses, please include a description of your progress toward implementation of your 15 - 16 strategies. Please also be sure to highlight key successes, challenges, and any new strategies proposed as a result of lessons learned during the 15 – 16 program year.

Objective 3: Integration and Seamless Transition

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

Response: (200 words max.)

onsortium members plan to build upon the strong foundational work completed for Objective 3 in the 2015-16 school year to create stronger pathways to postsecondary education and careers.

Member ESL faculty created uniform Language Proficiency Objectives, which aligned rigorous learning objectives for seven skills areas across ESL levels from Beginning Literacy to Advanced. For 2016-17, the ESL Faculty Advisory Committee (FAC) is creating Level Exams for reading, writing, listening, speaking and grammar so that criteria for ESL Level completion are constant across the consortium. The goal of these activities is to progress ESL students through level programs more quickly and to transition them to postsecondary institutions.

The ABE FAC has agreed upon uniform competency-based course descriptions to help students accelerate in achieving their learning goals and, thus, more quickly transition into ASE, and eventually, postsecondary education.

Objective 3 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact	Add	Delete
SEE PDF DOCUMENT FROM WEBSITE					add	delete
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Objective 4: Gaps in Services

Activities and plans to address gaps in programs and services within your region.

Response: (200 words max.)

CCAEC members will build upon 2015-2016 plans to continue to address gaps identified in the updated AB104 3-year Plan. These measures include the following which are detailed further in the Objective 4 Activities Table:

- Expand Auto Technician program course offerings so additional certifications can be achieved
- Add an additional HiSET testing location in the consortium region
- Create a Faculty Advisory Committee to create uniform Parent Ed courses, Program 3.1e (from Section 3).
- Increase course offerings for Program 3.1e
- Increase ASE / ABE course offerings at additional times (e.g. in the evening) or with members where programs previously did not exist
- Increase ESL course offerings at additional times and locations to address waitlists (e.g. in the evenings) or where programs previously did not exist
- Add program coordinators to improve:
 - o ESL placement, outcomes, CASAS coordination and acceleration through levels
 - o Seamless transitions from noncredit and K-12 programs to credit, training, and post-secondary programs
 - o Data tracking to demonstrate consortium success in difficult to track data categories

Objective 4 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact	Add	Delete
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Objective 5: Acceleration

Activities and plans to accelerate student progress toward academic and/or career goals.

Response: (200 words max.)

CCAEC members have made significant efforts in 2015-16 to accelerate student progress and will use 2016-17 to expand on those efforts.

The ESL FAC has devised clearly aligned ESL course objectives, which has changed course time frames for some members and is intended to cause accelerated student progress. Members have increased hours or responsibilities for ESL coordinators to

help maintain fidelity to and improve instruction for these new learning objectives with the goal of accelerating ESL students through levels more quickly.

K-12 members, the consortium institutions that address ASE needs for the region, all have an online/distance learning program and will use it for electives and credit recovery curriculum (where possible) to accelerate ASE outcomes for all students. In 2016-17, the ASE FAC will determine which courses in the online program can serve as challenge exams again so that students may accelerate diploma acquisition.

K-12 counselors have completed the foundational work to create standards-based work study courses and will finalize course descriptions in the fall of 2016, so students can earn elective credits for work experience and accelerate progress. Individual members are increasing ASE lab hours and providing more direct, small group instruction to better.

Those efforts are noted below and in the Objective 5 Activities Table.

Objective 5 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact	Add	Delete
SEE PDF DOCUMENT FROM WEBSITE					add	delete
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Objective 6: Shared Professional Development

Activities and plans to implement collaborative professional development strategies designed to foster program alignment and support ongoing assessment and improvement of student outcomes.

Response: (200 words max.)

CAEC member faculty engaged in significant shared professional development, but it was primarily focused around alignment of course descriptions and objectives. This was difficult work, but work that needed to be completed. Before significant time and resources could be utilized for instructional strategies, CCAEC members felt it was important to align what institutions were going to teach.

One important byproduct that emerged from faculty efforts to align ESL, ASE and ABE courses and learning objectives was a strong sense of consortium community. The ESL FAC, which has faculty from every member, has built a very strong team and FAC members bring back important information to the faculty of each member site. ASE and ABE FACs have fostered solid communities as well.

For 2016-17, CCAEC will make significant efforts to improve instruction to meet the Objectives of AEBG. For example, the ESL FAC will submit a Professional Development Plan for board review and discussion. All faculty on the ESL FAC (and

throughout the CCAEC) understand the critical importance of moving students through ESL programs onto postsecondary institutions. Professional development for ESL faculty will be targeted to achieve that goal in as efficient and economical way as possible. Other CCAEC FACs will be making similar efforts to achieve this Objective.

Objective 6 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact	Add	Delete
SEE PDF DOCUMENT FROM WEBSITE					add	delete
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Objective 7: Leveraging Resources

Activities and plans to leverage resources to create or expand programs and services to adult learners in your region. Resources may include contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, county libraries, etc.

Response: (200 words max.)

As the Stakeholder Engagement Table indicates, CCAEC members have made significant progress in leveraging consortium partners to expand services to its adult learners. Numerous medical partners provide students with internship and externship opportunities, and often full-time employment. Workforce Development Boards refer clients and provide the prospect for members to apply for WIOA Title II funds. The consortium economic advisory partner provides critical economic data. Libraries provide classroom space, allowing members to "expand" campus size. Though many great partnerships exist, CCAEC members are continually looking to develop new ones.

Objective 7 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Timeline	Partners	Partner Contributions	Members	Outcomes Expected	Method of Assessing Impact	Add	Delete
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Section 5: Annual Plan Submission

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to

the measures put forth in the 2016 – 17 AEBG Program Assurances Document.

**Download 2016 – 17 AEBG Program
Assurances**

Certification *(Required)*

- ☐ I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2016 – 17 Program Assurances Document.
- ☐ I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature

**Citrus College Adult Education
Consortium
AEBG Annual Plan for 2016-17
Plan Tables**



Consortium Annual Plan

This Annual Plan Form has been partially auto-filled for your Consortium based on your AEBG Consortium Fiscal Administration Declaration (CFAD). **Some text is locked** (🔒). Should you need to make changes to these sections, please contact the AEBG Office. Submissions are due by **August 15, 2016**.

Please Note: Please use bullet-point lists where appropriate for clarity and concision and spell out acronyms that may not be readily understood by most readers.

Section 1: Consortium Administration

Consortium Grant Number	Consortium Name
🔒 15-328-29	🔒 09 Citrus

Primary Contact(s)

The table below lists the current Primary Contact(s) for your Consortium. Each may identify up to **two**. Please review and update the information listed below as appropriate. Cha

Name	Title	Phone
John Russell	Program Director	(626) 471-3044

Funding Channel

🔒 The consortium has designated a fiscal agent

Fiscal Contact

The table below lists the current Fiscal Contact for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into **Representatives**.

Name	Title	Phone
David Conway	Fiscal Agent Contact	(626) 471-2055

Member Representation

The table below lists the current Membership for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into th

Name	Member	Phone
Connie Wu	Monrovia Unified School District	(626) 471-2050
David Conway	Monrovia Unified School District	(626) 471-2055
John Russell	Monrovia Unified School District	(626) 471-3044
Flint Fertig	Monrovia Unified School District	(626) 471-3065
Rebecca Summers	Glendora Unified School District	(626) 963-1611
Kevin Morris	Duarte Unified School District	(626) 599-5130
Felipe Delvasto	Claremont Unified School District	(909) 398-0609
Mary Ketza	Azusa Unified School District	(626) 852-8400
James Lancaster	Citrus Community College District	(626) 852-6403

Governance Plan

Your Governance Plan defines the policies and procedures that guide decision-making and operations for your Consortium. Your Consortium's current Governance Plan may be i

Has your Consortium changed how it manages operations since submitting the plan above? (Select Yes or No)

- ☐ Yes
- ☒ No

If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan.

Choose File

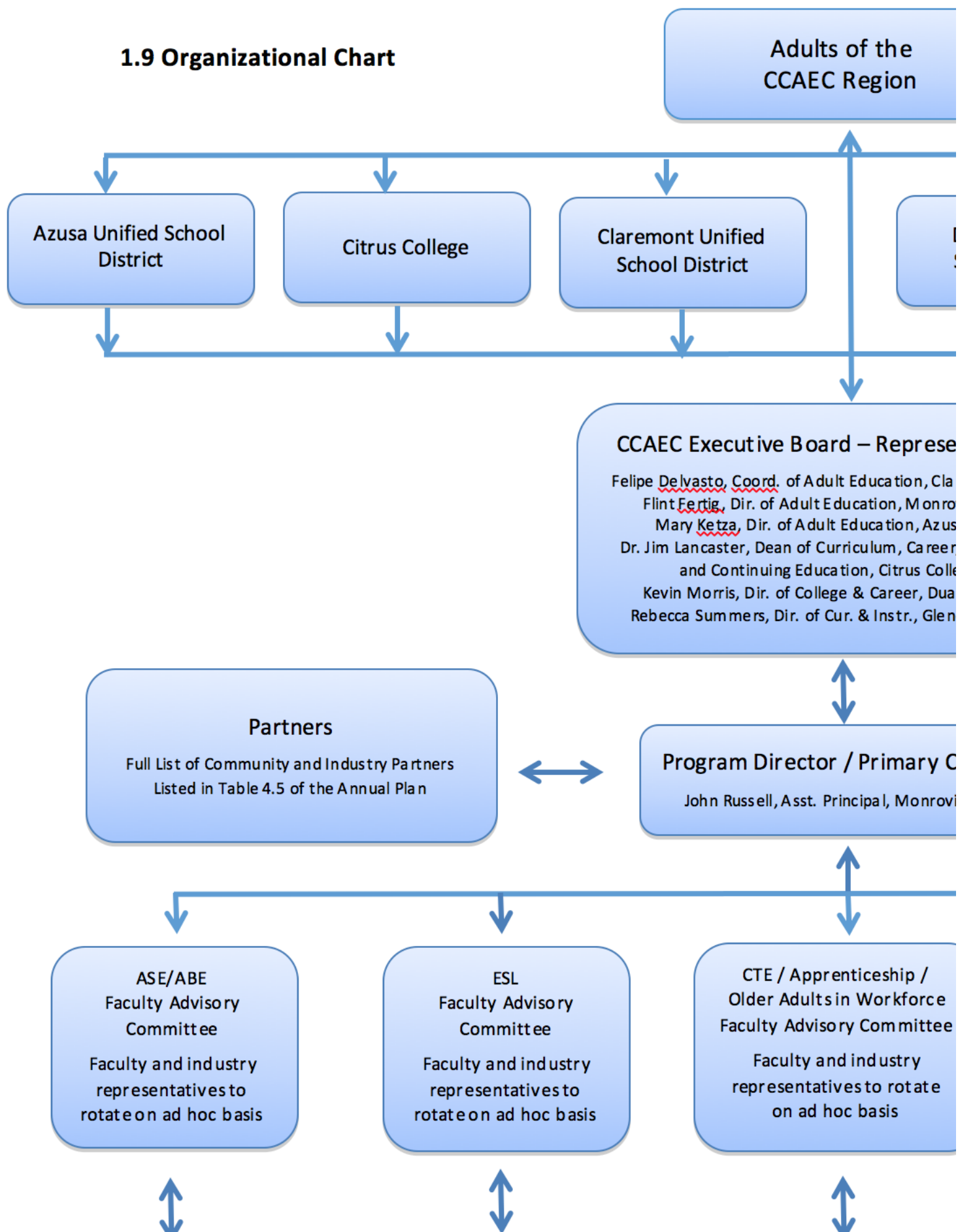
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Download Governance Plan Template

Organizational Chart

In your 2016 – 17 CFAD, you were asked to submit an Organizational Chart. Your Consortium's current Organizational Chart may be found below.

1.9 Organizational Chart



Faculty and staff
working in Program1

Faculty and staff
working in Program 2

Faculty and staff
working in Programs 3,
6, & 7

Do you have changes to your Organizational Chart? (Select Yes or No)

- ☐ Yes
☒ No

If there have been changes from what was submitted with your CFAD, please upload a new Organizational Chart below for submission with your Annual Plan. Organizational Cha

No file chosen

Fiscal Management

In your CFAD you answered the following questions: 1) How will the consortium be fiscally managing your block grant in 2016 - 17? 2) How are you rolling up grant expenditures i

The MUSD

fiscal contact, David Conway, is serving as the Certifying Officer. This Officer will aggregate certified individual member accounts into a consortium-wide accounting and based on member CBO certifications, certify for the consortium. The program director has created an online form that will track expenditures based on the annual plan goals and objectives. Individual members will enter narrative information int for the fiscal reports.

The CCAEC

Annual Financial Report will be approved by the board as follows: the Program Director and the Certifying Officer will complete aggregation of member expenditures and required narrative into a draft Annual Report. Board representatives will review and revise the draft report and then ratify the revised report. The ratified draft Annual Report will be posted on the consortium website for public review. At the meeting following the posting of the draft report, the board will consider public comments and after said consideration and any additional revisions, the board will vote to approve.

To increase accountability for the fiscal agent, CCAEC members have agreed that the 5% fiscal fee will be used to buy a to-be-determined percentage of the fiscal contact's salary and clerical/support salaries.

Does your Consortium have updates or changes to its approach to Fiscal Management to report? If so, click Yes and enter them in the textbox below

- ☐ Yes
☒ No




Changes: (200 words max.)

None

Consortium Allocation Schedule

In your CFAD, you submitted your Allocation Schedule for 2016-17. **This item is locked.** It is included here for reference only.

Member Name	District / LEA Code
 Monrovia Unified School District	64790
 Glendora Unified School District	64576
 Duarte Unified School District	64469

 Claremont Unified School District	64394
 Azusa Unified School District	64279
 Citrus Community College District	00820

Section 2: Plan Summary for Program Year 2016-17

The AEBG effort focuses on the purpose described in AB86: "... to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage." Your AB104 Adult Education Block Grant Three-Year Plan Update summarizes what your Consortium's vision and goals are for your regional Adult Education system. The Annual Plans focus on what will be done to make progress toward that vision each year.

Executive Summary

Please provide an Executive Summary of your Consortium's implementation plan for the 2016 – 17 Program Year. In your summary, please be sure to provide a clear and concise description of your Consortium's vision, accomplishments made during the prior Program Year, and its primary goals for the the upcoming Program Year.
Response: (500 words max.)

Stakeholder Engagement

In the table below, please list your Consortium's Partner Agencies. These may include, but are not limited to, state, county workforce and / or educational agencies, community based organizations, corrections, advocacy and / or special interest groups, proprietary schools, charter schools, among others. Values may be entered directly into the table below. All changes are saved automatically.

Partner Name	Partner Type	Core Services
Azusa Public Library	Library	Literacy
CalWorks	Workforce agency	Provide financial resources.
Children's Hospital Los Angeles	Hospital	Provide MA internships.
El Monte Pharmacy	Pharmacy	Provide Pharmacy Tech internships.
Foothill Workforce Development Board	Workforce agency	Employment development
Huntington Family Practice	Medical office	Provide MA internships.
Huntington Medical Foundation	Medical office	Provide MA internships.
Kaiser Permanente-Baldwin Park	Hospital	Provide CNA internships.
Los Angeles County Workforce Development Board	Workforce agency	Employment development
MedPlus	Pharmacy	Provide Pharmacy Tech internships.
Monrovia Public Library	Library	Literacy
Partners Health	Pharmacy	Provide Pharmacy Tech internships.
Premier Pharmacy	Pharmacy	Provide Pharmacy Tech internships.
Rowland Convalescent Hospital	Skilled Nursing Facility	Provide CNA internships.
San Gabriel Valley Economic Partnership	Economic advisory	Provide data on regional economic and labor force trends.
Santa Teresita Hospital	Skilled Nursing Facility	Provide CNA internships

Briefly describe a promising practice that has emerged as a result of your collaboration with one or more of the partners identified above.
Response: (200 words max.)

The consortium organized a series of ad hoc Annual Plan faculty meetings, student presentations, and status meetings with critical partners to maximize input in the plan.

The Program Director held ad hoc Annual Plan meetings with K-12 ASE, ABE, CTE, and ESL faculty, member counselors, classified employees and students for Annual Plan comments and suggestions. During these meetings, attendees carefully analyzed the 2015-16 Annual Plan and discussed challenges and successes the consortium experienced. Attendee feedback has been valuable and has influenced the direction of the 2016-17 plan.

Levels and Types of Services

Please provide a description of your Consortium's success expanding levels and types of programs within your region, as well as key challenges faced and / or overcome during the 2015 – 16 Program Year.
Successes: (200 words max.)

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The consortium added a new Career Center in Azusa, a new ABE program in Claremont, a new Business Technology and Automotive Technician programs in Monrovia and an ESL program that was a partnership between Citrus College and Duarte. Glendora was able to expand its course offerings for its Program 3 and hire an additional instructional aide to help grow its ESL program. Monrovia significantly expanded course offerings and course times for ASE, ABE, ESL and Construction. Monrovia leveraged the CCAEC partnership with the Monrovia Library to use the library

Challenges: (200 words max.)

One challenge in expanding the programs was the delay in Allocation funding. All expansion of levels and types of programs was budgeted out of Allocation funds and not receiving those funds until late January / early February caused some delay in program expansion.

However, the largest challenge in expanding levels and types of programs relates to the growing costs in providing services with a fixed revenue stream. K-12 consortium member have been forced to pay retroactive raises to adult staff negotiated by teachers' unions. Those past (and future) raises along with impending higher STRS contributions have placed significant pressure on budgets in the context of fixed AEBG revenues.

Regional Needs

Please provide a description of your Consortium's success providing training and educational services to address the needs of adult learners within your region. Please also identify key challenges faced and / or overcome during the 2015 – 16 Program Year. Please also include descriptions of changes in the needs of your region, as appropriate.

Successes: (200 words max.)

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Challenges: (200 words max.)

While consortium data indicates successes, the region still has tremendous needs. The CCAEC region continues to have large populations of adults who are foreign-born, speak a primary language other than English, do not have a high school diploma, or have never attended college. Also, free- or reduced- school-lunch percentages have remain unchanged for K-12 members. Azusa, Duarte and Monrovia still have more than 65% of their K-12 student population on free- or reduced- school-lunch and even the relatively more affluent areas of Glendora and Claremont have 30% of their student population in the same category. In the aggregate over 50% of the parents of students in the 5 K-12 districts speak a language other than English as the primary language.

Section 3: Consortium Expenditures by Program Area and Objective

Reflecting on what you submitted in your 2015 – 16 Annual Plan, as well as your 2015 – 16 expenditures by Program Area and Objective, estimate the funding that will go to support these efforts in the 2016 – 17 Program Year. Data collected include 2015 – 16 MOE and Consortium Allocations (Budgeted and Spent) by Program Area, Objective, and Object C as well as Planned Expenditures by funding source for the 2016 – 17 Program Year, as shown in the tables below.

2015 - 16 Expenditures							
Program Areas	Budgeted			Spent			+ / -
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	
3.1a Adult education (ABE, ASE, Basic Skills)	\$0	\$0	\$0	\$0	\$0	\$0	-
3.1b English as a second language	\$0	\$0	\$0	\$0	\$0	\$0	-
3.1c Pre-apprenticeship training	\$0	\$0	\$0	\$0	\$0	\$0	-
3.1d Career and technical training	\$0	\$0	\$0	\$0	\$0	\$0	-
3.1e Adults training to support child school success	\$0	\$0	\$0	\$0	\$0	\$0	-
3.1f Older adults in the workforce	\$0	\$0	\$0	\$0	\$0	\$0	-
3.1g Services to adults with disabilities	\$0	\$0	\$0	\$0	\$0	\$0	-
Total	\$0	\$0	\$0	\$0	\$0	\$0	-
2016 - 17 Planned Expenditures							
Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+ / -
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	
5.1a Obj. 3: Seamless Transition	\$0	\$0	\$0	\$0	\$0	\$0	-
5.1b Obj. 4: Gaps in Services	\$0	\$0	\$0	\$0	\$0	\$0	-
5.1c Obj. 5: Accelerated Learning	\$0	\$0	\$0	\$0	\$0	\$0	-
5.1d Obj. 6: Professional Development	\$0	\$0	\$0	\$0	\$0	\$0	-
5.1e Obj. 7: Leveraging Structures	\$0	\$0	\$0	\$0	\$0	\$0	-
Total	\$0	\$0	\$0	\$0	\$0	\$0	-
2016 - 17 Planned Expenditures							
Object Code	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+ / -
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	
1000 Instructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-
2000 Noninstructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-
3000 Employee Benefits	\$0	\$0	\$0	\$0	\$0	\$0	-
4000 Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0	-
5000 Other Operating Expenses	\$0	\$0	\$0	\$0	\$0	\$0	-
6000 Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	-
7000 Other Outgo	\$0	\$0	\$0	\$0	\$0	\$0	-
Indirect / Administration	\$0	\$0	\$0	\$0	\$0	\$0	-
Total	\$0	\$0	\$0	\$0	\$0	\$0	-

AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Key
▼ = Under
▲ = Over

Expenditures data must be submitted for each participating Member agency as a single a comma-separated values (.csv) file for each Consortium. To help ensure the consistency and accuracy of data collected, as well as minimize the administrative burden on Consortium Members, the AEBG Office has developed tools to support collection and reporting of Consortium expenditures data. These include a Member Expenditures Form that Consortia may use to collect data from Member agencies, and a Consortium Expenditures Workbook with built-in automations to import and export Member / Consortium data with the click of a button. Instructions for use of these tools, as well as a sample workflow document and export file may be found in Consortium Expenditures Workbook.

 [Download Consortium Expenditures Workbook](#)

 [Download Member Expenditures Form](#)

While it is not required that Consortia use these tools, expenditures data must be submitted in the format produced by the Consortium Expenditures Workbook. Consortia using other tools to produce this report are strongly encouraged to reach out to the AEBG Office to ensure their files meet the specifications of the AEBG Office prior to submission. Once you have prepared your Consortium Expenditures file, upload it here for submission with your 2016 – 17 Annual Plan.

[Choose File](#) No file chosen

Section 4: Consortium Action Plan Review and Update

Regional Assessment Plan Updates

Provide a description of your AEBG Regional Assessment Plan, i.e., how students will be appraised, placed, assessed, etc. into the regional adult system as they progress, and as they move among the various schools.

Response: (200 words max.)

Though significant progress was made on developing and implementing the CCAEC Regional Assessment Plan, members still have work to do to begin executing the plan. CCAEC members believe by the end of the 2016-17 school year, the consortium will be fully implementing its Regional Assessment Plan.

The CCAEC Regional Assessment Plan has three major characteristics:

1. Incoming K-12 students in almost all programs will receive some type of placement assessment to determine their program entry academic level and will develop intake protocols to collect uniform demographic data that the state is requiring.

What tools and vendors will you be using for these activities? Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services	Participating Members
ASAP	ASAP	Enrollment data	Azusa Unified School District, Claremont Unified School District, Glendora Unified School District, Monrovia Unified School District
Banner	Ellucian	Enrollment data	Citrus Community College District
CASAS	CASAS	Testing	Azusa Unified School District, Citrus Community College District, Claremont Unified School District, Duarte Unified School District, Glendora Unified School District, Monrovia Unified School District
TABE	CTB/McGraw Hill	Testing	Azusa Unified School District, Claremont Unified School District, Glendora Unified School District, Monrovia Unified School District

Student Data Tracking

Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student / classroom level? How will this system enable you to meet the targeted program outcomes? **Response:** (200 words max.)

CCAEC members utilized existing data collection solutions and Data and Accounting Allocation funds to gather and manually aggregate the data requested for the 8/8/16 data submissions. The existing solutions used are Banner for Citrus College, ASAP for Azusa, Claremont, and Monrovia, and manual systems for Duarte and Glendora. Glendora is slated to move to ASAP some time during this year.

K-12 members will continue to use ASAP to capture enrollment and demographic data. ASAP personnel have been involved in the AEBG data submission discussions and processes and have updated the solution accordingly. K-12 members have an August meeting and webinar with ASAP to implement best practices and insure that AEBG data for the Course Template and Data Tables is reported efficiently and with integrity.

List the systems used for student data tracking. Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services	Participating Members
ASAP	ASAP	Enrollment data	Azusa Unified School District, Claremont Unified School District, Glendora Unified School District, Monrovia Unified School District
Banner	Illucian	Enrollment data	Citrus Community College District
CASAS	CASAS	Testing	Azusa Unified School District, Citrus Community College District, Claremont Unified School District, Duarte Unified School District, Glendora Unified School District, Monrovia Unified School District
TABE	CTB/McGraw Hill	Testing	Azusa Unified School District, Claremont Unified School District, Duarte Unified School District, Glendora Unified School District, Monrovia Unified School District

2015 – 16 Annual Plan Review and Update

Considering the activities proposed and / or implemented this year, please evaluate your Consortium's effectiveness meeting the following student outcomes identified in AB104:

- (A) Improved literacy skills
- (B) Completion of high school diplomas or their recognized equivalents
- (C) Completion of postsecondary certificates, degrees, or training programs
- (D) Placement into jobs
- (E) Improved wages

In your responses, please include a description of your progress toward implementation of your 15 - 16 strategies. Please also be sure to highlight key successes, challenges, and any new strategies proposed as a result of lessons learned during the 15 – 16 program year.

Objective 3: Integration and Seamless Transition

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

Response: (200 words max.)

Consortium members plan to build upon the strong foundational work completed for Objective 3 in the 2015-16 school year to create stronger pathways to postsecondary education and careers.

Member ESL faculty created uniform Language Proficiency Objectives, which aligned rigorous learning objectives for seven skills areas across ESL levels from Beginning Literacy to Advanced. For 2016-17, the ESL Faculty Advisory Committee (FAC) is creating Level Exams for reading, writing, listening, speaking and grammar so that criteria for ESL Level completion are constant across the consortium. The goal of these activities is to progress ESL students through level programs more quickly and to transition them to postsecondary institutions.

Objective 3 Activities

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

Response: (200 words max.)

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
Create Counselor Pathways for Success (CPS), craft CPS missions and goals, and build CPS community.	09/19/2016 to 09/30/2016	Azusa Unified School District Citrus Community College District Claremont Unified School District Duarte Unified School District Glendora Unified School District Monrovia Unified School District	CPS mission, CPS objectives, and CPS community and team-building.	Existence of mission and objectives. Evidence of community.
Foster inform CPS discussions and brainstorming on ways to achieve CPS objectives.	10/03/2016 to 10/14/2016	Azusa Unified School District Citrus Community College District Claremont Unified School District Duarte Unified School District Glendora Unified School District Monrovia Unified School District	Discussions yield more formal approaches to achieve goals.	Formalized methods to achieve goals.
Create or find a system to aggregate data for student transition to postsecondary institutions.	10/03/2016 to 12/16/2016	Azusa Unified School District Citrus Community College District Claremont Unified School District Duarte Unified School District Glendora Unified School District Monrovia Unified School District	Tool to aggregate student transition data.	Existence of data gathering tool.
CPS implements its data system to gather student transition data.	01/09/2017 to 06/30/2017	Azusa Unified School District Citrus Community College District Claremont Unified School District Duarte Unified School District Glendora Unified School District Monrovia Unified School District	Data for students who transition.	Data document and analysis of students who transition.
ESL FAC to finalize bank of questions for ESL Level Exams.	09/06/2016 to 12/16/2016	Azusa Unified School District Citrus Community College District Claremont Unified School District Duarte Unified School District Glendora Unified School District Monrovia Unified School District	Creation of test bank.	Existence of text bank.

ESL faculty for all members pilot use of ESL Level exams.	01/09/2017 to 06/30/2017	Azusa Unified School District Citrus Community College District Claremont Unified School District Duarte Unified School District Glendora Unified School District Monrovia Unified School District	Ability to calibrate ESL Level exams. Ability to measure program effectiveness between member institutions.	Compare to scores between institutions and with CASAS scores.
Pilot use of CASAS in two classes.	08/29/2016 to 12/09/2016	Citrus Community College District	CASAS piloted with data outcomes.	Analysis of CASAS data.
Roll out use of CASAS to all ESL classes.	02/13/2017 to 06/12/2017	Citrus Community College District	All ESL classes using CASAS data to measure student progress.	Analysis of CASAS data.
Develop regional K-12 intake enrollment form for uniform data collection during intake.	08/15/2016 to 08/19/2016	Azusa Unified School District Claremont Unified School District Duarte Unified School District Glendora Unified School District Monrovia Unified School District	Uniform enrollment sheet used across all insitutions.	Existence of forms. Uniform data for end of year submission.
Use TABE as uniform entry assessment for ABE	08/15/2016 to 06/30/2017	Azusa Unified School District Claremont Unified School District Duarte Unified School District Glendora Unified School District Monrovia Unified School District	Data warehouse for all K-12 consortium members.	Data analysis of TABE results.
Purchase and implement ASAP for Glendora USD.	09/19/2016 to 11/18/2016	Glendora Unified School District	ASAP in place for data gathering.	Existence of ASAP data reports.
Implement CCAEC uniform K-12 ABE courses at each member institution	08/15/2016 to 06/30/2017	Azusa Unified School District Claremont Unified School District Duarte Unified School District Glendora Unified School District Monrovia Unified School District	Uniform courses scheduled at member schools.	Analysis of number of student completers in these competency-based courses.
Explore possible ways to incorporate Early / Middle college courses for K-12 adult students.	10/17/2016 to 01/27/2017	Azusa Unified School District Citrus Community College District Claremont Unified School District Duarte Unified School District Glendora Unified School District Monrovia Unified School District	Informal discussions leading to eventual classes on the K-12 schedule.	Student enrollment and success in postsecondary classes.

Objective 4: Gaps in Services

Activities and plans to address gaps in programs and services within your region.

Response: (200 words max.)

CCAEC members will build upon 2015-2016 plans to continue to address gaps identified in the updated AB104 3-year Plan. These measures include the following which are detailed further in the Objective 4 Activities Table:

- Expand the Auto Technician program course offerings so additional certifications can be achieved
- Add an additional HiSET testing location in the consortium region
- Create a Faculty Advisory Committee to create uniform Parent Ed courses, Program 3.1e (from Section 3).
- Increase course offerings for Program 3.1e

Objective 4 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
Use Citrus faculty and guidance to expand Auto Technician program offerings.	08/22/2016 to 06/30/2017	Citrus Community College District Monrovia Unified School District	Increase in ASE certifications for students. Increase in employment for students. Increase transitions to Citrus Auto Program.	Track student certifications, employment and transitions.

Use Azusa guidance and expertise to become HiSET Testing Center.	07/01/2016 to 08/02/2016	Azusa Unified School District Monrovia Unified School District	Increased HiSET offerings consortium-wide.	Track number of new HiSET test takers consortium-wide.
Increase HiSET test prep courses.	08/18/2016 to 06/30/2017	Azusa Unified School District Claremont Unified School District Glendora Unified School District Monrovia Unified School District	Increased student HiSET passage consortium wide.	Tracking increased student passage totals.
Provide hours to ESL Coordinator, Faculty lead, and CASAS test administrator for ESL department.	08/19/2016 to 06/09/2017	Citrus Community College District	Pilot CASAS and eventually implement across ESL program. Liaise with faculty regarding alignment and ESL Level exams.	Analysis of CASAS and completer data.
Provide hours to ESL Coordinator for ESL department.	08/22/2016 to 06/30/2017	Claremont Unified School District	To better implement CASAS testing in preparation for 2017 WIOA grant application.	Analysis of CASAS scores.
Utilize CTE / Adults in Workforce Coordinator to address gaps.	08/19/2016 to 06/09/2017	Citrus Community College District	Increased employment for students.	Tracking student employment outcomes.
Increase Auto Technician course offerings.	08/22/2016 to 05/13/2017	Monrovia Unified School District	Increased course opportunities for students.	Track student certifications, employment and transitions.
Establish Program 3.1e Faculty Advisory Committee, craft FAC missions and goals, and build FAC community.	08/22/2016 to 09/16/2016	Azusa Unified School District Claremont Unified School District Duarte Unified School District Glendora Unified School District Monrovia Unified School District	For FAC to have mission, and a strong sense of team.	Existence of uniform courses and instructional strategies.
Guide Parent Ed FAC to create uniform course descriptions for Program 3.1e, and share professional development for instructional strategies.	08/22/2016 to 06/30/2017	Azusa Unified School District Claremont Unified School District Duarte Unified School District Glendora Unified School District	Creation of FAC and course descriptions. Norm instructional strategies.	Track Category 3.1e completers.
Increase ESL course offerings and locations to partners and fellow members (Duarte)..	08/22/2016 to 06/30/2017	Monrovia Unified School District	Decrease wait lists and increase services to surrounding areas.	Enrollment and CASAS data.
Increase ASE lab times / ABE courses.	08/22/2016 to 05/11/2017	Monrovia Unified School District	Increased enrollment and services.	Data and course completer data.

Objective 5: Acceleration

Activities and plans to accelerate student progress toward academic and/or career goals.

Response: (200 words max.)

CCAEC members have made significant efforts in 2015-16 to accelerate student progress and will use 2016-17 to expand on those efforts.

The ESL FAC has devised clearly aligned ESL course objectives, which has changed the course delivery for some members and is intended to cause accelerated student progress. Members have increased hours or responsibilities for ESL coordinators to help maintain fidelity to and improve instruction for these new learning objectives with the goal of accelerating ESL students through levels more quickly.

K-12 members, the consortium institutions that address ASE needs for the region, all now have an online/distance learning program and will use

Objective 5 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
Get Odysseyware elective and credit recovery courses board approved on available for K-12 ASE students.	08/22/2016 to 09/16/2016	Azusa Unified School District Glendora Unified School District Monrovia Unified School District	Accelerated elective and recovery credit acquisition.	Data analysis of course completers.

Change ESL courses to semester courses.	08/22/2016 to 05/12/2017	Claremont Unified School District Monrovia Unified School District	ESL students progress more quickly.	Analysis of course completers.
Create, pilot and eventually administer ESL level exams.	08/22/2016 to 06/30/2017	Azusa Unified School District Citrus Community College District Claremont Unified School District Duarte Unified School District Glendora Unified School District Monrovia Unified School District	ESL students progress faster.	Analysis of course completer data.
Agree upon and implement Odysseyware course challenge exams.	08/22/2016 to 06/30/2017	Azusa Unified School District Claremont Unified School District Duarte Unified School District Glendora Unified School District Monrovia Unified School District	Accelerated credit acquisition.	Analysis of course completer data.
Explore possible ways to incorporate Early / Middle college courses for K-12 adult students.	10/17/2016 to 01/27/2017	Azusa Unified School District Citrus Community College District Claremont Unified School District Duarte Unified School District Glendora Unified School District Monrovia Unified School District	Informal discussions leading to eventual classes on the K-12 schedule.	
Provide hours to ESL Coordinator, Faculty lead, and CASAS test administrator for ESL department.	08/19/2016 to 06/09/2017	Citrus Community College District	Improved student outcomes for ESL level completions and transitions to credit courses.	Analysis of completion and transition data.
Counselors finalize course descriptions for work-readiness classes and get board approval to accelerate ASE diploma students.	08/22/2016 to 09/30/2016	Azusa Unified School District Claremont Unified School District Duarte Unified School District Glendora Unified School District Monrovia Unified School District	Increase course completions and accelerated diploma acquisition.	Course completion and graduation data.
Increase ASE lab hours and provide more small group, direct instruction.	08/22/2016 to 05/12/2017	Monrovia Unified School District	Increased course participation and completion.	Analysis of participation and completion data for classes with small group instruction.

Objective 6: Shared Professional Development

Activities and plans to implement collaborative professional development strategies designed to foster program alignment and support ongoing assessment and improvement of student outcomes.

Response: (200 words max.)

CCAEC member faculty engaged in significant shared professional development, but it was primarily focused around alignment of course descriptions and objectives. This was difficult work, but work that needed to be completed. Before significant time and resources could be utilized for instructional strategies, CCAEC members felt it was important to align what institutions were going to teach.

One important byproduct that emerged from faculty efforts to align ESL, ASE and ABE courses and learning objectives was a strong sense of consortium community. The ESL FAC, which has faculty from every member, has built a very strong team and FAC members bring back important information to the faculty of each member site. ASE and ABE FACs have fostered solid communities as well.

Objective 6 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
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Create FAC for Adults Training for Child Success (Program 3.1e)	08/22/2016 to 09/16/2016	Azusa Unified School District Claremont Unified School District Duarte Unified School District Glendora Unified School District Monrovia Unified School District	A mission and objectives for the Parent Ed FAC.	Existence of FAC mission and objectives.
Create FACs for Adults in Workforce and Pre-apprenticeship (Programs 3.1e)	08/22/2016 to 11/18/2016	Azusa Unified School District Citrus Community College District Monrovia Unified School District	A mission and objectives for both FAC.	Existence of FAC mission and objectives.
Board to review, revise, and approve ESL professional development plan.	09/01/2016 to 09/13/2016	Azusa Unified School District Citrus Community College District Claremont Unified School District Duarte Unified School District Glendora Unified School District Monrovia Unified School District	An approved ESL professional development plan.	Increased completion rates in ESL./
Board to review, revise and approve ASE and ABE professional development plan.	10/03/2016 to 10/11/2016	Azusa Unified School District Citrus Community College District Claremont Unified School District Duarte Unified School District Glendora Unified School District Monrovia Unified School District	Approved ASE/ABE professional development plan.	Improved completion rates in ASE/ABE.
Create CTE FACs by industry sector.	09/06/2016 to 10/28/2016	Azusa Unified School District Citrus Community College District Monrovia Unified School District	A mission and objectives for the CTE FACs.	Existence of mission and objectives.
Board to review, revise, and approve CTE professional development schedule.	11/01/2016 to 11/08/2016	Azusa Unified School District Citrus Community College District Claremont Unified School District Duarte Unified School District Glendora Unified School District Monrovia Unified School District	Board approved plan for professional development to be implemented.	Improved outcomes in CTE classes.

Objective 7: Leveraging Resources

Activities and plans to leverage resources to create or expand programs and services to adult learners in your region. Resources may include contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, county libraries, etc.

Response: (200 words max.)

As the Stakeholder Engagement Table indicates, CCAEC members have made significant progress in leveraging consortium partners to expand services to its adult learners. Numerous medical partners provide students with internship and externship opportunities, and often full-time employment. Workforce Development Boards refer clients and provide the prospect for members to apply for WIOA Title II funds. The consortium economic advisory partner provides critical economic data. Libraries provide classroom space, allowing members to "expand" campus size. Though many great partnerships exist, CCAEC members are continually looking to develop new ones.

Objective 7 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Timeline	Members	Partner Contributions	Partners	Outcomes Expected	Method of Assessing Impact
Negotiate future role with LA County WDB.	08/15/2016 to 06/30/2017	Azusa Unified School District Claremont Unified School District Glendora Unified School District Monrovia Unified School District	Referral of clients; opportunity to apply for WIOA Title II funding.	LA County Workforce Development Board	Finalize roles in LA County consortium.	
Negotiate	08/22/2016 to 06/30/2017	Monrovia Unified School District	Client referral; WIOA Title II, opportunity	Foothill Workforce Development Board		
Monrovia Library holds ESL classes	09/06/2016 to 06/30/2017	Monrovia Unified School District	Space for ESL classes when Monrovia does not have classroom space.	Monrovia Library	Increased enrollment.	Course enrollment data.

Section 5: Annual Plan Submission

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2016 – 17 AEBG Program Assurances Document.

 [Download 2016 – 17 AEBG Program Assurances](#)

Certification (Required)

- ☐ I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2016 – 17 Program Assurances Document.
- ☐ I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature

[reset](#)

**Citrus College Adult Education
Consortium**

AEBG Annual Plan for 2016-17

Member Tables 3





Member Expenditures Form

v1

Instructions:

Please complete the form below with your Member agency expenditures for 2015 - 16 and planned expenditures for 2016 - 17. When finished, you may submit your completed form to your consortium lead or designee for submission. **Please do not submit your Member Allocations form directly to the AEBG Office. To get started, please select your Consortium and Member Agency using the drop-down menus below.**

Consortium Name:	09 Citrus
Member Name:	Azusa Unified School District

	PY 15-16 Budgeted	PY 15-16 Spent	PY 16-17 Planned
AEBG Allocations:	\$1,422,489	\$1,422,489	\$1,422,489
Program Areas	-	\$38,246 ▼	-
Objectives	-	\$38,469 ▼	-
Object Codes	-	\$38,469 ▼	

2015 - 16 Expenditures							
Program Areas	Budgeted			Spent			+ / -
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	
3.1a Adult education (ABE, ASE, Basic Skills)	\$522,750	\$41,802	\$564,552	\$560,389	\$12,255	\$572,644	\$8,092 ▲
3.1b English as a second language	\$632,789	\$39,390	\$672,179	\$601,526	\$29,550	\$631,076	\$41,103 ▼
3.1c Pre-apprenticeship training	\$0	\$0	\$0	\$0	\$0	\$0	-
3.1d Career and technical training	\$171,050	\$11,508	\$182,558	\$164,450	\$15,849	\$180,299	\$2,259 ▼
3.1e Adults training to support child school success	\$0	\$3,200	\$3,200	\$0	\$0	\$0	\$3,200 ▼
3.1f Older adults in the workforce	\$0	\$0	\$0	\$112	\$0	\$112	\$112 ▲
3.1g Services to adults with disabilities	\$0	\$0	\$0	\$112	\$0	\$112	\$112 ▲
Total	\$1,326,589	\$95,900	\$1,422,489	\$1,326,589	\$57,654	\$1,384,243	\$38,246 ▼
Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+ / -
5.1a Obj. 3: Seamless Transition	\$55,000	\$10,388	\$65,388	\$57,847	\$6,316	\$64,163	\$1,225 ▼
5.1b Obj. 4: Gaps in Services	\$1,230,700	\$63,412	\$1,294,112	\$1,228,215	\$38,796	\$1,267,011	\$27,101 ▼
5.1c Obj. 5: Accelerated Learning	\$23,000	\$10,735	\$33,735	\$22,608	\$6,528	\$29,136	\$4,699 ▼
5.1d Obj. 6: Professional Development	\$17,889	\$11,365	\$29,254	\$17,919	\$5,791	\$23,710	\$5,544 ▼
5.1e Obj. 7: Leveraging Structures	\$0	\$0	\$0	\$0	\$0	\$0	-
Total	\$1,326,589	\$95,900	\$1,422,489	\$1,326,589	\$57,431	\$1,384,020	\$38,469 ▼
Object Code	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+ / -
1000 Instructional Salaries	\$579,699	\$72,990	\$652,689	\$592,130	\$43,639	\$635,769	\$16,920 ▼
2000 Noninstructional Salaries	\$228,097	\$5,515	\$233,612	\$213,280	\$0	\$213,280	\$20,332 ▼
3000 Employee Benefits	\$193,409	\$14,790	\$208,199	\$195,801	\$9,629	\$205,430	\$2,769 ▼
4000 Supplies and Materials	\$54,146	\$2,605	\$56,751	\$54,146	\$2,228	\$56,374	\$377 ▼
5000 Other Operating Expenses	\$193,409	\$0	\$193,409	\$193,403	\$1,935	\$195,338	\$1,929 ▲
6000 Capital Outlay	\$8,129	\$0	\$8,129	\$8,129	\$0	\$8,129	-
7000 Other Outgo	\$0	\$0	\$0	\$0	\$0	\$0	-
Indirect / Administration	\$69,700	\$0	\$69,700	\$69,700	\$0	\$69,700	-
Total	\$1,326,589	\$95,900	\$1,422,489	\$1,326,589	\$57,431	\$1,384,020	\$38,469 ▼

2016 - 17 Planned Expenditures							
AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
\$613,692	\$24,607	\$0	\$4,600	\$0	\$0	\$0	\$642,899
\$636,864	\$65,049	\$0	\$4,600	\$0	\$0	\$0	\$706,513
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$171,633	\$0	\$0	\$4,600	\$0	\$0	\$0	\$176,233
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$150	\$0	\$0	\$0	\$0	\$0	\$0	\$150
\$150	\$0	\$0	\$0	\$0	\$0	\$0	\$150
\$1,422,489	\$89,656	\$0	\$13,800	\$0	\$0	\$0	\$1,525,945
AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
\$61,400	\$14,300	\$0	\$593	\$0	\$0	\$0	\$76,293
\$1,309,589	\$75,356	\$0	\$12,586	\$0	\$0	\$0	\$1,397,531
\$23,000	\$0	\$0	\$621	\$0	\$0	\$0	\$23,621
\$28,500	\$0	\$0	\$0	\$0	\$0	\$0	\$28,500
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$1,422,489	\$89,656	\$0	\$13,800	\$0	\$0	\$0	\$1,525,945

Key

▼ = Under

▲ = Over



Member Expenditures Form

v2.2

Instructions:

Please complete the form below with your Member agency expenditures for 2015 - 16 and planned expenditures for 2016 - 17. When finished, you may submit your completed form to your consortium lead or designee for submission. **Please do not submit your Member Allocations form directly to the AEBG Office. To get started, please select your Consortium and Member Agency using the drop-down menus below.**

Consortium Name:	09 Citrus
Member Name:	Citrus Community College District

	PY 15-16 Budgeted	PY 15-16 Spent	PY 16-17 Planned
AEBG Allocations:	\$380,000	\$380,000	\$380,000
Program Areas	-	\$366,564 ▼	-
Objectives	-	\$366,564 ▼	-
Object Codes	-	\$366,564 ▼	

Program Areas	2015 - 16 Expenditures						
	Budgeted			Spent			+ / -
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	
3.1a Adult education (ABE, ASE, Basic Skills)	\$0	\$72,500	\$72,500	\$0	\$0	\$0	\$72,500 ▼
3.1b English as a second language	\$0	\$150,500	\$150,500	\$0	\$13,436	\$13,436	\$137,064 ▼
3.1c Pre-apprenticeship training	\$0	\$0	\$0	\$0	\$0	\$0	-
3.1d Career and technical training	\$0	\$117,500	\$117,500	\$0	\$0	\$0	\$117,500 ▼
3.1e Adults training to support child school success	\$0	\$0	\$0	\$0	\$0	\$0	-
3.1f Older adults in the workforce	\$0	\$39,500	\$39,500	\$0	\$0	\$0	\$39,500 ▼
3.1g Services to adults with disabilities	\$0	\$0	\$0	\$0	\$0	\$0	-
Total	\$0	\$380,000	\$380,000	\$0	\$13,436	\$13,436	\$366,564 ▼
Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+ / -
5.1a Obj. 3: Seamless Transition	\$0	\$112,750	\$112,750	\$0	\$13,436	\$13,436	\$99,314 ▼
5.1b Obj. 4: Gaps in Services	\$0	\$234,750	\$234,750	\$0	\$0	\$0	\$234,750 ▼
5.1c Obj. 5: Accelerated Learning	\$0	\$16,250	\$16,250	\$0	\$0	\$0	\$16,250 ▼
5.1d Obj. 6: Professional Development	\$0	\$16,250	\$16,250	\$0	\$0	\$0	\$16,250 ▼
5.1e Obj. 7: Leveraging Structures	\$0	\$0	\$0	\$0	\$0	\$0	-
Total	\$0	\$380,000	\$380,000	\$0	\$13,436	\$13,436	\$366,564 ▼
Object Code	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+ / -
1000 Instructional Salaries	\$0	\$188,000	\$188,000	\$0	\$6,293	\$6,293	\$181,707 ▼
2000 Noninstructional Salaries	\$0	\$42,900	\$42,900	\$0	\$0	\$0	\$42,900 ▼
3000 Employee Benefits	\$0	\$41,100	\$41,100	\$0	\$674	\$674	\$40,426 ▼
4000 Supplies and Materials	\$0	\$35,000	\$35,000	\$0	\$0	\$0	\$35,000 ▼
5000 Other Operating Expenses	\$0	\$22,000	\$22,000	\$0	\$0	\$0	\$22,000 ▼
6000 Capital Outlay	\$0	\$51,000	\$51,000	\$0	\$6,469	\$6,469	\$44,531 ▼
7000 Other Outgo	\$0	\$0	\$0	\$0	\$0	\$0	-
Indirect / Administration	\$0	\$0	\$0	\$0	\$0	\$0	-
Total	\$0	\$380,000	\$380,000	\$0	\$13,436	\$13,436	\$366,564 ▼

2016 - 17 Planned Expenditures							
AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
\$62,500	\$0	\$0	\$0	\$0	\$0	\$0	\$62,500
\$167,500	\$0	\$0	\$0	\$0	\$0	\$0	\$167,500
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$100,500	\$0	\$0	\$0	\$0	\$0	\$0	\$100,500
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$49,500	\$0	\$0	\$0	\$0	\$0	\$0	\$49,500
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$380,000	\$0	\$0	\$0	\$0	\$0	\$0	\$380,000
AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
\$112,750	\$0	\$0	\$0	\$0	\$0	\$0	\$112,750
\$234,750	\$0	\$0	\$0	\$0	\$0	\$0	\$234,750
\$16,250	\$0	\$0	\$0	\$0	\$0	\$0	\$16,250
\$16,250	\$0	\$0	\$0	\$0	\$0	\$0	\$16,250
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$380,000	\$0	\$0	\$0	\$0	\$0	\$0	\$380,000

Key
▼ = Under
▲ = Over



Member Expenditures Form

v1

Instructions:

Please complete the form below with your Member agency expenditures for 2015 - 16 and planned expenditures for 2016 - 17. When finished, you may submit your completed form to your consortium lead or designee for submission. **Please do not submit your Member Allocations form directly to the AEBG Office. To get started, please select your Consortium and Member Agency using the drop-down menus below.**

Consortium Name:	09 Citrus
Member Name:	Claremont Unified School District

	PY 15-16 Budgeted	PY 15-16 Spent	PY 16-17 Planned
AEBG Allocations:	\$723,355	\$723,355	\$723,355
Program Areas	-	\$9,058 ▼	-
Objectives	-	\$9,058 ▼	-
Object Codes	-	\$9,058 ▼	

	2015 - 16 Expenditures						
	Budgeted			Spent			+ / -
Program Areas	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	
3.1a Adult education (ABE, ASE, Basic Skills)	\$342,928	\$24,750	\$367,678	\$342,928	\$25,904	\$368,832	\$1,154 ▲
3.1b English as a second language	\$342,927	\$12,750	\$355,677	\$342,927	\$2,538	\$345,465	\$10,212 ▼
3.1c Pre-apprenticeship training	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1d Career and technical training	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1e Adults training to support child school success	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1f Older adults in the workforce	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1g Services to adults with disabilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$685,855	\$37,500	\$723,355	\$685,855	\$28,442	\$714,297	\$9,058 ▼
Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+ / -
5.1a Obj. 3: Seamless Transition	\$102,878	\$0	\$102,878	\$12,568	\$20,212	\$32,780	\$70,098 ▼
5.1b Obj. 4: Gaps in Services	\$205,757	\$37,500	\$243,257	\$663,325	\$8,230	\$671,555	\$428,298 ▲
5.1c Obj. 5: Accelerated Learning	\$102,878	\$0	\$102,878	\$6,512	\$0	\$6,512	\$96,366 ▼
5.1d Obj. 6: Professional Development	\$171,464	\$0	\$171,464	\$3,450	\$0	\$3,450	\$168,014 ▼
5.1e Obj. 7: Leveraging Structures	\$102,878	\$0	\$102,878	\$0	\$0	\$0	\$102,878 ▼
Total	\$685,855	\$37,500	\$723,355	\$685,855	\$28,442	\$714,297	\$9,058 ▼
Object Code	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+ / -
1000 Instructional Salaries	\$422,550	\$26,000	\$448,550	\$422,672	\$20,075	\$442,747	\$5,803 ▼
2000 Noninstructional Salaries	\$20,013	\$4,500	\$24,513	\$19,623	\$4,090	\$23,713	\$800 ▼
3000 Employee Benefits	\$118,142	\$6,250	\$124,392	\$118,142	\$3,784	\$121,926	\$2,466 ▼
4000 Supplies and Materials	\$12,150	\$750	\$12,900	\$11,301	\$493	\$11,794	\$1,106 ▼
5000 Other Operating Expenses	\$113,000	\$0	\$113,000	\$114,117	\$0	\$114,117	\$1,117 ▲
6000 Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7000 Other Outgo	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Indirect / Administration	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$685,855	\$37,500	\$723,355	\$685,855	\$28,442	\$714,297	\$9,058 ▼

2016 - 17 Planned Expenditures							
AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
\$370,247	\$0	\$0	\$0	\$26,133	\$0	\$0	\$396,380
\$353,108	\$0	\$0	\$0	\$63,260	\$0	\$0	\$416,368
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$723,355	\$0	\$0	\$0	\$89,393	\$0	\$0	\$812,748
AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
\$35,000	\$0	\$0	\$0	\$0	\$0	\$0	\$35,000
\$675,000	\$0	\$0	\$0	\$89,393	\$0	\$0	\$764,393
\$13,355	\$0	\$0	\$0	\$0	\$0	\$0	\$13,355
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$723,355	\$0	\$0	\$0	\$89,393	\$0	\$0	\$812,748

Key

▼ = Under

▲ = Over



Member Expenditures Form

v2.2

Instructions:

Please complete the form below with your Member agency expenditures for 2015 - 16 and planned expenditures for 2016 - 17. When finished, you may submit your completed form to your consortium lead or designee for submission. **Please do not submit your Member Allocations form directly to the AEBG Office. To get started, please select your Consortium and Member Agency using the drop-down menus below.**

Consortium Name:	09 Citrus
Member Name:	Duarte Unified School District

	PY 15-16 Budgeted	PY 15-16 Spent	PY 16-17 Planned
AEBG Allocations:	\$31,592	\$31,592	\$31,592
Program Areas	-	\$6,377 ▼	-
Objectives	-	\$6,377 ▼	-
Object Codes	\$3,793 ▼	\$27,969 ▼	

2015 - 16 Expenditures							
Program Areas	Budgeted			Spent			+ / -
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	
3.1a Adult education (ABE, ASE, Basic Skills)	\$21,592	\$0	\$21,592	\$21,592	\$0	\$21,592	-
3.1b English as a second language	\$0	\$10,000	\$10,000	\$0	\$3,623	\$3,623	\$6,377 ▼
3.1c Pre-apprenticeship training	\$0	\$0	\$0	\$0	\$0	\$0	-
3.1d Career and technical training	\$0	\$0	\$0	\$0	\$0	\$0	-
3.1e Adults training to support child school success	\$0	\$0	\$0	\$0	\$0	\$0	-
3.1f Older adults in the workforce	\$0	\$0	\$0	\$0	\$0	\$0	-
3.1g Services to adults with disabilities	\$0	\$0	\$0	\$0	\$0	\$0	-
Total	\$21,592	\$10,000	\$31,592	\$21,592	\$3,623	\$25,215	\$6,377 ▼
Objectives							
MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+ / -	
5.1a Obj. 3: Seamless Transition	\$0	\$0	\$0	\$0	\$0	\$0	-
5.1b Obj. 4: Gaps in Services	\$21,592	\$10,000	\$31,592	\$21,592	\$3,623	\$25,215	\$6,377 ▼
5.1c Obj. 5: Accelerated Learning	\$0	\$0	\$0	\$0	\$0	\$0	-
5.1d Obj. 6: Professional Development	\$0	\$0	\$0	\$0	\$0	\$0	-
5.1e Obj. 7: Leveraging Structures	\$0	\$0	\$0	\$0	\$0	\$0	-
Total	\$21,592	\$10,000	\$31,592	\$21,592	\$3,623	\$25,215	\$6,377 ▼
Object Code							
MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+ / -	
1000 Instructional Salaries	\$11,340	\$1,975	\$13,315	\$0	\$834	\$834	\$12,481 ▼
2000 Noninstructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-
3000 Employee Benefits	\$1,665	\$525	\$2,190	\$0	\$133	\$133	\$2,057 ▼
4000 Supplies and Materials	\$162	\$7,500	\$7,662	\$0	\$2,656	\$2,656	\$5,006 ▼
5000 Other Operating Expenses	\$3,784	\$0	\$3,784	\$0	\$0	\$0	\$3,784 ▼
6000 Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	-
7000 Other Outgo	\$0	\$0	\$0	\$0	\$0	\$0	-
Indirect / Administration	\$848	\$0	\$848	\$0	\$0	\$0	\$848 ▼
Total	\$17,799	\$10,000	\$27,799	\$0	\$3,623	\$3,623	\$24,176 ▼

2016 - 17 Planned Expenditures							
AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
\$21,592	\$0	\$0	\$0	\$0	\$0	\$0	\$21,592
\$10,000	\$0	\$0	\$0	\$0	\$0	\$0	\$10,000
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$31,592	\$0	\$0	\$0	\$0	\$0	\$0	\$31,592
AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$31,592	\$0	\$0	\$0	\$0	\$0	\$0	\$31,592
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$31,592	\$0	\$0	\$0	\$0	\$0	\$0	\$31,592

Key

▼ = Under

▲ = Over



Member Expenditures Form

v2.2

Instructions:

Please complete the form below with your Member agency expenditures for 2015 - 16 and planned expenditures for 2016 - 17. When finished, you may submit your completed form to your consortium lead or designee for submission. **Please do not submit your Member Allocations form directly to the AEBG Office. To get started, please select your Consortium and Member Agency using the drop-down menus below.**

Consortium Name:	09 Citrus
Member Name:	Glendora Unified School District

	PY 15-16 Budgeted	PY 15-16 Spent	PY 16-17 Planned
AEBG Allocations:	\$236,407	\$236,407	\$236,407
Program Areas	-	\$19,805 ▼	-
Objectives	-	\$19,805 ▼	-
Object Codes	-	\$19,805 ▼	

2015 - 16 Expenditures							
Program Areas	Budgeted			Spent			+ / -
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	
3.1a Adult education (ABE, ASE, Basic Skills)	\$78,500	\$8,000	\$86,500	\$78,417	\$12,459	\$90,876	\$4,376 ▲
3.1b English as a second language	\$78,500	\$0	\$78,500	\$80,077	\$6,308	\$86,385	\$7,885 ▲
3.1c Pre-apprenticeship training	\$0	\$0	\$0	\$0	\$0	\$0	-
3.1d Career and technical training	\$0	\$0	\$0	\$0	\$0	\$0	-
3.1e Adults training to support child school success	\$40,407	\$31,000	\$71,407	\$38,913	\$428	\$39,341	\$32,066 ▼
3.1f Older adults in the workforce	\$0	\$0	\$0	\$0	\$0	\$0	-
3.1g Services to adults with disabilities	\$0	\$0	\$0	\$0	\$0	\$0	-
Total	\$197,407	\$39,000	\$236,407	\$197,407	\$19,195	\$216,602	\$19,805 ▼
Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+ / -
5.1a Obj. 3: Seamless Transition	\$35,000	\$8,000	\$43,000	\$9,395	\$5,478	\$14,873	\$28,127 ▼
5.1b Obj. 4: Gaps in Services	\$65,000	\$16,000	\$81,000	\$181,401	\$1,345	\$182,746	\$101,746 ▲
5.1c Obj. 5: Accelerated Learning	\$50,407	\$15,000	\$65,407	\$6,611	\$12,372	\$18,983	\$46,424 ▼
5.1d Obj. 6: Professional Development	\$37,000	\$0	\$37,000	\$0	\$0	\$0	\$37,000 ▼
5.1e Obj. 7: Leveraging Structures	\$10,000	\$0	\$10,000	\$0	\$0	\$0	\$10,000 ▼
Total	\$197,407	\$39,000	\$236,407	\$197,407	\$19,195	\$216,602	\$19,805 ▼
Object Code	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+ / -
1000 Instructional Salaries	\$126,407	\$14,700	\$141,107	\$131,423	\$1,175	\$132,598	\$8,509 ▼
2000 Noninstructional Salaries	\$40,000	\$2,000	\$42,000	\$35,678	\$4,986	\$40,664	\$1,336 ▼
3000 Employee Benefits	\$30,000	\$2,300	\$32,300	\$29,272	\$662	\$29,934	\$2,366 ▼
4000 Supplies and Materials	\$1,000	\$20,000	\$21,000	\$981	\$12,372	\$13,353	\$7,647 ▼
5000 Other Operating Expenses	\$0	\$0	\$0	\$53	\$0	\$53	\$53 ▲
6000 Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	-
7000 Other Outgo	\$0	\$0	\$0	\$0	\$0	\$0	-
Indirect / Administration	\$0	\$0	\$0	\$0	\$0	\$0	-
Total	\$197,407	\$39,000	\$236,407	\$197,407	\$19,195	\$216,602	\$19,805 ▼

2016 - 17 Planned Expenditures							
AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
\$98,000	\$0	\$0	\$0	\$5,000	\$0	\$0	\$103,000
\$85,000	\$13,200	\$0	\$0	\$5,000	\$0	\$0	\$103,200
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$53,407	\$0	\$0	\$0	\$0	\$0	\$0	\$53,407
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$236,407	\$13,200	\$0	\$0	\$10,000	\$0	\$0	\$259,607
AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
\$10,000	\$5,000	\$0	\$0	\$0	\$0	\$0	\$15,000
\$201,907	\$4,200	\$0	\$0	\$10,000	\$0	\$0	\$216,107
\$12,000	\$4,000	\$0	\$0	\$0	\$0	\$0	\$16,000
\$12,500	\$0	\$0	\$0	\$0	\$0	\$0	\$12,500
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$236,407	\$13,200	\$0	\$0	\$10,000	\$0	\$0	\$259,607

Key

▼ = Under

▲ = Over



Member Expenditures Form

v2.2

Instructions:

Please complete the form below with your Member agency expenditures for 2015 - 16 and planned expenditures for 2016 - 17. When finished, you may submit your completed form to your consortium lead or designee for submission. **Please do not submit your Member Allocations form directly to the AEBG Office. To get started, please select your Consortium and Member Agency using the drop-down menus below.**

Consortium Name:	09 Citrus
Member Name:	Monrovia Unified School District

	PY 15-16 Budgeted	PY 15-16 Spent	PY 16-17 Planned
AEBG Allocations:	\$1,280,409	\$1,280,409	\$1,303,425
Program Areas	-	\$33,751 ▼	-
Objectives	-	\$33,751 ▼	-
Object Codes	-	\$33,751 ▼	

2015 - 16 Expenditures							
Program Areas	Budgeted			Spent			+ / -
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	
3.1a Adult education (ABE, ASE, Basic Skills)	\$294,346	\$27,099	\$321,445	\$294,346	\$22,088	\$316,434	\$5,011 ▼
3.1b English as a second language	\$287,512	\$72,276	\$359,788	\$337,512	\$68,506	\$406,018	\$46,230 ▲
3.1c Pre-apprenticeship training	\$0	\$23,087	\$23,087	\$0	\$0	\$0	\$23,087 ▼
3.1d Career and technical training	\$510,951	\$50,502	\$561,453	\$460,951	\$50,863	\$511,814	\$49,639 ▼
3.1e Adults training to support child school success	\$0	\$0	\$0	\$0	\$0	\$0	-
3.1f Older adults in the workforce	\$0	\$14,636	\$14,636	\$0	\$12,392	\$12,392	\$2,244 ▼
3.1g Services to adults with disabilities	\$0	\$0	\$0	\$0	\$0	\$0	-
Total	\$1,092,809	\$187,600	\$1,280,409	\$1,092,809	\$153,849	\$1,246,658	\$33,751 ▼
Objectives							
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+ / -
5.1a Obj. 3: Seamless Transition	\$39,410	\$14,845	\$54,255	\$39,410	\$14,776	\$54,186	\$69 ▼
5.1b Obj. 4: Gaps in Services	\$928,967	\$122,075	\$1,051,042	\$1,032,967	\$124,344	\$1,157,311	\$106,269 ▲
5.1c Obj. 5: Accelerated Learning	\$40,432	\$15,715	\$56,147	\$5,432	\$4,714	\$10,146	\$46,001 ▼
5.1d Obj. 6: Professional Development	\$15,000	\$16,275	\$31,275	\$15,000	\$10,015	\$25,015	\$6,260 ▼
5.1e Obj. 7: Leveraging Structures	\$69,000	\$18,690	\$87,690	\$0	\$0	\$0	\$87,690 ▼
Total	\$1,092,809	\$187,600	\$1,280,409	\$1,092,809	\$153,849	\$1,246,658	\$33,751 ▼
Object Code							
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+ / -
1000 Instructional Salaries	\$580,000	\$98,500	\$678,500	\$564,785	\$76,977	\$641,762	\$36,738 ▼
2000 Noninstructional Salaries	\$75,000	\$2,000	\$77,000	\$77,124	\$0	\$77,124	\$124 ▲
3000 Employee Benefits	\$156,560	\$26,100	\$182,660	\$156,868	\$20,273	\$177,141	\$5,519 ▼
4000 Supplies and Materials	\$95,000	\$1,700	\$96,700	\$107,672	\$147	\$107,819	\$11,119 ▲
5000 Other Operating Expenses	\$125,000	\$19,000	\$144,000	\$125,116	\$16,155	\$141,271	\$2,729 ▼
6000 Capital Outlay	\$0	\$4,587	\$4,587	\$0	\$4,583	\$4,583	\$4 ▼
7000 Other Outgo	\$0	\$0	\$0	\$0	\$0	\$0	-
Indirect / Administration	\$61,249	\$35,713	\$96,962	\$61,244	\$35,714	\$96,958	\$4 ▼
Total	\$1,092,809	\$187,600	\$1,280,409	\$1,092,809	\$153,849	\$1,246,658	\$33,751 ▼

2016 - 17 Planned Expenditures							
AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
\$108,434	\$29,369	\$0	\$0	\$9,217	\$0	\$0	\$147,020
\$615,286	\$195,942	\$0	\$0	\$52,606	\$0	\$0	\$863,834
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$457,879	\$0	\$0	\$73,657	\$42,600	\$0	\$0	\$574,136
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$121,826	\$0	\$0	\$149,508	\$11,719	\$0	\$0	\$283,053
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$1,303,425	\$225,311	\$0	\$223,165	\$116,142	\$0	\$0	\$1,868,043
AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
\$60,802	\$0	\$0	\$0	\$0	\$0	\$0	\$60,802
\$1,159,414	\$225,311	\$0	\$223,165	\$116,142	\$0	\$0	\$1,724,032
\$5,250	\$0	\$0	\$0	\$0	\$0	\$0	\$5,250
\$77,959	\$0	\$0	\$0	\$0	\$0	\$0	\$77,959
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$1,303,425	\$225,311	\$0	\$223,165	\$116,142	\$0	\$0	\$1,868,043

Key

▼ = Under

▲ = Over



Documents to Support Agenda Items

September 13, 2016 Agenda

Agenda Item 4.2

Program Director Report

Program Director Report Highlights

CITRUS COLLEGE ADULT EDUCATION CONSORTIUM

REGULAR EXECUTIVE BOARD OPEN SESSION MEETING

Tuesday, September 13, 2016

1:30 p.m.



4.0 COMMUNICATIONS

4.2 Program Director report.

I. State Report Submissions

- Data Submission was delivered to the state via electronic upload before the revised August 8 deadline. PDF copies of the data submission will be available on the CCAEC website
- The 2016-17 Annual Plan was delivered to the state via its online form before the revised date of August 22. PDF copies are in the minutes of today's meetings and will be on the website. Due to the way the online form generates PDF copies the Annual Plan is broken up into three sections: the Narrative, Tables besides Table 3, and Member Tables 3.
- State is now aggregating all data and preparing a report for the Legislature on September 30.

II. Faculty Advisory Committee Update

- ESL FAC has continued to meet on a regular basis. They would like approval from the board for the hours that the estimated to complete competencies and a test bank for ESL Level exams. That vote will be added to the agenda. In addition they have created a Professional Development proposal which has been included on today's agenda.
- The ASE FAC met three times over the summer and received Odysseyware training at Monrovia. Monrovia is now using Odysseyware for electives and is just beginning to enroll students into the system. The PD will follow up and support Azusa and Glendora ASE teachers.

- ABE FAC also met numerous times over the summer. They created ABE Math course descriptions and aligned those across the consortium. They are close to finishing ELA and Reading course descriptions and aligning those across the consortium.
- TABE has been contracted consortium-wide and is being extensively used at Monrovia and Azusa. The PD will train Claremont and Glendora this month to use TABE and then we will have a repository for all TABE data for the entire consortium.
- Computer faculty has completed curriculum alignment, but personnel turnover at Monrovia has delayed full implementation.
- The Category 4 (Parent Ed) FAC will meet in September.



Documents to Support Agenda Items

September 13, 2016 Agenda

Agenda Item 5.0

Travel Funds Available

CCAEC Available Travel Funds

15-16 Travel Budget	\$3,000
15-16 Expenitures	\$682
Carryover	<u>\$2,318</u>
16-17 Travel Budget	\$3,000
Funds Available	<u>\$5,318</u>



Documents to Support Agenda Items

September 13, 2016 Agenda

Agenda Item 6.0

ESL Hours for Completing Competencies & Exams

TENTATIVE SCHEDULE

	Aug	Sep	Oct	Nov
FAC Meeting	3 hrs x 2 = 6	3 hrs x 2 = 6	3 hrs x 2 = 6	3 hrs x 2 = 6
Individual Assignment	4	4	4	4
Hrs / Month	10	10	10	10

- ✓ Curriculum Alignment
- ✓ Course Outline Template
- ✓ Level Exit Assessments

2017
2016
2015



Documents to Support Agenda Items

September 13, 2016 Agenda

Agenda Item 7.0

ESL Professional Development Proposal

MEMORANDUM

To: The Citrus College Adult Education Consortium
Fr: ESL Faculty Advisory Committee (FAC)
Dt: August 31, 2016
Re: Request for Professional Development

We are writing to request approval to attend ESL conferences for the school year 2016-2017. The ESL Faculty Advisory Committee has researched and selected the conferences that enhance teacher skill sets, pedagogy, and technology. The conferences that our committee has selected are:

1. **CASAS Workshop** – Comprehensive Adult Student Assessment System conference from September 20 to 22nd provides participants with basic understanding of foundational framework of CASAS System, EL Civics and WIOA II requirements. During Implementation training participants learn how to maintain the integrity and quality of assessment processes, measure learning gains and link assessment to curriculum and instruction. EL Civics training helps to fully understand the appropriate assessments and corresponding data collection guidelines for EL Civics participation and Citizenship Preparation. Accountability training outlines the requirements needed for National Reporting systems, payment points logic and testing strategies.
2. **SGV CATESOL** –The San Gabriel Valley CATESOL conference on October 1st will provide professional development opportunities for ESL teachers. The conference will review sound, research-based educational practices, review needs of English language learners, discuss diverse linguistic and cultural backgrounds.
3. **CATESOL** – California Teachers of English to Speakers of Other Languages. Conference, 2016 coming in November 17-20th in San Diego. It offers professional development at all levels of ESL. It includes planning sessions, workshops, special events and speakers.
4. **TDL Symposium** - The Technology and Distance Learning Symposium is targeted to California adult education providers' administrators, coordinators, and teachers who are planning for or are already implementing distance, blended, online instruction, as well as integrating technology in the classroom.
5. **CUE National Conference** – Computer Using Educators sponsors the largest and oldest education technology conference in California. Many sessions and exhibits will be of special value to those involved in Title I, School Improvement Program, Data and Assessment, Future Ready, and English Language Development (ELD).
6. **TESOL International** – The March 21-24 2017 convention in Seattle offers professional development opportunities to English language educators at all levels from around the world. In lively interactive sessions, educators develop a global perspective through the exchange of ideas and practices. Participants integrate knowledge of current trends in the field while developing a professional network.
7. **CCAIE** - Conference, California Council of Adult Educators conference is also in November, and is another good source for adult ed resources, learning and workshops.

8. **CASAS Summer Institute** - The CASAS National Summer Institute presents the ultimate opportunity for professional development. Every session is designed with attendees in mind, providing them with the latest information and technical training to ensure success.
9. **CalPro** - The California Adult Literacy Professional Development Project is another great site for adult educators. It offers many free online and in person workshops and current updates regarding grant assessment standards.

The importance of participating in current professional development opportunities is stressed in the Consortium's Annual Plan. As a consortium, our goals include uniting together to help one another grow and assist our respective communities. We also strive to serve the needs of our students by being better informed about current trends, changes in standards, articulation methods, vocational changes, and teaching methods. We need to establish the best forms of outcome and assessment data. Finally, we must continuously improve our technology skills to match the current markets.

Our goal would be to attend local and national conferences and share information both among fellow FAC members and respective faculty within CCAEC communities. At conferences team members would attend different workshops and return and share information at an appointed time. Upon return the team would present information through in-service meetings to other faculty.

Our attendance at these conferences will also give CCAEC direct access to presentations and exhibits from many other organizations, allowing us to gain valuable information about what other schools are doing and where they are focusing their efforts.

Attached you will find an estimation of cost per member for each conference and a total cost to the consortium, not including hours worked or salary.

Thank you for considering this request. Please let us know if you need any additional information that may influence your decision to approve funding.

PD NO.	PD Event	Date	Location	Category	Cost / Category	Total Cost / Attendee
1	CASAS Workshop	Sep 20-22, 2016	Mt. SAC	Entrance Fee	0	\$40
				Travel/Airfare	0	
				Hotels/Meals	0	
				Mileage/Taxi	\$40	
2	SGV CA TESOL	October 1, 2016	Mt. SAC	Entrance Fee	\$50	\$90
				Travel/Airfare	0	
				Hotels/Meals	0	
				Mileage/Taxi	\$40	
3	CATESOL	November 17-20, 2016	San Diego	Entrance Fee	\$310	\$1160
				Travel/Airfare	\$220	
				Hotels/Meals	\$550	
				Mileage/Taxi	\$80	
4	TDL Symposium	March, 2017	NOCCCD	Entrance Fee	0	\$50
				Travel/Airfare	0	
				Hotels/Meals	0	
				Mileage/Taxi	\$50	
5	CUE National Conference	March 15-18, 2017	Palm Springs	Entrance Fee	\$320	\$1640
				Travel/Airfare	\$1000	
				Hotels/Meals	\$220	
				Mileage/Taxi	\$100	
6	TESOL International	March 21-24, 2017	Seattle	Entrance Fee	\$725	\$2545
				Travel/Airfare	\$900	
				Hotels/Meals	\$920	
				Mileage/Taxi	0	

PD NO.	PD Event	Date	Location	Category	Cost / Category	Total Cost / Attendee
7	CCAIE	May 4-6, 2017	Long Beach	Entrance Fee	\$350	\$390
				Travel/Airfare	0	
				Hotels/Meals	0	
				Mileage/Taxi	\$40	
8	CASAS Summer Inst.	June, 2017	Anaheim	Entrance Fee	\$540	\$680
				Travel/Airfare	0	
				Hotels/Meals	0	
				Mileage/Taxi	\$140	
9	CalPro	Date varies	Azusa	Entrance Fee	0	Zero cost
				Travel/Airfare	0	
				Hotels/Meals	0	
				Mileage/Taxi	0	
Total per FAC Member						\$6595*
TOTAL						\$39,570

* Price does not include teacher hours or salary.
ESL FAC is requesting all members attend.



Documents to Support Agenda Items

September 13, 2016 Agenda

Agenda Item 8.0

Counselor Pathways for Success

Initial Meeting and Proposed Calendar

Proposed CCAEC CPS Meeting Dates for 2016-2017

Time: 1:30p.m.

Locale: Azusa Adult School
1134 S. Barranca Ave.
Glendora, CA 91740

Date

Objective

September 30, 2016

Initial Meeting

Team and community building. Create mission and understand objectives.

October 14, 2016

Create more formal approaches to reaching objectives.

October 28, 2016

Brainstorm on and creation of tool for data collection.

November 11, 2016

Brainstorm on and creation of tool for data collection.

December 13, 2016

Beta data tool implementation



Documents to Support Agenda Items

September 13, 2016 Agenda

Agenda Item 9.0

Program Director Responsibilities

Citrus College Adult Education Consortium

AEBG Program Director

JOB SUMMARY

Under general direction of the Citrus College Adult Education Consortia (CCAEC) Board, the Program Director will manage, plan, and coordinate activities of the CCAEC to ensure that program goals, objectives, outcomes and deliverables are completed within the established timeline.

LIST OF DUTIES

Leads the CCAEC planning team in the formulation, implementation and evaluation of program objectives and priorities.

In collaboration with assigned partners, develops milestone and timelines, tracks and reports goals, outcomes, and deliverables to all program stakeholders.

Organizes and manages logistics for regular meetings including teleconferences or in-person meetings including travel, events, agendas, preparation of reports for regular updates, meeting minutes, and follow up actions.

Actively participates in/on a variety of meetings, committees, task forces, and/or other related groups to communicate information regarding services, programs, areas of opportunity, and/or other pertinent information as appropriate; may represent the CCAEC on local, state, and national committees, advocacy groups, and/or other related groups; confers with a variety of governmental agencies and other organizations regarding program issues.

Monitors and reports progress towards program goals, objectives, outcomes, and deliverables.

Manages planning budget in collaboration with consortia members, partners, and fiscal agent accounting staff.

Establishes and maintains accurate, timely and complete recordkeeping processes.

Collects and analyzes a variety of complex data and information. Performs statistical analysis and summarizes findings in applicable reports and other program stakeholders.

Attends meetings required by funding source, which may require travel.

Maintains relationships with business, labor, industry, governmental agencies, and community organizations.

Performs other duties as assigned.

KNOWLEDGE AND SKILLS

Knowledge Of: Implementation and administration of specifically funded programs; computer-based technology for management of assigned program/project; the goals of shared governance; principles and practices of administrative organization and management, planning, supervising and evaluating the work of others, employee motivation and training; applicable federal, state, local, district and college laws, rules and regulations; complex business level English usage, spelling, grammar and punctuation; modern office tools such as computers and printers; typical modern office computer software programs; report and presentation writing.

Ability To: Manage and administer a specially funded program; use organizational skills and that enable performance of duties in a timely fashion with attention to detail; effectively communicate orally and in writing; manage financial resources effectively including determining how best to utilize resources and managing budgets and expenditures; use personal computers utilizing typical office software applications, including the Internet; work effectively with managers, faculty and staff in a participatory governance environment to accomplish the goals and objectives of the assigned program or project ; exercise good judgment; communicate effectively and constructively with persons of diverse cultures, language groups, and abilities; demonstrate sensitivity to and ability to work with the diverse academic, socioeconomic, cultural and ethnic backgrounds of adult education students, faculty, and staff, including those with disabilities; establish and maintain effective working relationship with those contacted in the course of work; travel across the CCAEC service area.