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CITRUS COLLEGE
Adult Education
CONSORTIUM

CITRUS COLLEGE ADULT EDUCATION CONSORTIUM

REGULAR EXECUTIVE BOARD OPEN SESSION MEETING
Wednesday, August 15, 2017
2:00 p.m.
Azusa Adult School – Multi-Purpose Room
1134 S. Barranca Ave.
Glendora, CA 91740

AGENDA

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

1.1   Meeting called to order by Chair Flint Fertig at _____

1.2   Pledge of Allegiance

1.3   Roll call:

Felipe Delvasto, Representative	_____	John Russell, Program Director _____
Flint Fertig, Representative	_____	Jessica Michel, Secretary _____
Linda McNary, Representative	_____	Daniel Soriano, Proxy _____
Jim Lancaster, Representative	_____	Rebecca Summers, Proxy _____
Ron Letourneau, Representative	_____	Kevin Morris, Proxy _____
Norman Anderson, Representative	_____	Julianne Ceccarelli, Proxy _____

2.0 ORDER OF BUSINESS

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

2.1 Approve the minutes of the June 12, 2017 Regular Executive Board Open Session Meeting.

Motion by _____ , seconded by _____ Vote _____

Representative Delvasto ____ Representative Fertig ____ Representative McNary ____

Representative Lancaster ____ Representative Letourneau ____ Representative Anderson ____

3.0 COMMUNICATIONS

3.1 Representative reports:

Azusa _____   Duarte _____

Citrus _____   Glendora _____

Claremont _____   Monrovia _____

3.2 Program Director report.

3.3 Public comment for items not on the agenda.

3.3.1 Public comments for items on the Open Session Agenda.

4.0 BOARD APPROVAL OF 2015-16 Q4 AND 2016-17 Q2 ANNUAL EXPENDITURE REPORTS

Motion by _____ , seconded by _____ Vote _____

Representative Delvasto ____ Representative Fertig ____ Representative McNary ____

Representative Lancaster ____ Representative Letourneau ____ Representative Anderson ____

5.0 BOARD APPROVAL OF REVISED 2017-18 CONSORTIUM FISCAL ALLOCATION DECLARATION

Motion by _____ , seconded by _____ Vote _____

Representative Delvasto ____ Representative Fertig ____ Representative McNary ____

Representative Lancaster ____ Representative Letourneau ____ Representative Anderson ____

6.0 BOARD DISCUSSION AND APPROVAL OF 2017-2018 ANNUAL PLAN

Motion by _____ , seconded by _____ Vote _____

Representative Delvasto ____ Representative Fertig ____ Representative McNary ____

Representative Lancaster ____ Representative Letourneau ____ Representative Anderson ____

7.0 PREVIEW OF NOVA – NEW REPORTING SYSTEM

Program Director will give Board a preview of Nova, new state reporting system.

8.0 ADJOURN CCAEC EXECUTIVE BOARD OPEN SESSION MEETING

Documents to Support Agenda Items

August 15, 2017 Agenda

Agenda Item 2.1

Unapproved Minutes for June 12, 2017

CITRUS COLLEGE ADULT EDUCATION CONSORTIUM

REGULAR EXECUTIVE BOARD OPEN SESSION MEETING
Tuesday, June 12, 2017
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 SESSION MEETING (4:00)**

1.1   Meeting called to order by Chair Felipe Delvasto at ___4:02 pm___

1.2   Pledge of Allegiance

1.3   Roll call:

Felipe Delvasto, Representative	Present	John Russell, Program Director	Present
Flint Fertig, Representative	Present	Jessica Michel, Secretary	Present
Mary Ketza, Representative	Present	Daniel Soriano, Proxy	Present
Jim Lancaster, Representative	Present	Rebecca Summers, Proxy	Absent
Ron Letourneau, Representative	Present	Kevin Morris, Proxy	Absent
Norman Anderson, Representative	Absent	Julianne Ceccarelli, Proxy	Absent

2.0   ORDER OF BUSINESS

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

None at this time.

2.1 Approve the minutes of the April 18, 2017 Regular Executive Board Open Session Meeting.

Act # 17-11 Move to vote by Mrs. Ketza, seconded by Mr. Fertig **Vote to Approve 5-0**

Representative Delvasto Y Representative Fertig Y Representative Ketza Y

Representative Lancaster Y Representative Letourneau Y Representative Anderson A

Mr. Russell advised that the April 18, 2017 minutes as presented to the board had a typo on Item 6.0. The minutes had noted an approval for CFAD, when the matter had been tabled. *(The minutes were also revised to be transparent around email approval of CFAD and other reallocation issues. The revised minutes are so noted and available for review on the website.)*

3.0 COMMUNICATIONS

3.1 Representative reports:

Azusa: Ms. Ketza reported that her successor, Linda McNary, is due to begin July 31st. Ms. McNary is currently the principal at Azusa High. Ms. Ketza stated that she was planning to volunteer and help Ms. McNary get acclimated. Mr. Soriano, as Proxy, will rep until Linda gets up to speed. Also, Azusa Adult School graduation was Tuesday, June 6 and it was a combined ceremony for diploma, equivalency, and CTE. Ms. Ketza stated they had a very good turn-out for the event.

Citrus: Dr. Lancaster reported that Citrus will be hosting a citizenship workshop in collaboration with the city of Azusa in the public library on July 21st. They are expecting 80-100 people.

Claremont: Mr. Delvasto reported that Claremont is still working on their second semester. Their graduation is on Thursday, June 15. They have 41 high school graduates.

Duarte: Absent.
.
Glendora: Mr. Letourneau reported that Glendora had 14 adult high school graduates. Of the 14, four of the graduates came to the ceremony and all four received scholarships.

Monrovia: Mr. Fertig reported that Monrovia's graduation ceremony included students from ESL, diploma, HiSET and medical programs. Over 110 students participated.

3.2 Program Director report.

I. Annual Expenditure Report submitted on January 31, 2017
Mr. Russell reported that the state approved annual expenditure reports Q3 2015-16 and Q1 2016-17. State has approved annual expenditure reports.

II. Critical Dates
Mr. Russell advised the board of the following critical dates:
- July 31, 2017 – Annual Expenditure Reports for Y1 and Y2
- August 1, 2017 – Data submitted via TOPSpro
- August 15, 2017 – 2017-18 Annual Plan due
- August 30, 2017 – Release of AEBG funds

III. 2017-18 Annual Plan
Mr. Russell reported the Annual Plan is due 8/15/17. He will be providing drafts during July for member feedback.

IV.   CFAD Approval
Mr. Russell presented the CFAD to the board and a copy of it and email thread of approval for was included in the 4/18/17 minutes.

V.   Annual Expenditure Reports due 7/31/17
Mr. Russell stated that he would follow the previous procedure and email out a Google form and follow-up with each member's fiscal people. Mr. Russell reminded everyone that year 1 allocation funds need to be expended by December 31st of 2017. Come December 31st, the consortium would need to report Y1, Y2, and Y3 expenditures, so he suggested schools zero out 2015-16 expenditures and avoid having to report for that time period. He advised Y2 expenditures will be the entire AEBG funds, MOE plus allocation. For Y3, he advised the state was creating a system requiring every member to report individually.

Mr. Russell reported that he is on the state ABE data and accountability focus group. He stated that the composition of the group is heavier in CCCD than K12. The main issue in the conversations is agreement on a definition for postsecondary. CCCD members are pushing to get credit courses included in data gathering (credit ABE and credit ESL). CCCD members want course completion data, but they do not want standardized testing data (such as CASAS). Dr. Lancaster said he did not understand why CCCD members were pushing to have credit classes included in this data. Mr. Russell said he wanted to include Dr. Lancaster's comments at the next focus group meeting.

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   BOARD APPROVAL OF REVISED 2015-16 ANNUAL PLAN

Act # 17-12 Move to vote by Mr. Fertig, seconded by Mrs. Ketza **Vote to Approve 5-0**
Representative Delvasto Y Representative Fertig Y Representative Ketza Y
Representative Lancaster Y Representative Letourneau Y Representative Anderson A

Mr. Russell reported that the consortium needs to update the 2016-17 Annual Plan to reflect how subcontracting is changing plan goals. He presented to the board a copy of the Annual Plan with revisions red-lined. After board discussions and edits, a final revised Annual Plan was approved. The red-lined Annual Plan is attached to these minutes and has been submitted to the state.

5.0   BOARD ELECTION OF NEW CHARIMAN

Act # 17-13 Move to vote by Mr. Delvasto, seconded by Mrs. Ketza **Vote to Approve 5-0**
Representative Delvasto Y Representative Fertig Y Representative Ketza Y
Representative Lancaster Y Representative Letourneau Y Representative Anderson A

Mr. Delvasto stated that as of July 1st, he is the district liaison for a large CUSD construction project funded by a $58 million bond. He can no longer serve as chairman, but he will attend board meetings as often as possible. . He can be on the board, but not serve as the chairman. Julianne Ceccarelli, the Claremont Proxy, will be present most of the time. In addition, Mr. Delvasto nominated Mr. Fertig for chairman for the 17/18 school year.

6.0   **BOARD DISCUSSION AND APPROVAL OF 2017-2018 CALENDAR**

Act # 17-14 Move to vote by Mr. Fertig, seconded by Mrs. Ketza **Vote to Approve 5-0**

Representative Delvasto Y   Representative Fertig Y   Representative Ketza Y

Representative Lancaster Y Representative Letourneau Y Representative Anderson A

Mr. Russell stated that the calendar for CCAEC board meetings will have 6 meetings, instead of 12. He believed the board could achieve its goal with that number of meetings and this would be less onerous on representatives. He also asked and was given assurance from representatives that approval using email would continue to be acceptable.

7.0   **ADJOURN CCAEC EXECUTIVE BOARD OPEN SESSION MEETING**

Mr. Delvasto adjourned the meeting at 5:07 PM.

Citrus College Adult Education Consortium AEBG Annual Plan for 2015-16 May 2017 Revise

Contents

Section 1: Consortium Information

1.1 Consortium Grant Number:

13-328-09

1.2 Consortium Name:

Citrus College Adult Education Consortium

1.3 Primary Contact Name:

John Russell

1.4 Primary Contact Email:

jrussell@monroviaschools.net

If applicable:

1.5 Fiscal Agent Name:

Monrovia Unified School District – David Conway

1.6 Fiscal Agent Email:

dconway2@monroviaschools.net

1.7 Member Representatives

Identify each member organization currently within your Consortium, and your Consortium representative.

Table 1.7 – Consortium Membership

1.7a. Organization	1.7b. Representative Name	1.7c. Representative Phone	1.7d. Representative Email	1.7e. Date Officially Approved
Citrus College	James Lancaster	626.852.6403	jlancaster@citruscollege.edu	10/20/15
Azusa Adult School	Mary Ketza	626.852.8400	mketza@azusa.org	09/15/15
Claremont Adult School	Felipe Delvasto	909.398.0609 ext. 40001	fdelvasto@cusd.claremont.edu	11/19/15
Duarte USD	Kevin Morris	626.599.5130	kmorris@duarteusd.org	11/19/15
Glendora Adult School	Rebecca Summers	626-963-1611 ext. 327	rsummers@glendora.k12.ca.us	09/28/15
Monrovia Community Adult School	Flint Fertig	626.471.3065	ffertig@monroviaschools.net	10/28/15

By the end of the 2015-16 school year, the Citrus College Adult Education Consortium (CCAEC) will be a more cohesive, accountable organization better delivering services to adults in the region to improve their employment or post-secondary opportunities.

The 2015-16 CCAEC Annual Plan, forged from extensive data and the consortium's updated Three-Year Regional Plan, calls for significant member efforts in data collection, resource utilization, professional development, partner collaboration, member interaction, program articulations, and creation of seamless transitions to address regional Program gaps and AEBG Objectives.

The details of the CCAEC 2015-2016 Annual Plan reveal how members have collaborated to best leverage relationships with each other and with organizations outside of the consortium to better serve adults in all program areas. Programs will be strategically expanded from a regional approach to address gaps in services throughout the CCAEC district.

While CCAEC efforts will not be completed to fully address all areas and objectives, the consortium will be accountable for significant progress towards those goals through annual milestones.

By the end of 2015-2016, the milestones the CCAEC will achieve will include:

- Creation of a data collection system that gathers meaningful Performance Outcome data for all members, demonstrates growth across all measures, and shares that data publically
- Evidence of a regional approach to utilizing AEBG Allocation resources
- Creation of regional professional development plan to be implemented in 2016-2017 and documentation as to what data will demonstrate the success of development
- Growth in the number of regional partners and validation that the consortium is sharing partners
- Demonstration of member interaction through meetings of Faculty Advisory Committees, articulation committees, advisory committees, the Executive Board and other collaborations
- Evidence of significant progress in program articulation and clearly defined pathways between K-12 member institutions and from K-12 members to community colleges

These milestones and this Annual Plan reflect the CCAEC's Three Year Plan Update and will demonstrate clear progress in attaining the major goals of the CCAEC Regional Plan.

Members have collaborated in the creation of all plans to successfully achieve these milestones through Planning Committee and Executive Board meetings, as well as faculty alignment and professional development meetings. Progress in achieving these milestones will require significant efforts from community stakeholders, partners, member administration, staff and faculty. However, all CCAEC stakeholders are prepared for this challenge.

Section 3: Consortium Services and Funding Allocations

3.1 Consortium Services by Program area, Member and Funding Source (Estimated).

Please identify the types of services your Consortium will provide, and the funding that will go to support these efforts. Information about *Levels of Service* will be gathered in Section 6. Using the **Member Allocations Workbook** for **Table 3.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

Administration and MOE Indirect amounts are captured in Table 3.2b. The amounts entered in Table 3.1 should not include those expenses.

Tables under separate cover.

3.2 Consortium AEBG Allocations by Member
REVISED 3.2 Consortium AEBG Allocations by Member (Estimated).

NEW INSTRUCTION: **Table 3.2 will capture total AEBG MOE and Consortium Allocations, and the amounts of those figures that will go Administration (5% cap) and the MOE Indirect amount that will be charged to the AEBG.** Using the **Member Allocations Workbook** for Table 3.2, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required. Section 4: Overview of 2015-16 Action Plans

Building off of your AB86 Final Plan, your AB104 Three-Year Consortia Plan Update and expected accomplishments for the 2015-16 program year, briefly outline your Consortium's top **3-5 key activities** for each of the Plan Objectives listed below for 2015-16. The original AB86 Objectives language has been adapted to the AB104 AEBG context.

Tables are under separate cover.

4.1 Objective 3:

<u>Integrate existing programs and create seamless transitions into postsecondary education or the workforce.</u> How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

Plans to facilitate transitions from adult education to college or career should include activities to support program alignment and pathways. Plans should also address support services needed to ensure that students have access to educational advising and that they develop educational plans to help them move toward their academic and career goals. Describe the specific activities the Consortium will employ to create the following:
- Educational pathways
- Alignment of:
  - Placement
  - Curriculum
  - Assessments
  - Progress indicators

- Transition strategies among the Consortium participants' systems including:
  - Communication paths among Consortium participants and higher education institutions
  - Defined and articulated pathways to postsecondary education or the workforce
  - Embedded access to student services including counseling, guidance, and follow-up

4.1 Objective 3:

The members of the CCAEC have made strides in aligning existing programs and creating pathways from these programs to postsecondary education or the workforce, but much work still needs to be done.

Delineation of roles has assisted in ABE/ASE integration efforts. Citrus College does not offer a high school diploma program, so K-12 adult schools focused their energies on aligning their high school diploma programs. K-12 members have made progress by understanding each other's curriculum and instruction, integrating approaches to credit recovery and work-study electives, addressing Common Core State Standards. Work still remains on better articulating pathways for transitioning students to Citrus College.

During the planning phase, K-12 members also made progress aligning ESL and CTE programs, but as with ASE / ABE, work remains. The focus for 2015-16 is to advance the efforts started in ASE / ABE, ESL and CTE in 2014-15, and better articulate alignment and transitions across the consortium.

For the 2015-16 school year, CCAEC members have become more focused on the activities the consortium will be pursuing to transition students to Citrus College or the workforce. These activities are centered on three major areas: educational pathways, program alignment, and transition strategies.

- Educational pathways
    - By the end of 2015-16, the consortium will have created structures to best address articulation and pathways between K-12 members and from K-12 members to community colleges in ABE / ASE, ESL and CTE programs.
    - By the end of 2015-2016 these structures will have tangible results in course outline alignment across some programs.
- Alignment
    - Placement
        - By the end of beginning of the 2016-17 school year and depending upon the program, consortium K-12 members will uniformly assess incoming students using TABE, CASAS, transcript analysis, career and pre-employment assessments, and intake and TOPSpro surveys to understand incoming student academic levels and program goals. Citrus College does not use any incoming assessments for its noncredit programs but will be using the community college Common Assessment by fall 2018. ~~Citrus College will pilot the use of CASAS in ESL placement during the 2016-2017 school year.~~
    - Curriculum
        - Learning objectives for courses across the consortium programs will be aligned and articulation agreements will be finalized to the extent that it makes sense and is feasible

- o Assessments
    - ▪ For ABE students, K-12 institutions will assess students using the TABE, CASAS, and course formative and cumulative assessments.
    - ▪ For ABE students, Citrus College assesses students using course formative and cumulative assessments
    - ▪ For ASE students, K-12 institutions will assess students using course formative and cumulative assessments (projects, essays, tests, quizzes, and other CCSS assignments) and some K-12 institutions will use CASAS.
    - ▪ K-12 ESL programs assess students through CASAS tests and will eventually use course formative and cumulative assessments to determine course Pass/Fail. Citrus College assesses ESL students using course formative and cumulative assessments.
    - ▪ All CCAEC institutions will assess CTE students using course formative and cumulative assessments.
- o Progress indicators
    - ▪ For ABE students, K-12 institutions will measure student progress with growth in TABE results, growth in CASAS results, and course completion.
    - ▪ For ABE students, Citrus College will use course completion to measure student progress.
    - ▪ For ASE students, K-12 institutions will analyze course completion, ~~and~~ acquisition of diplomas ~~as well as some institutions using~~ and CASAS results.
    - ▪ K-12 ESL programs measure student progress through CASAS tests, but will eventually measure student progress through the attainment of learning objectives and completion of courses with Pass/Fail. Citrus College measures ESL student growth through the attainment of learning objectives and completion of courses with grade.
    - ▪ All CCAEC institutions will measure CTE programs performance progress through attainment of the course objectives, completion of courses, exam success (where applicable), and acquisition of certifications and employment.
- o Major outcomes
    - ▪ ABE/ASE – attainment of learning objectives, course completion, high school diploma, enrollment and attendance at Citrus, job acquisition, wage increase
    - ▪ ESL – band / level completion , course completion, enrollment and attendance in ABE / ASE, CTE programs or Citrus College
    - ▪ CTE – course completion, attainment of certification, proficiency in examination, attainment of employment in field, wage increase
    - ▪ Adults in Workforce – attainment of employment, wage increase
    - ▪ Adults training – course completion, certification,
- Transition strategies among the Consortium participants' systems including:
    - o Communication paths

- Consortium website, individual K-12 websites, and media at individual K-12 institutions will deliver consistent message: attending Higher Education or Post-Secondary Training, or finding employment are the primary goals
- Defined and articulated pathways to postsecondary education or the workforce
    - Consortium members will start the process to define and produce pathway documents that are student friendly and clearly explain how a student can progress toward and transition to postsecondary education or the workforce
    - Consortium website, individual K-12 websites, and media at individual K-12 institutions will provide students access to these pathway documents
- Bi-directional pathways so students can easily transition between member institutions
    - A critical outcome of articulation efforts is to make transitions seamless between member institutions. The consortium hopes to have tangible results in course outline alignment across ESL.
- Counseling assistance
    - Counseling services at K-12 institutions and Citrus College will reinforce understanding pathways to students and provide students support to make progress to achieve pathway goals

4.1a AEBG Regional Assessment Plan

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. What tools and vendors will you be using for these activities?

By the beginning of the 2016-17 school year, the consortium will have developed and started to implement a Regional Assessment Plan. While individual programs may vary as to the specifics of assessments, the CCAEC Regional Assessment Plan has three major characteristics:
1. Incoming K-12 students in most programs will receive some type of placement assessment to determine their program entry academic level and will develop uniform demographic data the consortium wishes to capture and the tools to capture that data
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 students will understand how they are able to transition between member institutions and how their progress will eventually lead to postsecondary education or employment

- Placement – by the beginning of the 2016-17 school year:
    - All institutions will develop uniform student demographic data the consortium should collect
    - All institutions will develop the tools to capture that data
    - All K-12 institutions will analyze TOPSpro survey data to better understand student program goals
    - ABE/ASE – all K-12 institutions will uniformly use CASAS and the TABE to measure

ABE student incoming abilities and student transcript analysis for ASE; ~~most K-12 institutions will also use CASAS measure ASE student incoming abilities~~

- o ESL – all K-12 institutions will uniformly use CASAS to measure student incoming abilities; ~~Citrus College will complete piloting CASAS by the end of the 2016-2017 school year~~
- o CTE – all K-12 institutions will uniformly use TABE data to measure student incoming abilities, but will not use these results to exclude entry to students; instead programs will use accelerated and contextualized strategies to help CTE students be successful
- o Program 3 – currently Monrovia uses career and pre-employment assessments and is developing an intake survey. The Program Faculty Advisory Committee will discuss and develop additional placement assessments as needed
- o Program 4 – the initial consortium approach is to use TABE and/or CASAS data to measure parent incoming abilities; the Program 4 FACs will codify the consortium approach to intake for the students in this program

- Performance Data
  - o ABE/ASE – all K-12 institutions will assess ABE students with TABE and/or CASAS on an agreed upon periodic basis and measure student progress of attaining course learning objectives. All consortium counselors will analyze student credit acquisition to measure student growth in ASE programs. Citrus College will use course formative and cumulative assessments and a course grade to measure student performance.
  - o ESL – K-12 institutions will assess student performance with CASAS on a periodic basis to measure student growth; K-12 institutions will eventually create Pass/Fail courses with uniform learning objectives and completion of these courses will be performance data; Citrus College measures ESL student growth through the completion of courses with grade
  - o CTE – institutions will measure performance progress through attainment of the course objectives, completion of courses, exam success (where applicable), and acquisition of certifications and employment
  - o Program 3 – performance data will be collected that measures employment and/or wage increases.
  - o Program 4 – performance data will measure attainment of learning objectives, course completion, and certifications. The Program 4 FAC will analyze the possibility of using CASAS data to measure performance growth, the academic success of the children of these adults and other performance measures
  - o All institutional counselors and faculty will develop and implement intervention strategies on a systemic and individual level
- Counseling
  - o Counseling services at K-12 institutions and Citrus College will support to make progress by program and keep them aware of postsecondary and employment goals

4.1b Data Collection

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?

CCAEC members will use existing data collection solutions and not make significant expenditures on new tools in anticipation of a new state data collection system that is scheduled to emerge from AB104. Currently, most K-12 institutions use ASAP and Citrus College uses Banner to track student enrollment and demographic data. Glendora does not have ASAP and the consortium has agreed to fund Glendora to purchase ASAP. Also, data will be collected by members manually as needed based on the state requirements.

The CCAEC is committed to tracking student performance data across all Programs and using this performance data to inform curriculum and instruction.

For ABE students, K-12 institutions will measure growth in TABE results, growth in CASAS results, and course completion to measure student performance. For ABE students, Citrus College will use course completion to measure student performance. For ASE students, K-12 institutions will analyze course completion and acquisition of diplomas as well as some institutions using CASAS results.

K-12 ESL programs will measure student progress through CASAS tests. Citrus College measures ESL student growth through the attainment of learning objectives and completion of courses with grade.

All CCAEC institutions will measure CTE programs performance progress through attainment of the course objectives, completion of courses, exam success (where applicable), and acquisition of certifications and employment.

Program 3 performance data will measures employment and/or wage increases and Program 4 performance data will measure attainment of learning objectives, course completion, and certifications. The Program 4 FAC will discuss and possibly develop other measures of performance.

Individual members will provide the Program Director data from CASAS, TABE, surveys, and CTE benchmarks on a regular basis based on the program. The Program Manager will prepare aggregated reports for the public and all consortium stakeholders and the data will be available on the consortium website.

By continually providing Performance Outcome data to fellow members and to the public, the CCAEC will be held accountable in meeting the targets that are projected in Table 6.2 of this Annual

Report.

4.1c Other Activities for Objective 3

List <u>other</u> activities to integrate existing programs and create seamless transitions into postsecondary education and/or the workforce.

Table 4.1c outlines the activities the consortium needs to complete by the end of the 2015-16 school year to address the above desired outcomes.

Table 4.1c

4.1c(1). Activity	4.1c(2). Timeline	4.1c(3). Consortium Members Involved	4.1c(4). Outcomes Expected	4.1c(5).Method of Assessing Impact
Implement TABE as uniform entry assessment for ABE	August 2016	K-12	Consortium will know the academic skills of all entering ABE students	TABE data
Implement CASAS as uniform entry assessment for all K-12 ESL programs	August 2016 (for K-12) ~~June 2017 (for Citrus pilot)~~	All	Consortium will know the academic skills of all entering ESL students	CASAS data
Develop regional approach to data collection during intake (develop regional protocols)	August 2016	All	All institutions will know demographics and academic and career goals of all students entering consortium programs	Enrollment data, TOPSpro data, survey data
Purchase and implement ASAP for Glendora USD	August 2016	Glendora	Glendora will have ASAP data to provide consortium Program Director	ASAP data
Use CASAS results to uniformly measure ESL student progress in K-12 schools	August 2016 (for K-12) ~~June 2017 (for Citrus pilot)~~	All	Student progress towards attainment of academic and language skills in program ASE and ESL areas will be measurable	Benchmark data
Create similar K-12 ESL Pass/Fail courses (course outlines) with identical learning objectives by course level and add to schedule	July 2016	K-12	All K-12 institutions will have the same courses and course levels defined by common learning objectives so that students can transition from one member to another	Course outlines, student transcripts, master schedules
Create similar K-12 ABE Pass/Fail courses (course outlines) with identical learning objectives by course level and add to schedule	August 2016	K-12	All K-12 institutions will have the same courses and course levels defined by common learning objectives so that students can transition from one member to anothe	Course outlines, student transcripts, master schedules

4.1c(1). Activity	4.1c(2). Timeline	4.1c(3). Consortium Members Involved	4.1c(4). Outcomes Expected	4.1c(5).Method of Assessing Impact
Analyze and align ABE and ESL K-12 and Citrus College courses and course outlines to create seamless student transitions	July 2016	All	All member institutions will have the same courses and course levels defined by common learning objectives so that students can transition from K-12 members to community colleges	Course outlines, student transcripts, master schedules
Explore alternative methods of earning college credit and begin to develop articulation agreement from these	August 2016	All	Students will be able to accelerate academic goals due to articulation agreements	Articulation agreements, student data of those who take advantage of them
Increase counseling services for seamless transitions	August 2016	All		Counseling appointments, workshops, consortium counseling meetings

4.2 Objective 4:

Activities to address the gaps identified in Objective 1 (evaluation of *current levels and types of adult education programs* within its region, and Objective 2 (evaluation of *current needs* for adult education programs within the Consortium's region), updated in your Updated AB104 3-year Plan. Describe how the Consortium will respond to the gaps identified in the region. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. Activities to address these should include strategies to incrementally increase capacity in identified gap areas (e.g., using distance learning to reach adult populations in a Consortium's region who are currently underserved).

In the 2015-2016 school year, the CCAEC has implemented or will implement a number of measures to address gaps identified in the updated AB104 3-year Plan. These measures include the following which are detailed further in Table 4.2:

- 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 to address waitlists (e.g. in the evenings) or where programs previously did not exist
- Increase CTE course offerings at additional times to attract more students
- Develop and share existing curriculum and expand existing programs to better address Program 4, Adults training to support child success
- Establish a career center at Azusa to serve more adults and better address Program 3, Adults in the workforce
- Begin conversations with organizations that can assist the consortium with better addressing Program 7, Pre-apprenticeship training
- Increase the number of program coordinators and clerical to improve:
  - ESL placement, outcomes, and acceleration through levels
  - Consortium alignment of ASE / ABE, ESL and CTE curriculum and outcomes
  - Seamless transitions from noncredit and K-12 programs to credit, training, and post-secondary programs
  - Data tracking to demonstrate consortium success in difficult to track data categories

Table 4.2 - **Objective 4: Key Activities for Addressing Gaps (add rows as needed)**

4.2a. Activity	4.2b. Timeline	4.2c. Consortium Members Involved	4.2d. Outcomes Expected	4.2e. Method of Assessing Impact
Create ESL Basic Computer Skills class	Class to start by January 2016	Duarte USD Citrus College	Serve ESL parents in Duarte currently not served; Increase English and basic computer skills	Enrollment numbers, course completion, noncredit progress indicators
Create new ABE program	January 2016	Claremont USD	Improve skills of low-skilled students entering ASE and ESL students; provide bridge to ASE for ESL students	Enrollment numbers, course completion, CASAS results
Increase ESL and ASE offerings	January 2016	Azusa USD, Monrovia USD Citrus College	Increased enrollment; increased level completion; increased graduation rate	Enrollment numbers, course completion, CASAS results, credit acquisition, diplomas earned
Develop learning objectives and curriculum for Category 4 and share with other districts	y August 2016	Azusa USD Duarte USD Glendora USD Citrus College	Increased enrollment; increased parent literacy	Enrollment numbers, course completion, CASAS results
Increase course offerings for Category 4	August 2016	Glendora USD	Increased enrollment; increased parent literacy	Enrollment numbers, Course completion, CASAS results
Establish career center at Azusa	February 2016	Glendora USD Monrovia USD	Increase number of adults in Category 3 to be served; increase employment and wages	Enrollment numbers, job attainment, wage increase
Increase CTE instructor hours to establish ties to organizations that can develop consortium response to Program 7	May 2016	Monrovia USD	Demonstrate enrollment in pre-apprenticeship programs; increase employment and wage gains for adults	Enrollment numbers, job attainment, wage increase
Add additional ESL coordinator staff or hours	February 2016	Azusa USD Citrus College	Increase enrollment, improve ESL outcomes, increase transition to noncredit, credit and post-secondary education	Enrollment numbers, course completion, CASAS results, enrollment in noncredit and credit courses

4.2a. Activity	4.2b. Timeline	4.2c. Consortium Members Involved	4.2d. Outcomes Expected	4.2e. Method of Assessing Impact
~~Hire Site/Program Coordinator and Faculty lead for ABE~~	~~January 2017~~	~~Citrus College~~	~~Basic skills transitions, credit faculty lead, credit curriculum development, data development & analysis~~	~~Course outlines; data measurements from noncredit to credit classes~~
Hire ~~Site/Program Coordinator,~~ ESL Coordinator~~,~~ __and__ Faculty lead, ~~and CASAS test administrator for ESL~~	August 2016	Citrus College	Credit curriculum development, data development & analysis, ~~CASAS & cut score validations,~~ outreach, marketing	Enrollment numbers, course outlines, ~~CASAS scores~~
~~Hire Site/Program coordinator for Adults in workforce~~	~~July 2016~~	~~Citrus College~~	~~OA program development, data development & analysis, outreach, marketing~~	~~Enrollment numbers, job attainment, wage increase~~
~~Hire Site/Program Coordinator and Credit Faculty lead for CTE~~	~~September 2016~~	~~Citrus College~~	~~Workplace skills/CTE program development, credit curriculum development, data development & analysis, technology/equipment, outreach, marketing~~	~~Enrollment numbers, certifications completed, job attainment, wage increase~~
__Replace outdated and non-functioning equipment with technology upgrades__	__September 2016__	__Citrus College__	__Allow instructors to present instructional material in a variety of modalities__	__Improved pass rates__
__Equip three classrooms to promote active learning__	__September 2016__	__Citrus College__	__Create engaging and interactive learning environment__	__Improved pass rates__

Documents to Support Agenda Items

August 15, 2017 Agenda

Agenda Item 3.2

Program Director Report Highlights

Program Director Report Highlights

CITRUS COLLEGE ADULT EDUCATION CONSORTIUM

REGULAR EXECUTIVE BOARD OPEN SESSION MEETING
Wednesday, August 15, 2017
4:00 p.m.

3.0   **COMMUNICATIONS**

3.2   Program Director report.

I.   CFAD Revision
- CFAD on state portal looked nothing like submitted report. There are slight revisions to the CFAD based on reallocation of subcontracted amount. Put CFAD revision on agenda to attain representative signatures.

II.   2017-18 Annual Plan
- Data aggregation and dissemination is a big focus for the year. Need member assistance with this.
- ESL PD plan – want to discuss parameters for re-submission.

III.   Website
- Still waiting on photos and resources.

Documents to Support Agenda Items

August 15, 2017 Agenda

Agenda Item 4.0

Approval of 2015-16 Q4 and 2016-17 Q2

Annual Expenditure Report

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

AB104 Adult Education Consortium Block Grant
YEAR-TO-DATE EXPENDITURES AND PROGRESS REPORT

(74B) Monrovia USD

Grant Agreement No: 15-328-29   **Total Grant Award:** $750,000

(2015-2016 4th quarter has been certified on 2017-07-31 18:36:00.0)

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PLEASE REPORT CUMULATIVE EXPENSES FOR ALL COMPLETED QUARTERS													
Object of Expenditure Reporting Categories	**2015-2016 1st QUARTER**			**2015-2016 2nd QUARTER**				**2015-2016 3rd QUARTER**				**2015-2016 4th QUARTER**		
	Budget	Exp.	Bal.	Revised Budget (approved on 06/30/16)	Budget	Exp.	Bal.	Revised Budget (approved on 01/31/17)	Budget	Exp.	Bal.	Budget	Exp.	Bal.
1000 Instructional Salaries	521750	0	521750	402165	402165	147911	254254	368318	368318	178126	190192	368318	252477	115841
2000 Noninstructional Salaries	22975	0	22975	57440	57440	9076	48364	57440	57440	51957	5483	57440	53751	3689
3000 Employee Benefits	119840	0	119840	90540	90540	35537	55003	80540	80540	46836	33704	80540	65814	14726
4000 Supplies and Materials	39722	0	39722	67555	67555	17895	49660	67555	67555	44820	22735	67555	58303	9252
5000 Other Operating Exp. & Svs.	10000	0	10000	41000	41000	18788	22212	65434	65434	56236	9198	65434	63064	2370
6000 Capital Outlay	0	0	0	55587	55587	11055	44532	75000	75000	67959	7041	75000	67959	7041
7000 Other Outgo	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Direct Expenditures	714287	0	714287	714287	714287	240262	474025	714287	714287	445934	268353	714287	561368	152919
Total Indirect Expenditures*	35713	0	35713	35713	35713	35713	0	35713	35713	35713	0	35713	35713	0
Total Expenditures	750000	0	750000	750000	750000	275975	474025	750000	750000	481647	268353	750000	597081	152919

Object of Expenditure Reporting Categories	**2015-2016 5th QUARTER**			**2015-2016 6th QUARTER**			**2015-2016 7th QUARTER**			**2015-2016 8th QUARTER**		
	Budget	Exp.	Bal.	Budget	Exp.	Bal.	Budget	Exp.	Bal.	Budget	Exp.	Bal.
1000 Instructional Salaries	0	0	0	0	0	0	0	0	0	0	0	0
2000 Noninstructional Salaries	0	0	0	0	0	0	0	0	0	0	0	0
3000 Employee Benefits	0	0	0	0	0	0	0	0	0	0	0	0
4000 Supplies and Materials	0	0	0	0	0	0	0	0	0	0	0	0
5000 Other Operating Exp. & Svs.	0	0	0	0	0	0	0	0	0	0	0	0
6000 Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0
7000 Other Outgo	0	0	0	0	0	0	0	0	0	0	0	0
Direct Expenditures	0	0	0	0	0	0	0	0	0	0	0	0
Total Indirect Expenditures*	0	0	0	0	0	0	0	0	0	0	0	0
Total Expenditures	0	0	0	0	0	0	0	0	0	0	0	0

Progress Report (Check one and complete sections I-III)

(Total expenditure <u>79.6</u> %)

(4th Quarter at least 84% of total allocation expended)

⦿ **Activities are being conducted as planned.**

Expenditures do not meet guideline

○ **Activities are not being conducted as
planned.**

I. Summary of activities conducted during the quarter (Limited to 8000 characters)

The Citrus College Adult Education consortium made great advances in continuing to address AEBG programs and objectives required by the 2015-16 Annual Plan. Members continued to subcontract funds between various members in order to better address the activities of the plan.

The Annual Plan was revised in three ways which affected pursuit of Plan activities during the 2016-17 school year. Citrus College is no longer implementing CASAS pre- and post-testing due to the onerous nature of enactment. The Annual Plan original called for Citrus College to hire four coordinators for AEBG programs and they only have hired one coordinator in ESL. Instead Citrus used those Allocation funds to equip three classrooms by replacing traditional classroom furniture with furniture designed to promote active learning. This created high density classrooms that can transition from lecture to learn mode, without interruption. Citrus also made technology upgrades (instructor computers and interactive projectors) in all five ESL classrooms, replacing outdated and non-functioning equipment. This has made a tremendous impact on ESL instruction, allowing the instructors to present instructional material in a variety of modalities and creating an engaging and interactive learning environment.

The CCAEC 2015-16 Regional Data Plan was an ambitious one and most of it is either implemented or well on the way to being implemented due to Allocation funding. Incoming K-12 students in most programs are receiving some type of placement assessment to determine their program entry academic level. Allocation funds have purchased TABE tests and all K-12 members are using the TABE for ABE and CTE pre-assessment. Counselors took part in the Counselor Pathways for Success, which included credit and noncredit counselors from Citrus and the counselors from K-12 members. CPS created community to facilitate transition from K-12 to CCCD and established pathways for use in the K-12 schools.

CCAEC Faculty Advisory Committees have made tremendous strides at alignment and integration across program areas. The CCAEC ESL Faculty Advisory Committee, comprised of faculty from Citrus College and all K-12 schools finalized ESL curriculum alignment with detailed Language Proficiency Objectives and are developing ESL level exams. This alignment process meant that Claremont and Monrovia ESL classes moved to semester classes to be the same other CCAEC members. This brought additional costs to Claremont which were covered by subcontracting of Allocation funds. The ABE FAC also met on a regular basis in a similar alignment process and completed alignment of basic education curriculum. The ASE FAC met to train on Odysseyware so that Azusa, Glendora, and Monrovia could increase elective options.

CCAEC professional development efforts became much more robust from Allocation funds. Citrus College hired two noncredit ESL Faculty Leads to evaluate ESL faculty, demonstrate best practices and high impact teaching methods, and provide mentorship to newly hired ESL adjunct faculty. Most CCAEC member institutions sent one or two faculty to attend the CATESOL conference in San Diego. Members are using a train-the-trainer model where attendees come back and present to each staff the materials, best practices, and research-based instructional strategies gleaned from the conference. All K-12 members have been engaged in ongoing professional development in the following areas: instructional strategies, using Moodle as an LMS, Odysseyware, improving adult reading and accelerated learning.

Throughout 2016-17, the consortium created many courses and programs to address gaps outlined in the 2015-16 Annual. Azusa created a bridge class to better address the low assessment scores that limit student transition into CTE courses. Monrovia created a bridge class between ESL 6 and ABE ELA. Citrus developed new Bridge to English curriculum designed to increase the successful transition from noncredit to credit ESL/English coursework. The Azusa Career/Business Center was launched to foster career exploration and job search opportunities. An internal marketing process informs students of the Center's services and visits to the Center increased. Azusa CTE teachers met quarterly to discuss challenges faced by student's prerequisite classes, and strategized on curriculum changes that would serve to increase enrollment, and improve transition options for students currently in other AAS programs. Also, Monrovia used Allocation funds to make Construction and Auto Technician programs more robust.

Citrus also hired an ESL Coordinator to recruit for the evening ESL program in an effort to increase enrollment, develop new ESL curriculum to increase the variety of ESL courses offered, and expand outreach efforts to increase enrollment and the number of sections offered.

Azusa and Monrovia expanded prep classes and test offerings during the day and at night for the High School Equivalency Test (HiSET). The partnership between the schools was vital as Azusa extensively helped Monrovia become a testing center. Both schools are seeing tremendous success with student completion rates. Students have opportunities to prepare for the exam through classroom instruction, and through online activities.

II. Reasons for lack of progress towards attainment of program improvements (Limited to 8000 characters)

CCAEC members believe that they have made progress towards program improvement. Members have utilized 80% of the Allocation funds to make noteworthy progress in implementing the Regional Data Plan, aligning ESL curriculum, developing ESL Level assessments, addressing gaps in services, increasing professional development significantly, exploring learning management systems to extend classrooms, accelerating student diploma acquisition, establishing career/postsecondary pathways, building community between member counselors, and equipping classrooms to foster active learning.

III. Reasons for expenditures falling below guideline (Limited to 8000 characters)

All K-12 member institutions have expended the entire amount of 2015-16 Allocation funds that were distributed to them. All members have had success leveraging 2015-16 funds to provide programs and address AEBG objectives, but Citrus College has internal

processes that delay expenditures. The remaining balance of Allocation funds belong to Citrus and will be expended by the December 31, 2017 deadline.

IV. Provide an explanation for major budget changes. (Limited to 8000 characters)

There were no significant budget changes.

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CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

AB104 Adult Education Consortium Block Grant
YEAR-TO-DATE EXPENDITURES AND PROGRESS REPORT

(74B) Monrovia USD (Citrus)

Grant Agreement No: 16-328-29   **Total Grant Award:** $4,097,268

(2016-2017 2nd quarter has been certified on 2017-08-01 17:02:00.0)

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PLEASE REPORT CUMULATIVE EXPENSES FOR ALL COMPLETED QUARTERS														
Object of Expenditure Reporting Categories	**2016-2017 1st QUARTER**				**2016-2017 2nd QUARTER**			**2016-2017 3rd QUARTER**			**2016-2017 4th QUARTER**		
	Revised Budget (approved on 01/30/17)	**Budget**	**Exp.**	**Bal.**	**Budget**	**Exp.**	**Bal.**	**Budget**	**Exp.**	**Bal.**	**Budget**	**Exp.**	**Bal.**
1000 Instructional Salaries	768939	768939	291185	477754	768939	768939	0	0	0	0	0	0	0
2000 Noninstructional Salaries	123654	123654	35195	88459	123654	123654	0	0	0	0	0	0	0
3000 Employee Benefits	208379	208379	78586	129793	208379	208379	0	0	0	0	0	0	0
4000 Supplies and Materials	54500	54500	49911	4589	54500	54500	0	0	0	0	0	0	0
5000 Other Operating Exp. & Svs.	45364	45364	35410	9954	45364	45364	0	0	0	0	0	0	0
6000 Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0	0
7000 Other Outgo	2816859	2816859	1119854	1697005	2816859	2173439	643420	0	0	0	0	0	0
Direct Expenditures	4017695	4017695	1610141	2407554	4017695	3374275	643420	0	0	0	0	0	0
Total Indirect Expenditures*	79573	79573	0	79573	79573	79573	0	0	0	0	0	0	0
Total Expenditures	4097268	4097268	1610141	2487127	4097268	3453848	643420	0	0	0	0	0	0

Object of Expenditure Reporting Categories	**2016-2017 5th QUARTER**			**2016-2017 6th QUARTER**			**2016-2017 7th QUARTER**			**2016-2017 8th QUARTER**		
	Budget	**Exp.**	**Bal.**	**Budget**	**Exp.**	**Bal.**	**Budget**	**Exp.**	**Bal.**	**Budget**	**Exp.**	**Bal.**
1000 Instructional Salaries	0	0	0	0	0	0	0	0	0	0	0	0
2000 Noninstructional Salaries	0	0	0	0	0	0	0	0	0	0	0	0
3000 Employee Benefits	0	0	0	0	0	0	0	0	0	0	0	0
4000 Supplies and Materials	0	0	0	0	0	0	0	0	0	0	0	0
5000 Other Operating Exp. & Svs.	0	0	0	0	0	0	0	0	0	0	0	0
6000 Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0
7000 Other Outgo	0	0	0	0	0	0	0	0	0	0	0	0
Direct Expenditures	0	0	0	0	0	0	0	0	0	0	0	0
Total Indirect Expenditures*	0	0	0	0	0	0	0	0	0	0	0	0
Total Expenditures	0	0	0	0	0	0	0	0	0	0	0	0

Progress Report (Check one and complete sections I-III)

(•) **Activities are being conducted as planned.**

( ) **Activities are not being conducted as planned.**

(Total expenditure 84.3 %)   (**2nd Quarter at least 44% of total allocation expended**)

Expenditures meet guideline

I. Summary of activities conducted during the quarter (Limited to 8000 characters)

In Y2 of the CCAEC Three Year Plan, the consortium utilized AEBG funds to make substantial progress in completing the activities outlined in the 2016-17 Annual Plan.

Members addressed gaps in services in the face of increased costs of providing those services. K-12 member institutions faced increased costs in providing AEBG programs for a couple of reasons. All K-12 districts awarded employee salary increases after years of holding salary schedules constant as a result of the 2008 Great Recession. Also, K-12 districts faced increased pension contributions for employees. These two factors meant that just to maintain the same level of services for AEBG programs as they existed in 2015-16, K-12 members would need 5-10% more in funding. And yet AEBG revenue to members remained unchanged for 2016-17. Adept budgeting and planning at the institutional level and subcontracted Allocation funds from Citrus helped address this shortfall and maintain the same level of program services.

Additionally, the 2016-17 Plan listed a number of activities that increased program services and the consortium completed nearly all of those activities. The consortium created an additional HiSET testing center, expanded services at the Azusa career center, expanded the Monrovia auto program offerings, expanded course offerings at different times across the consortium, and allowed Claremont to hire a part- time ESL coordinator.

Consortium efforts at seamless transitions in ESL programs have created cultures where ESL student progress is the norm. The existence of Language Proficiency Objectives focused instruction. Institutions saw increases in students who "graduated" from ESL 6 and moved into bridge, ABE or HiSET courses.

The CCAEC Regional Assessment Plan has been revised, and the new plan has mostly been implemented. Citrus is now not implementing CASAS testing for its AEBG students. But AEBG funds were leveraged to help Claremont successfully become a WIOA Title II institution. Thus, all Claremont ESL, ABE and ASE students will be pre- and post-tested as called for by the Regional Assessment Plan. Throughout 2016-17, Monrovia used AEBG funds to better assess all incoming students with both the TABE and CASAS. Azusa and Glendora as Title II schools use CASAS and Azusa utilizes the TABE.

Data gathering efforts were a significant consortium focus for the year. Member institutions have demonstrated flexibility as AEBG data gathering requirements have changed during the 2016-17 year. Though Data Accounting and Reporting funds were earmarked for those efforts, AEBG funds were utilized by Citrus College to complete 2015-16's submission which required significant manual processes.

Counselors from K-12 and Citrus College met to improve pathways for students to transition to post- secondary institutions through the CCAEC Counselor Pathways for Success meetings. K-12 faculty received significant professional development in 2016-17 due to AEBG funding. All institutions used training-the-trainer model as faculty attended numerous conferences that were previously cost prohibitive. Also, Monrovia provided significant training in Google Classroom to create an online presence for ESL and CTE programs and expand the reach of these classrooms.

II. Reasons for lack of progress towards attainment of program improvements (Limited to 8000 characters)

The consortium believes it is progressing in improving programs. Despite increased costs, no services were cut. Most activities called for in the 2016-17 Annual Plan were completed. Consortium K-12 members provided significant help to each other to facilitate meeting new WIOA requirements and the new state mandated data integration to TOPSpro Enterprise.

Consortium members will be collaborating to analyze TE data consortium-wide to analyze value that programs add to students.

III. Reasons for expenditures falling below guideline (Limited to 8000 characters)

Expenditures are well over guidelines.

IV. Provide an explanation for major budget changes. (Limited to 8000 characters)

No budget changes occurred. This is primarily because the majority of expenditures are in Object Code 7000.

Monrovia as the fiscal agent, does not feel comfortable with such a large amount of expenditures being unaccounted for in Object Code 7000. Thus, it is keeping each member's expenditures by Object Code and an aggregation of those as a consortium.

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Documents to Support Agenda Items

August 15, 2017 Agenda

Agenda Item 5.0

Approval of Revised CFAD

Consortium Fiscal Administration Declaration

Citrus College Adult Education Consortium

Consortium Information

Organizational Information

Consortium Name	09 Citrus
Long Name	Citrus College Adult Education Consortium
Short Name	CITRUS
Address	920 S. Mountain Ave. Unit H Monrovia, CA 91016
Website	http://www.ccadulted.org/

Reporting Period

Start Date	07/01/2016
End Date	06/30/2017

2015 - 16 Grant Period

2015 - 16 Grant Number	15-328-29

Consortium Administration

Primary Contact(s)	**Russell, John** *Program Director* *(626) 471-3044* jrussell@monroviaschools.net

MEMBERS

Member Name	Contact(s)	District / LEA Code
Monrovia Unified School District	**Wu, Connie** *Chief Business Officer* *(626) 471-2050* cwu@monroviaschools.net **Conway, David** *Fiscal Agent Contact* *(626) 471-2055* dconway2@monroviaschools.net **Russell, John** *Program Director* *(626) 471-3044* jrussell@monroviaschools.net **Fertig, Flint** *Director* *(626) 471-3065* ffertig@monroviaschools.net **Fertig, Flint** *Director of Alternative and Adult Education* *(626) 926-6812* ffertig@monroviaschools.net **Russell, John** *Program Director* *(626) 471-3044* jrussell@monroviaschools.net	64790
Glendora Unified School District	**Summers, Rebecca** *(626) 963-1611* rsummers@glendora.k12.ca.us	64576
Duarte Unified School District	**Morris, Kevin** *(626) 599-5130* kmorris@duarteusd.org	64469
Claremont Unified School District	**Delvasto, Felipe** *(909) 398-0609* fdelvasto@cusd.claremont.edu	64394
Azusa Unified School District	**Ketza, Mary** *(626) 852-8400* mketza@azusa.org	64279
Citrus Community College District	**Lancaster, James** *(626) 852-6403* jlancaster@citruscollege.edu	00820

FISCAL MANAGEMENT

Funding Channel

The consortium has designated a fiscal agent

Rationale

This model has worked well so far. Even those consortia that have chosen direct funding are going to have to coordinate the Annual Fiscal Report and with one fiscal agent being responsible for this process, the consortium will be less bureaucratic in assembling the report.

Approach

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 into this form that will then be aggregated by the program director. The fiscal contact will
work with the program director to complete all necessary narratives 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.

Certifying Official / Coordinator

Conway, David

Certifying Official / Coordinator's Email

dconway2@monroviaschools.net

ALLOCATION SCHEDULE

15-16 AEBG Funds

15-16 AEBG Entitlements	$4,074,252
15 - 16 Member Allocations	$0

16-17 AEBG Funds

16-17 AEBG Entitlements	$4,097,268
16 - 17 Member Allocations	$4,097,268

MEMBER ALLOCATIONS

#	Member Name	Consortium Allocations (15-16)	Consortium Allocations (16-17)
1	Monrovia Unified School District	$1,280,409	$1,303,425
2	Glendora Unified School District	$236,407	$236,407
3	Duarte Unified School District	$31,592	$31,592
4	Claremont Unified School District	$723,355	$723,355
5	Azusa Unified School District	$1,422,489	$1,422,489
6	Citrus Community College District	$380,000	$380,000
	Grand Total	**$4,074,252**	**$4,097,268**

Funding Changes	There are no significant changes.
Consensus and Approval Process	Allocations were deliberated and approved by the board.

OTHER RULES AND PROCEDURES

Additional Information

The Governance Plan and Bylaws for the consortium have been effective and did not change, so there is no need to complete this section.

Supplementary Documentation

SIGNATURE BLOCKS

Monrovia Unified School District

Wu, Connie

Monrovia Unified School District

Conway, David

Monrovia Unified School District

Russell, John

Monrovia Unified School District

Fertig, Flint

Glendora Unified School District

Summers, Rebecca

Duarte Unified School District

Morris, Kevin

Claremont Unified School District

Delvasto, Felipe

Azusa Unified School District

Ketza, Mary

Citrus Community College District

Lancaster, James

Consortium Fiscal Administration Declaration

INSTRUCTIONS: *The form below has been partially completed based on information provided from your Consortium Annual Plan and prior year's Consortium Fiscal Administration Declaration. Please carefully review and update each section. You may save your progress by clicking the* **Save** *button at the bottom of the page. When you have completed all sections, click* **Submit** *and follow the prompts to finalize your 2017-18 Consortium Fiscal Administration Declaration.*

Click on the **Consortium Information** *header to begin.*

Consortium Information   ─

09 Citrus

Address

325 East Huntington Acenue

Street Address

Street Address 2

Monrovia   CA   91016

City   State   Zip

Website

http://www.ccadulted.org/

Primary Contact

John   Russell

First   Last

Certifying Official / Coordinator

David   Conway

First   Last

Logo

If your consortium has a logo, please upload it here.
Files must be in .png format.

remove

[Choose File] No file chosen

Primary Contact Email

jrussell@monroviaschools.net

Certifying Official / Coordinator Email

dconway2@monroviaschools.net

Consortium Membership   ─

Member Representation

List Consortium Member agencies planning to participate in the 2017-18 program year. For each Member listed, please provide the name and contact information for the Member Representative authorized to approve allocations on behalf of each Member agency. Signatures from each of these individuals will be required in order to complete your 2017-18 CFAD.

Member Agency	Member Representative	Phone	Email	Approved
Monrovia Unified School District	Flint Fertig	(626) 471-3065	ffertig@monroviaschools.net	05/02/2016
Glendora Unified School District	Ron Letourneau	(626) 852-4550	rletourneau@glendora.k12.ca.us	09/28/2015
Duarte Unified School District	Norman Anderson	(626) 599-5130	nanderson@duarteusd.org	05/18/2017
Claremont Unified School District	Felipe Delvasto	(909) 398-0609	fdelvasto@cusd.claremont.edu	11/19/2015
Azusa Unified School District	Linda McNary	(626) 852-8400	lmcnary@azusa.org	08/15/2017
Citrus Community College District	James Lancaster	(626) 852-6403	jlancaster@citruscollege.edu	10/20/2015

Organizational Chart

Attach your current Consortium organizational chart. Show member reporting and fiscal agency relationships, key partners, as well as other stakeholder groups as applicable.

 remove

Choose File No file chosen

Fiscal Management   —

Funding Channel

AB104 legislation states that each Consortia may decide to designate a fiscal administrator to receive and distribute AEBG funds. If a member agency is chosen to be the fund administrator, the member shall commit to developing a process to apportion funds to each member of the consortium pursuant to the consortium's adult education plan within 45 days of receiving funds appropriated for the program. This process shall not require a consortium member to be funded on a reimbursement basis.

Please select the option that best describes how funding should be disseminated to your Consortium from the state.

- ⦿ The consortium has designated a fiscal agent
- ○ The consortium has chosen direct funding

Fiscal Agent

Monrovia Unified School District

Rationale

Provide details regarding the rationale for your fiscal structure decision. How did you arrive at the decision? What were the overwhelming benefits to using this structure?

This model has worked for Y1 and Y2, so the consortium will continue it for Y3. In informal board discussions, Representatives noted that the fiscal agent model had worked to date and there was no compelling reason to change to direct funding.

Fiscal Management Approach

Whether using a fiscal agent or direct funding model, describe how you are fiscally managing your block grant. How are you rolling up grant expenditures to report to the State?

The CCAEC process of rolling up expenses will change due to the change in state financial reporting requirements. Previously the MUSD fiscal contact, David Conway, would aggregate expenditures and the program director would aggregate program narratives. New requirements mean that each individual business office will log into the state system and provide expenditure and narrative information.

The CCAEC Annual Financial Report will still be approved by the CCAEC Board. The exact process will change from the previous two years again due to new state requirements. Until the consortium gets clear direction in consortium-level reporting requirements articulating the exact process of Annual Financial Report approval by the board is not possible.

To increase accountability for the fiscal agent, CCAEC members have agreed that a portion of the 4% fiscal fee will be used to buy a to-be-determined percentage of the fiscal contact's salary and clerical/support salaries.

Member Allocations   —

Member Allocations

In the table below, provide approved funding allocations to each Consortium Member by program year. Total allocations must equal the total AEBG funds allocated to the Consortium for each fiscal year.

	2015-16	2016-17	2017-18
Total AEBG Funds	$4,074,252	$4,097,268	$4,097,268
Total Allocated to Members	$4,074,252	$4,097,268	$4,097,268
Total Remaining	**$0**	**$0**	**$0**

Member Agency	2015-16	2016-17	2017-18
Monrovia Unified School District	$1,300,223	$1,389,938	$1,387,713
Glendora Unified School District	$247,008	$266,383	$256,407
Duarte Unified School District	$34,310	$32,611	$31,592
Claremont Unified School District	$744,154	$852,671	$851,371
Azusa Unified School District	$1,448,557	$1,555,665	$1,570,185
Citrus Community College District	$300,000	$0	$0
Total	**$4,074,252**	**$4,097,268**	**$4,097,268**

Allocation Changes

Please describe any significant changes in allocations to members made for the 2015-16 and / or 2016-17 program years.

Allocation funds have been subcontracted a number of times during the course of the 2016-17 school year. The CCAEC Board approved three different motions that subcontracted funds in five different ways: one way for 2015-16 and three ways for 2016-17 and one way for 2017-18.

With CCAEC Act # 16-19, the CCAEC Board subcontracted 2016-17 Allocation funds from Monrovia to Claremont in the amount of $39,016. In the initial distribution of Allocation funds, the Board agreed that "overhead" expenditures would go to Monrovia as it was the fiscal agent and the institution with the Program Director. A portion of those funds, $16,000, were expended for a one-time fee and became available for 2016-17. Also, the 2016-17 Allocation amount increased by $23,016, which was given to Monrovia as the fiscal agent. Those were the two sources of funds used for the subcontracting to Claremont.

The purpose for this subcontracting was to improve seamless transitions and acceleration (Objective 3) and to leverage partnerships (Objective 7). All CCAEC ESL programs moved to a one semester system in an effort to align curriculum and accelerate outcomes. This had fiscal consequences for Claremont as they had to increase their instructional week. Also, the CCAEC Regional Data Plan calls for all ESL students to be pre- and post-tested. Claremont used these funds to better support those efforts by hiring a part time ESL coordinator. With a part-time ESL coordinator, Claremont could also prepare for WIOA RFA submission and leverage additional WIOA funding.

With CCAEC Act # 17-03, the Board approved for Citrus College to subcontract $80,000 of its 2015-16 Allocation funds and $30,000 of its 2016-17 Allocation. With CCAEC Act # 17-06, the Board approved to subcontract $350,000 of Citrus College's 2016-17 Allocation funds and reallocate $380,000 of Citrus College's 2017-18 funds.

The Board decided these funds would be better utilized for other consortium members to address gaps in services (Objective 4). All K-12 districts have seen increases in the costs to deliver programs with pay raises, increased benefit contributions for retirement and health, and other payroll issues. To continue deliver services at the current levels for the K-12 institutions requires additional funding that was not available, but is now with the reallocation.

Revisions to 2015-16, 2016-17, and the 2017-18 tables in the above "Member Allocations" section reflect these subcontracting and reallocation efforts.

Consensus and Approval

Describe how you arrived at consensus and approval of the allocations provided in the table above.

Allocations were deliberated and approved by the CCAEC board. Act # 16-19 passed unanimously on August 9, 2016, Act # 17-03 passed unanimously on January 10, 2017 and Act # 17-06 passes unanimously on April 18, 2017.

Certification and Submission   −

Consortia must obtain signatures from each participating Member Agency certifying their acknowledgement and approval of the annual Member Allocations provided herein. The AEBG Web Portal provides two options for submitting these signatures:

1. *Digital signatures may be submitted directly by clicking on the signature blocks below, and signing using a stylus or mouse; or*
2. *Consortia may alternately provide a scanned printout of their approved CFAD, replete with Member Signatures, via the upload link on the Certification Page.*

Please select from the following options:

- ◉ Print and Sign
- ◯ Digital Signature

Please note: your 2017-18 CFAD may not be processed until all signatures from Member Agencies have been provided.

Signature Block

Monrovia Unified School District

_____

Flint Fertig

Glendora Unified School District

_____

Ron Letourneau

Duarte Unified School District

_____

Norman Anderson

Claremont Unified School District

_____

Felipe Delvasto

Azusa Unified School District

_____

Linda McNary

Citrus Community College District

_____

James Lancaster

🖨 Print

☐ Click to indicate you are ready to Submit your 2017-18 CFAD

201718cfadwithsignatures.pdf

Documents to Support Agenda Items

August 15, 2017 Agenda

Agenda Item 6.0

Approval of 2017-18 Annual Plan

09 Citrus | Consortium 2017-18 Annual Plan

*INSTRUCTIONS: The form below has been partially completed based on information provided from your prior year's Consortium Annual Plan. Please carefully review and update each section. You may save your progress by clicking the **Save** button at the bottom of the page. As you coordinate with your member agencies to complete your annual plan, you are encouraged refer to the planning materials provided by the AEBG office located on the AEBG website here:* http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit (http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit).

*Click on the **Section 1: Plans & Goals** header to begin.*

Section 1: Plans & Goals   ‒

Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2017– 18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)

The Citrus College Adult Education Consortium has a vision that all students achieve their career and educational goals. The CCAEC values responsibility, efficiency, transparency, accountability, and institutional autonomy while member institutions provide quality programs for its adult students. CCAEC members help our region by offering a variety of vocational, career development, high school diploma and equivalency, basic academic skills, parent success, 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 all CCAEC courses facilitate our students' incremental growth to pursue those pathways.

As the CCAEC moves into the third year of AEBG funding, the consortium believes it has made significant progress on addressing AEBG programs and objectives and it is poised to build on those efforts for a successful 2017-18.

By the end of 2016-17, CCAEC had maintained the levels and types of programs across the region that were expanded in 2015-16 through regional collaboration and resource planning. The consortium's new Career Center helped over 150 students, the new HiSET testing locale led to dozens of additional HiSET completers, and new course offerings across the consortium in ESL, basic academic skills, high school diploma and equivalency, and parent education saw increased enrollment and successes. These new offerings and programs were maintained in the face of higher costs from increases in salaries and contributions to retirement benefits.

Aligned learning objectives in CCAEC ESL, ASE, and ABE courses allowed for seamless transitions, and, critically, accelerated student outcomes. Language Proficiency Objectives for CCAEC ESL course descriptions were instrumental in creating a culture of progress and acceleration in member ESL programs. Counseling efforts established pathway documents for CCAEC students so that they clearly understand how to achieve postsecondary and employment options. CCAEC members also leveraged the resources of a large number of partners to improve services for our students. Most notably, Claremont USD utilized CCAEC member expertise and a new partnership with LA County WDB to become a WIOA Title II institution. Increased WIOA funds to Claremont will allow the entire consortium to better address AEBG programs and objectives.

The 2017-18 Annual Plan demonstrates how CCAEC members plan to build upon the successes of the first two years of AEBG and to vigorously pursue our vision and mission. We will continue the successful efforts in alignment for seamless transitions and acceleration of student progress. We will maintain expanded program levels.

The primary consortium goal for 2017-18 will focus on data collection, aggregation and dissemination. Now that the state has settled on data-reporting protocols, the consortium wants to update its Regional Assessment Plan and make sure the public is aware of how it is making a significant impact on the lives of its students. Other consortium goals include creating uniform curriculum and accountability for Parent Success programs, increase acceleration with Early College programs, creating a more comprehensive consortium PD plan, and leveraging WDB affiliations to best provide services to consortium students.

Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need and identifying the gaps or deficit in your region? Please provide the reasons for the gap between the need in the region and the types and levels of adult education services currently being offered.

Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
English as a Second Language	According to the U.S. Census Bureau, there are 24,901 adult residents just in the five municipalities of the consortium region who speak English less than very well. Also, there are 47,073 residents who are foreign born. These numbers do not consider surrounding cities and adjacent unincorporated areas that have residents who need to improve English skills to better engage in their community. Consortium ESL classes will address these gaps.	Consortium members will be sharing TOPSpro Enterprise enrollment and level gain data that is being used to report enrollment and performance outcomes to the state. This data will be aggregated and presented on the consortium website. Also, TABE results and ESL Level Exam data will be shared locally for members to measure student progress.
High School Diploma or Equivalency / Basic Academic Skills	According to the U.S. Census Bureau, there are 8,887 adult residents just in the five municipalities of the consortium region who do not have a high school diploma or equivalency. That does not consider surrounding cities and adjacent unincorporated areas that have residents who need to earn a diploma. Consortium ASE/ABE classes will address these gaps.	Consortium members will be sharing TOPSpro Enterprise data for diploma recipients and HiSET completers that is being used to report enrollment and performance outcomes to the state. This data will be aggregated and presented on the consortium website. Also, TABE results will be shared locally for members to measure progress.
Career Development / Adult Re-entry into Workforce	Despite lower unemployment rates across the region as San Gabriel Valley output has finally risen above pre-Great Recession levels, poverty levels remain stubborn. According to the U.S. Census Bureau, there are 13,326 adult residents just in the five municipalities of the consortium region who are ages 18-64 and live below the poverty. Those numbers do not consider surrounding cities and adjacent unincorporated areas that have residents wbelow the poverty line. The mission of CCAEC Career Development Centers are aligned to partnering WDBs. The goal is not just to get students jobs, but jobs with a living wage. CCAEC Career Centers do that.	CCAEC Career Development Centers measure enrollment of students who receive services and manually track student attainment of employment and wage increases. This year this data will be tracked through TE and locally and shared on the consortium website.

Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
Short-term Vocational Program for Employment	Though San Gabriel Valley output has finally risen above pre-Great Recession levels and unemployment has dropped, many regional residents may be employed, but are looking to change their career to put them on a pathway that is more financially beneficial. Also, many SGV industries need skilled labor. The consortium looked at the May 2017 Regional Economic Forecast from the San Gabriel Economic Partnership (SGVEP) in analyzing regional needs for both residents and industry. According to the SGVEP, Health Care accounts for 18.1% of total employment at 125,500 jobs. The SGVEP noted that the Transportation and Warehouse sector has seen significant growth. The SGVEP noted that the Construction sector saw dramatic growth in employment in Inland Empire and eastern part of the SGV. With the passage of the $54 billion infrastructure bill, the Foothill WDB has advised that employment growth in the Construction sector will be stronger throughout LA County in the coming years. Thus, the CCAEC has focused short-term vocational programs on Health Care, Transportation, Construction, and Office Occupations. CCAEC members have strong relationships with many regional businesses and the consortium works to provide short-term training for students to improve the their career prospects and for businesses to address their labor needs.	CCAEC members will track student attainment of employment and wage increases through TE and shared on the consortium website.
Parent Success	Numerous researchers have shown how parents' socioeconomic status indirectly or directly affects student achievement. By offering Parent Success programs, the consortium is aligning with member LCAP goals to improve connectivity to guardians and thus, K-12 student achievement.	Measuring progress in this program area has been the primary obstacle to increasing services. A Parent Success Faculty Advisory Committee will take direction from the state and the CCAEC board in determining the best way to measure success in this arena.

GAPS IN SERVICE

For 2017-18, what strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service (Must list at least one)?

Identify strategies planned to incrementally increase capacity in identified gap areas as well as those that help maintain established levels of service. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

Leverage consortium resources to open new Career Center in Claremont.

Collaborate with LACO WDB to complete Title II institutional requirements of LACO WDB Local Plan.

Utilize subcontracted Allocation funds to maintain current ASE/ABE, ESL, parent success, CTE, and Career Center program levels by meeting rising program costs caused by increasing salaries and retirement contributions.

Expand ASE/ABE, HiSET, CTE and ESL level course offerings where possible by leveraging new WIOA funds.

Create consortium Parent Success FAC to devise uniform curriculum and accountability.

Seamless Transitions

Explain how consortium members and partners are integrating existing programs and services and creating seamless transitions into post-secondary education or the workforce. Please also identify key challenges faced and / or overcome during the 2016–17 Program Year in your efforts to transition students.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
CPS implements its data system to gather student transition data.	1 – Not at all implemented	Creating a new mechanism to track K-12 student transition to CCCD institutions had insurmountable obstacles. CCCD counselors had concerns about violation of student privacy. Software solutions that could have addressed the needs, such as CommunityPro, were too large for a consortium our size. Also, CCAEC board members believed the consortium needed direction from the state before investing in a solution like CommunityPro. As it stands, it seems transition, employment, and wage increase data will be tracked through a student's social security number.	Institutions are beginning to collect SSNs from enrolling students to help the state gather employment and transition data.	We need state direction and leadership on how data for student transition to CCD and other postsecondary institutions will be tracked.
Create Counselor Pathways for Success (CPS), craft CPS missions and goals, and build CPS community.	5 – Fully implemented	The CCAEC Counselor Pathways for Success met numerous times and created pathway documents for K-12 students to better understand how to achieve career and academic goals. K-12 counselors established connections with Citrus counselors and shared important information about transitions. One obstacle arose with the non-credit counselor for Citrus leaving for another job. CPS will continue to further develop connections that were established in 2016-17.	None. The consortium is planning to build on 2016-17 efforts.	None.
Create or find a system to aggregate data for student transition to postsecondary institutions.	1 – Not at all implemented	As mentioned above, creating a new mechanism to track K-12 student transition to CCCD institutions had insurmountable obstacles. CCCD counselors had concerns about violation of student privacy. Software solutions that could have addressed the needs, such as CommunityPro, were too large for a consortium our size. Also, CCAEC board members believed the consortium needed direction from the state before investing in a solution like CommunityPro. As it stands, it seems transition, employment, and wage increase data will be tracked through a student's social security number.	Institutions are beginning to collect SSNs from enrolling students to help the state gather employment and transition data.	We need state direction and leadership on how data for student transition to CCD and other postsecondary institutions will be tracked.
Develop regional K-12 intake enrollment form for uniform data collection during intake.	4 – Mostly implemented	All K-12 adult education members use the same enrollment form with a change only in the institution's logo. This enrollment data is being uniformly gathered and eventually is entered into TOPSpro Enterprise for state reporting purposes. It was not at all possible for Citrus College to alter its enrollment forms to match K-12 institutions.	None.	The state has given us direction now with the use of TE. No further assistance is needed.
ESL FAC to finalize bank of questions for ESL Level Exams.	5 – Fully implemented	The CCAEC ESL Faculty Advisory Committee created detailed, exemplary learning objectives for six levels of ESL courses that the consortium calls Language Proficiency Objectives (LPOs). These LPOs cover Reading, Writing, Listening, Speaking, Grammar, and Vocabulary objectives for students. The ESL FAC used the LPOs to create a bank of test questions available for all member ESL departments. This bank is in the final stages of construction and will be available for use this year.	None.	None.
ESL faculty for all members pilot use of ESL Level exams.	5 – Fully implemented	Initial piloting of CCAEC ESL Level Exams occurred in a handful of classes and the ESL FAC believes that the bank of exam questions accurately reflect level proficiencies.	None.	None.
Explore possible ways to incorporate Early / Middle college courses for K-12 adult students.	4 – Mostly implemented	Through a partnership between Monrovia and Pacific College, CCAEC students who are graduates of CCAEC Allied Health Programs can earn 45 college credits towards a Bachelors of Science in Health Care Administration with Pacific College. Articulation efforts are underway for the consortium to offer Cyber Security courses that count towards an Associates in Cyber Security and a Bachelors in Business with Pacific College. Other Early/Middle College opportunities for CCAEC students are being explored.	CCAEC is continuing to research Early College programs for its K-12 students and will pursue those opportunities where they make sense.	None.
Foster inform CPS discussions and brainstorming on ways to achieve CPS objectives.	4 – Mostly implemented	Initial CPS meetings yielded pathway documents for K-12 students to transition to postsecondary or employment. The consortium needs to build upon efforts started this year.	Re-establish with CPS with new non-credit counselor and devise CPS mission and focus for 2017-18.	None.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Implement CCAEC uniform K-12 ABE courses at each member institution	3 – Somewhat implemented	CCAEC K-12 members uniformly implemented competency based ABE Math courses. CCAEC members agreed upon uniform ELA learning objectives, but formal course outlines are still being developed with these outlines.	ELA course outlines will be finished this year using AEBG funds.	Provide detailed ELA course outlines as templates for the consortium.
Purchase and implement ASAP for Glendora USD.	5 – Fully implemented	Glendora purchased and implemented ASAP, but realized the solution was duplicating the functions of TE. Glendora will not be utilizing ASAP in the future.	None.	None.
Use TABE as uniform entry assessment for ABE	4 – Mostly implemented	Most K-12 members have extensively used TABE to understand the academic level of incoming ABE students.	Increased training and coordination to consistently use TABE across the consortium.	None.

For 2017-18, what NEW strategies are planned to Integrate existing programs and create seamless transitions into postsecondary education or the workforce (Must list at least one)?

How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

Update Regional Assessment Plan to reflect new state data reporting procedures and implement new plan.

Leverage consortium resources to open a Career Center in Claremont that provides students with career development and transition to new or better employment.

Build on Counselor Pathways to Success to create better K-12/CCD counselor communication and more robust postsecondary pathways for students.

Explore other Early College programs and implement those that make sense with CCAEC vision and mission.

Student Acceleration

Explain how your consortium members and partners have employed approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education, post-secondary institutions, and career technical education.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Agree upon and implement Odysseyware course challenge exams.	5 - Fully implemented	A regional approach to training on Odysseyware helped implement the system to provide a much larger choice in elective course for diploma students. Implementation of this strategy was a consortium success.	None.	None.
Change ESL courses to semester courses.	5 - Fully implemented	A regional approach to course learning objective alignment and utilization of Allocation funds meant this goal was fully implemented. Implementation of this strategy was a consortium success.	None.	None.
Counselors finalize course descriptions for work-readiness classes and get board approval to accelerate ASE diploma students.	5 - Fully implemented	CCAEC members agreed upon Work Readiness courses and use them to accelerate student progress in the high school diploma programs and to better prepare students for transition to the workforce.	None.	None.
Create, pilot and eventually administer ESL level exams.	4 - Mostly implemented	A question bank for Level Exams have been created and questions have been piloted. The ESL FAC will focus on how to best utilize the exams and how to share data from the exams.	None.	None.
Explore possible ways to incorporate Early / Middle college courses for K-12 adult students.	4 - Mostly implemented	Through a partnership between Monrovia and Pacific College, CCAEC students who are graduates of CCAEC Allied Health Programs can earn 45 college credits towards a Bachelors of Science in Health Care Administration with Pacific College. Articulation efforts are underway for the consortium to offer Cyber Security courses that count towards an Associates in Cyber Security and a Bachelors in Business with Pacific College. Other Early/Middle College opportunities for CCAEC students are being explored.	CCAEC is continuing to research Early College programs for its K-12 students and will pursue those opportunities where they make sense.	Provide information on other consortia who have successfully implemented Early College programs ta=hat can be duplicated.
Get Odysseyware elective and credit recovery courses board approved on available for K-12 ASE students.	5 - Fully implemented	All members now offer significantly more electives for diploma students. Implementation of this strategy was a consortium success.	None.	None.
Increase ASE lab hours and provide more small group, direct instruction.	5 - Fully implemented	Members increased academic lab hours for diploma students and increased direct instruction hours for equivalency (HiSET) students. Implementation of this strategy was a consortium success.	None.	None.

For 2017-18, what strategies are planned to accelerate student progress (Must list at least one)?

Identify activities that you will implement and/or improve through using specific evidence- based strategies across the region, within and between systems where they currently don't exist, to accelerate student's progress. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student's competencies (competency-based), and putting basic skills content into the context of a student's goals and career path (contextualized).

Market existing partnership Pacific College to increase consortium student enrollment in its bachelors programs.

Determine best practices for ESL Level Exams and implement those practices across the consortium to increase student acceleration in ESL.

Create uniform ABE ELA competency-based course outlines and implement across the consortium.

Create and pilot ESL workforce courses and implement across consortium where it makes sense.

Shared Professional Development

Explain how your consortium has collaborated in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration, consortium alignment, and improve student outcomes.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Board to review, revise and approve ASE and ABE professional development plan.	3 - Somewhat implemented	Due to the size of the ASE/ABE faculty for member institutions, a formal PD plan was not presented to the board. However, individual members did cooperate in a number of Professional Development areas for ASE and ABE. ABE faculty met to develop Math course outlines and ELA course learning objectives. ASE faculty met to develop increased technology literacy using Odysseyware and online learning management systems. This approach yielded positive results for K-12 members.	As it currently stands, the CCAEC board is considering what goals the consortium needs to achieve with ASE/ABE PD and will revisit this strategy for 2017-18.	The consortium uses OTAN resources, but perhaps the state has other PD resources? Continue AEBG conferences.
Board to review, revise, and approve CTE professional development schedule.	2 - Mostly not implemented	Due to the size of the CTE faculty for member institutions, a formal PD plan was not presented to the board. Industry standards dictate course learning objectives, so there was not a critical need for collaboration in that area. CCAEC members did collaborate to align MS Office curriculum to better prepare students for the work place.	As it currently stands, the CCAEC board is considering what goals the consortium needs to achieve with CTE PD and will revisit this strategy for 2017-18.	The consortium uses OTAN resources, but perhaps the state has other PD resources? Continue AEBG conferences.
Board to review, revise, and approve ESL professional development plan.	3 - Somewhat implemented	An extensive, robust consortium-wide ESL PD plan was submitted before the board, but individual institution budget concerns precluded the passage of the plan. Individual members did participate in a number of state and local PD opportunities and utilized a training-the-trainer model as attendees brought back to each site research-based instructional strategies. Members did cooperate in a mutual Professional Development around technology.	The ESL FAC is planning local conferences to encourage consortium-wide PD. The FAC will also take direction from the board and re-submit a comprehensive plan.	None.
Create CTE FACs by industry sector.	1 - Not at all implemented	Due to the size of the CTE faculty for member institutions and the fact that industry standards dictate curriculum, the need for a CTE FAC was not as necessary as originally believed. For the forseeable future, the consortium will not create a CTE FAC.	None.	None.
Create FAC for Adults Training for Child Success (Program 3.1e)	1 - Not at all implemented	This strategy was not started, but the consortium will pursue it in 2017-18. The biggest obstacle is determining accountability and data measurement.	Members will establish the Faculty Advisory Committee and identify action steps to create curriculum and accountability.	Provide examples of how other consortia are measuring outcomes for this program area.
Create FACs for Adults in Workforce and Pre-apprenticeship (Programs 3.1e)	2 - Mostly not implemented	This strategy was not started, but the consortium will pursue it in 2017-18 as a program area goal is to establish a career center in Claremont. Monrovia has some initial relationships with unions in the construction trades. Formalizing these relationships into apprenticeships as defined by legislation are more onerous, but members will be making efforts to do so.	Members will establish the Faculty Advisory Committee and identify action steps to create Career Center in Claremont and formalize an apprenticeship program.	Provide examples of how other consortia are addressing the legislature's request for apprenticeship programs.

For 2017-18, what NEW strategies are planned to provide shared professional development (Must list at least one)?

A critical element to ensuring the effective implementation of the Consortium's plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

Create PD conferences at the member level for the benefit of CCAEC faculty.

Leverage the CCAEC website to provide faculty PD opportunities and resources.

Work with ESL FAC and reconstitute a new comprehensive, consortium-wide ESL PD plan.

Leveraging Resources

See the attached adult education fiscal resources table on your consortium fact sheet. Explain how your consortium is leveraging and braiding these funds sources including those provided by consortium members and partners, incorporating existing regional structures, and reaching out to stakeholders and partners for participation and input.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Monrovia Library holds ESL classes	5 – Fully implemented	Monrovia has a strong partnership with its library and pays for ESL staff and curriculum and the library provides classroom space. This partnership has been a good success for the consortium.	This will remain a goal for the consortium and members will explore ways to replicate the success here.	None.
Negotiate	5 – Fully implemented	Not sure what this strategy was intended to be.	None.	None.
Negotiate future role with LA County WDB.	4 – Mostly implemented	All WIOA Title II institutions have signed Phase I MOUs with the LACO WDB (and Foothill WDB for Monrovia) and participated in the formation of the Local Plan. Members are in the process of negotiating Phase II cost sharing for the Infrastructure Funding Agreement (IFA). Members will collaborate with WDBs to make sure they provide services as outlined by the Local Plan. Full implementation will be concluded upon completion of Phase II negotiations.	Members just need to continue the MOU process with respective WDBs.	None.

For 2017-18, what NEW strategies are planned to leverage existing regional structures, including, but not limited to, with local workforce investment areas (Must list at least one)?

Identify strategies planned to leverage existing regional structures and utilization of resources, including leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

Help implement the LACO WDB Local Plan for those parts of the plan for which CCAEC members are responsible.

Continue partnerships with local libraries and explore ways to improve these.

Create comprehensive consortium Employer Engagement Plan to identify all potential employers for Career Centers to utilize.

Maintain and expand partnerships with employers for increased internship opportunities.

Section 2: Fiscal Management   −

Please provide an update on your AEBG fiscal spending. In the table below, identify the total MOE & Non-MOE funding spent or encumbered for the 2015-16 and 2016-17 program years.

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
2015-16	$4,074,252	$3,921,323	$152,929
2016-17	$4,097,268	$3,453,848	$643,420
Total	**$8,171,520**	**$7,375,171**	**$796,349**

Please identify challenges faced related to spending or encumbering AEBG funding.

The primary challenge to spending 2015-16 Allocation funds was receiving the funds at the end of January 2016. However, the CCAEC 2015-16 Annual Expenditure Report notes that the only funds remaining are $153,000 distributed to Citrus College. Citrus has advised that these funds have been spent, but were not ready to itemize for the Annual Report.

The majority of the funds that were not expended from 2016-17 came from the Allocation portion of AEBG funds. This was partially due to the late disbursement of 2015-16 pushing budgeted funding into the following year and partially due to Citrus College subcontract 2016-17 funds back to other members at the end of the 2106-17 year.

Please describe your approach to incorporating remaining funds from 2015-16 and 2016-17 into activities planned for 2017-18. (Limit: 250 words)

There is no plan to incorporate 2015-16 funds into 2017-18 activities as these funds have been expended (though not entirely reported).

Carryover from 2016-17 will primarily be used to address gaps in services, most notably rising costs of the current level of programs from increased salaries and retirement contributions.

Section 3: Certification and 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 **2017–18 AEBG General Assurances Document.***

Failure to meet the requirements listed in the 2017–18 AEBG General Assurances Document may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.

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 2017–18 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 (Required)

reset

☐ Click to indicate you are ready to Submit your 2017-18 Consortium Annual Plan

Adult Education Block Grant
General Assurances

2017-18

For the purposes of evaluating Consortia and Consortium Member effectiveness for the 2017–18 funding year, the California Department of Education and California Community College Chancellor's Office have established the following indicators of compliance. **Failure to meet the requirements listed may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.**

Consortium Effectiveness

Evaluation

❑ Consortia have evaluated members to identify that the services provided meet the needs identified in the adult education plan.

❑ Consortia submitted program targets for the 2017–18 year based upon regional need, funding, and capacity.

Funding

❑ AEBG funds are expended in the seven AEBG program areas, and are consistent with each consortium's adult education regional plan.

❑ Consortium expenditures are aligned with the objectives and activities listed in the required annual plan.

❑ If applicable, the fund administrator, committed to developing a process to apportion funds to each member of the consortium pursuant to the consortium's adult education plan within 45 days of receiving funds appropriated for the program.

Governance and Collaboration

❑ Consortia have identified a governance structure for decision making.

❑ Consortium governance plans are followed for decision making and public meetings.

❑ The consortium has considered input provided by pupils, teachers employed by local educational agencies, community college faculty, principals, administrators, classified staff, and the local bargaining units of the school districts and community college districts before it makes a decision.

Membership

❑ Consortia invited all eligible members in the region to participate in the AEBG initiative.

❑ All members are located within the regional boundaries of designated consortium.

Planning

❑ Consortia have submitted the required Annual Plan Template.

❑ Consortia have approved and submitted the 3-year plan that may include amendments.

❑ Consortium members have shared information on related programs that are offered and the resources being used to support these programs.

❑ Consortia participated in statewide leadership activities (Summit, AEBG Conferences).

Reporting

❑ Consortia will report student level enrollment data and outcomes per the AEBG Data Submission and Critical Reports letter on the dates prescribed (including final reporting on August 1st).

❑ Consortia will submit financial expenditure and progress reports.

Member Effectiveness

❑ Each member must participate in completing and updating the Annual Plan Template.

❑ AEBG member funds must be expended in the seven program areas, and services provided must be consistent with the plan.

❑ Each member must participate in completing and updating the 3-year Consortia Plan, including any amendments.

❑ Member expenditures of AEBG funds must match the objectives included in the Annual Plan.

❑ Members participate in consortium/public meetings.

❑ Members participate in consortium final decisions.

❑ Members report student level enrollment data and outcomes as prescribed by the State AEBG Office.

❑ Members share information on programs offered, and the resources being used to support the programs.

❑ Members provide services that address the needs identified in the adult education plan.

❑ Members share financial expenditure and progress reports with the regional consortium.