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



# CITRUS COLLEGE ADULT EDUCATION CONSORTIUM

## REGULAR EXECUTIVE BOARD OPEN SESSION MEETING

Tuesday, August 14, 2018

1:30 p.m.

Azusa Adult School – Room 24

1134 S. Barranca Ave.

Glendora, CA 91740

## AGENDA

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

1.1 Meeting called to order by Chair Flint Fertig at \_\_\_\_\_

1.2 Pledge of Allegiance

1.3 Roll call:

Felipe Delvasto, Representative

Flint Fertig, Representative

Linda McNary, Representative

Rocky Cifone, Representative

Ron Letourneau, Representative

Kevin Morris, Representative

Calvin McKendrick, Proxy

\_\_\_\_\_ John Russell, Regional Director

\_\_\_\_\_ Jessica Michel, Secretary

\_\_\_\_\_ Daniel Soriano, Proxy

\_\_\_\_\_ Rebecca Summers, Proxy

\_\_\_\_\_ Rick Crosby, Proxy

\_\_\_\_\_ Julianne Ceccarelli, Proxy

\_\_\_\_\_ Debbie Wong, 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 July 10, 2018 Regular Executive Board Open Session Meeting.**

Motion by \_\_\_\_\_, seconded by \_\_\_\_\_ Vote \_\_\_\_\_

Representative Cifone \_\_ Representative Delvasto \_\_ Representative Fertig \_\_

Representative Letourneau \_\_ Representative McNary \_\_ Representative Morris \_\_

## **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 2018-19 ANNUAL PLAN**

Motion by \_\_\_\_\_, seconded by \_\_\_\_\_ Vote \_\_\_\_\_

Representative Cifone \_\_ Representative Delvasto \_\_ Representative Fertig \_\_

Representative Letourneau \_\_ Representative McNary \_\_ Representative Morris \_\_

## **5.0 BOARD RATIFICATION OF 2018-19 CCAEC FISCAL REPORTING AGREEMENT**

Motion by \_\_\_\_\_, seconded by \_\_\_\_\_ Vote \_\_\_\_\_

Representative Cifone \_\_ Representative Delvasto \_\_ Representative Fertig \_\_

Representative Letourneau \_\_ Representative McNary \_\_ Representative Morris \_\_

## **6.0 REGIONAL DIRECTOR PRESENTATION Q4 EXPENDITURE REPORTING**

Regional director to present Q4 Expenditure Report process.

## **7.0 BOARD APPROVAL OF NEW CCAEC BOARD CHAIR**

## **8.0 ADJOURN CCAEC EXECUTIVE BOARD OPEN SESSION MEETING**



## Documents to Support Agenda Items

August 14, 2018 Agenda

Agenda Item 2.1

July 10, 2018 Minutes



# CITRUS COLLEGE ADULT EDUCATION CONSORTIUM

## REGULAR EXECUTIVE BOARD OPEN SESSION MEETING

Tuesday, July 10, 2018

1:30 p.m.

Azusa Adult School – Multi-Purpose Room

1134 S. Barranca Ave.

Glendora, CA 91740

## Unadopted Minutes for Review

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

1.1 Meeting called to order by Chair Flint Fertig at 1:33 pm

1.2 Pledge of Allegiance

1.3 Roll call:

Rocky Cifone, Representative	Present	John Russell, Regional Director	Present
Felipe Delvasto, Representative	Present	Jessica Michel, Secretary	Present
Flint Fertig, Representative	Present	Daniel Soriano, Proxy	Absent
Ron Letourneau, Representative	Present	Rebecca Summers, Proxy	Absent
Linda McNary, Representative	Present	Taiwan Alvarado, DUSD	Present
Kevin Morris, Representative	Absent	Attendant	Absent
		Julianne Ceccarelli, Proxy	Present
		Debbie Wong, Proxy	

## **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 June, 2018 Regular Executive Board Open Session Meeting.**

**Act # 18-07** Motion by Mr. Delvasto, seconded by Mr. Fertig **Vote to Approve 5-0**

Representative Cifone Y Representative Delvasto Y Representative Fertig Y  
Representative Letourneau Y Representative McNary Y Representative Morris A

Minutes approved without discussions.

## **3.0 COMMUNICATIONS**

### **3.1 Representative reports:**

**Azusa:** No report.

**Citrus:** No report.

**Claremont:** No report.

**Duarte:** Absent.

**Glendora:** No report.

**Monrovia:** No report.

### **3.2 Program Director report.**

Mr. Russell reported that he was going to forego his report to allow more time for the Annual Plan discussions.

### **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 2018-19 MEETING CALENDAR**

**Act # 18-08** Motion by Mr. Fertig, seconded by Mrs. McNary **Vote to Approve 5-0**

Representative Cifone Y Representative Delvasto Y Representative Fertig Y  
Representative Letourneau Y Representative McNary Y Representative Morris A

Mr. Russell noted more meetings were scheduled for 2018-19 than 2017-18 because of the 3-year plan process.

## **5.0 REGIONAL DIRECTOR PRESENTATION ON COMPLETION 2018-19 ANNUAL PLAN Mr.**

Mr. Russell led reps through the previous CCAEC Annual Plan and the current Annual Plan template. He explained how the 2017-18 Annual Plan met AEBG objectives from the original 3-year plan, but had also adapted to address new conditions the consortium needed to address.

As Mr. Russell went through the template, he explained how the data that would be used to identify strategies. The Regional Needs would be: Adults needing to learn English as a Second Language, Adults needing a HSD or HSE, Adults seeking short-term vocational programs, Adults needing career development for re-entry to the workforce, and Parent Success. He explained how he would look at the following data to identify gaps: census data, EL data by district, Title I data, and enrollment data from each school.

He advised he gather input from members and would send a draft of the Annual Plan by Friday August 10, 2018 for feedback.

## **6.0 REGIONAL DIRECTOR PRESENTATION OF OVERSIGHT OPTIONS**

Mr. Russell presented a number of reporting tools as a way the consortium could meet oversight needs:

- 2018-19 Fiscal Agreement
- Member Annual Plan – Use of AEBG Funds
- Proposal for Budget Revisions

The Fiscal Agreement was discussed by reps. The one area that was discussed for further clarification was Item VI. Members wanted to know exactly what Business Services would need to provide as back-up documentation. Reps were in agreement with the need for the document and most of the provisions. Mr. Russell advised he would bring the document back for board ratification and then allow the reps to take back to their individual institutions for internal processes.

Mr. Russell noted how the Member Annual Plan mirrored the Annual Plan needed to be submitted by the consortium. He advised he would send the template out and reps could complete for each of their institutions and email it back for him to complete the consortium Annual Plan.

Mr. Russell also walked through Member Use Revision and explained how members would submit budget revisions prior to expenditure reports.

Mr. Delvasto asked if these documents were implemented and utilized, would that meet the criteria for oversight without needing to bring an outside auditor in and pay for that. Mr. Russell advised that he believed it what meet the criteria for oversight.

## **7.0 ADJOURN CCAEC EXECUTIVE BOARD OPEN SESSION MEETING at 2:39 PM**





# Documents to Support Agenda Items

August 14, 2018 Agenda

Agenda Item 4.0

2018-19 Annual Plan

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 10, 2018, 9:48 PM UTC Action Taskman

## 09 Citrus College Adult Education Consortium

### Plans & Goals - Draft

#### Executive Summary

The Citrus College Adult Education Consortium has a vision that all students achieve their career and educational goals. The CCAEC values 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 fourth year of AEBG funding, the consortium believes it has made significant progress on addressing AEBG programs and objectives and it is poised to create a purposeful, effective 3-year plan. By the end of 2017-18, CCAEC had maintained the levels and types of programs across the region that had been expanded in 2015-16 through regional collaboration and resource planning. These consortium maintained new offerings and programs 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 all 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, Monrovia USD utilized partnerships with WDBs to dramatically increase Title II funds to provide more CTE opportunities at no cost to CCAEC participants. Increased WIOA funds allowed to Claremont to better address AEBG programs and objectives. This 2018-19 Annual Plan demonstrates how CCAEC members plan to build upon the successes of the first three years of the program. The primary consortium goal for 2017-18 will focus on leveraging WDB funds to improve CTE programs for employers and potential employees.

#### Regional Planning Overview

The organization and development process for the next CCAEC 3-year plan will differ in a number of ways from the original process pursued under AB86. Much of the process used to create the CCAEC 3-year plan the began in 2015-16 entailed building trust and community among CCAEC members and traveling up a steep learning curve to meet state program and objective requirements. AEBG Allocation funding did not arrive until late January and this complicated meeting plan objectives. Over the previous three years, the state has brought online a variety of planning, budgeting, and reporting protocols and systems and the CCAEC has thoroughly met every state reporting requirement in a timely fashion. As state planning, budgeting and reporting systems have now solidified, so too have CCAEC systems to most efficiently meet the consortium mission. The process to complete the 3-year plan will mirror the last CCAEC CFAD process, which was very transparent eliciting feedback from numerous stakeholders. CCAEC members will engage in the process for the next 3-year plan from a position of knowledge and strength. CCAEC members have engaged in numerous conversations with a variety of students, faculty, and educational and workforce agencies, and the 3-year planning process will continue those conversations. The 3-year plan will reflect the voices of a wide swath of regional voices. Consulting industry is the one arena where CCAEC members have had limited engagement, but want to expand efforts in a manner that is not overwhelming to local business. Numerous initial meetings will allow stakeholders to voice priorities for the plan. As the plan takes shape, stakeholders were review and comment on drafts. The final plan will approved by the CCAEC board in a public hearing.

#### Meeting Regional Needs

##### Regional Need #1



**Gaps in Service / Regional Needs**

Adults seeking to learn English as a Second Language

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

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. Also, each of the K-12 school districts that are CCAEC members have significant EL populations. According to California Dashboard Equity Report data, the unified school districts of Azusa, Claremont, Duarte, Glendora and Monrovia have 5,282 English Learners enrolled in the aggregate. Azusa has the largest with an EL population of 2,581 and Duarte is second with a population of 1,011. The parents of these EL students would greatly benefit from improving English skills to better engage in educational and civic institutions. CCAEC enrollment numbers in 2017-18 ESL programs indicate a gap still exists between those adults the consortium served and those adults who need ESL instructional services based on census and Dashboard data.

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

Four of six members have TOPSpro Enterprise and the consortium now has two years of TE data from those members. One of the strategies that will be pursued by the consortium is to get all 5 K-12 member reporting on TE for uniform data analysis. Consortium members will be sharing the TOPSpro Enterprise enrollment, level gain and data integrity 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 as well. Under new oversight procedures, this data will be used to analyze effectiveness during the expenditure reporting process.

**Regional Need #2****Gaps in Service / Regional Needs**

Adults who need a High School Diploma or Equivalency Adults who need Basic Academic Skills (ABE)

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

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. Also, numerous Career Technical Education students wishing to take short-term vocational often do not meet the basic academic requirements to take the courses and require academic support from ABE classes. These needs were identified by analysis of consortium TABE data. CCAEC enrollment numbers in 2017-18 ESL programs indicate a gap still exists between those adults the consortium served and those adults in the region who need HSD and HSE instructional services based on census data. Consortium HSD/HSE/ABE classes will address these gaps.

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

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. Under new oversight procedures, this data will be used to analyze effectiveness during the expenditure reporting process.

**Regional Need #3****Gaps in Service / Regional Needs**

Adults seeking Short-term Vocational Training Programs for Employment

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

San Gabriel Valley economic output had risen above pre-Great Recession levels as of 2017 and unemployment rates have decreased, so CCAEC members have carefully analyzed, and will continue to analyze, at a variety of labor supply and demand information in identifying gaps to address needs in CTE programs. Analysis included looking more from the employer perspective: what jobs are employers needing to fill in a tight labor market. The consortium looked at the March 2018 Economic Forecast Summit from the San Gabriel Economic Partnership (SGVEP) in analyzing regional needs for both

residents and industry. According to the SGVEP, Health Care accounts for 15.5% of total employment at close to 100,000 jobs and this number will increase in 2018 and 2-19. The SGVEP noted that the Transportation and Warehouse sector has seen significant growth -- a critical part of this sector is Logistics. 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. Though CCAEC members have strong relationships with many regional businesses, the consortium is planning on making increased efforts to find which training programs will most benefit employers as they search for workers in a very tight labor market.

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

CCAEC members will track student attainment of employment and wage increases through TE and shared on the consortium website. Workforce Development Board data will be analyzed as well. Under new oversight procedures, this data will be used to analyze effectiveness during the expenditure reporting process.

### **Regional Need #4**

#### **Gaps in Service / Regional Needs**

Career Development / Adult Re-entry into Workforce

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

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 below 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.

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

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.

### **Regional Need #5**

#### **Gaps in Service / Regional Needs**

Parent Success

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

Numerous researchers have shown how parents' socioeconomic status directly or indirectly 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. Locally, each K-12 district that is CCAEC member has identified parent populations who can benefit from Parent Success programs and targeted those programs for that population. Gaps as a consortium were identified through California Dashboard Equity Reports data which showed the five K-12 districts had a total enrollment of 18,233 Socioeconomically Disadvantaged students.

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

Measuring progress in this program area has been an obstacle to increasing services. However, the consortium is going to explore TE literacy gains in appropriate CASAS tests, program completion with certificates, and wage increase / employment acquisition. A Parent Success Faculty Advisory Committee will take direction from the CCAEC board in exploring these options and determining which would be the best.

## **Gaps In Service**

## New Strategies

### Strategy #1

Collaborate with industry, Workforce Development Boards, and the SGV Economic Partnership and use labor market data to better identify employer needs and address those needs with new CTE programs.

### Strategy #2

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

### Strategy #3

Expand consortium ABE course offerings to support CTE students who score below required scores on program entrance assessments.

### Strategy #4

Leverage consortium resources to open new Career Center in Claremont.

### Strategy #5

Create consortium Parent Success Faculty Advisory Committee to devise uniform curriculum and accountability measures.

## Seamless Transitions

### New Strategies

#### Strategy #1

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

#### Strategy #2

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

#### Strategy #3

Offer an Integrated Education and Training pathway for ESL students interested in a variety of vocational careers. This will allow students to be concurrently enrolled in ESL courses and provide seamless transitions into CTE programs.

#### Strategy #4

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

## Student Acceleration

### New Strategies

#### Strategy #1

Utilize online/hybrid curriculum and instruction to help accelerate student progress in all program areas.

#### Strategy #2

Expand consortium ABE course offerings to support CTE students who score below required scores on program entrance assessments allowing students to start programs sooner.

#### **Strategy #3**

Offer an Integrated Education and Training pathway for ESL students interested in a variety of vocational careers. This pathway will allow students to be concurrently enrolled in ESL courses and accelerate progress in CTE programs.

## **Professional Development**

### **New Strategies**

#### **Strategy #1**

Expand efforts for consortium professional development conference to at least twice a year and increase member participation.

#### **Strategy #2**

Participate in the OTAN Digital Leadership Academy by selecting a consortium team who will develop a plan outlining technology integration, distance learning, or blended teaching goals.

#### **Strategy #3**

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

## **Leveraging Resources**

### **New Strategies**

#### **Strategy #1**

Leverage consortium expertise and collaboration to get Claremont and Azusa CTE programs listed on I-TRAIN.

#### **Strategy #2**

Leverage consortium expertise and collaboration to target market to potential students.

#### **Strategy #3**

Collaborate with Workforce Development Boards, EMSI, economic partners, and industry leaders to identify CTE programs most needed by employers and offer those programs.

## **Fiscal Management**

**A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your AEBG 3-year plan.**

The CCAEC board has made great strides to ensure that oversight of funds and effectiveness of plan implementation is a critical component of its responsibility. The consortium is approving a Fiscal Reporting Agreement outlining a general Memo of Understanding of the fiscal responsibilities for all members. All members must produce an Annual Plan that aligns with the consortium Annual Plan goals and details budget by program area. Budget revisions require a written proposal to be board approved. Expenditures must be certified and supported by back-up accounting documents.



## Documents to Support Agenda Items

August 14, 2018 Agenda

Agenda Item 5.0

2018-19 CCAEC Fiscal Reporting Agreement



## **CITRUS COLLEGE ADULT EDUCATION CONSORTIUM 2018-19 FISCAL REPORTING AGREEMENT**

- I. Members are expected to follow all state instructions in the Allowable Uses Guide, Program Guidelines and meet reporting requirements in NOVA.
- II. Members are to report all available funds for adult education and uses of AEBG fund allocations.
- III. All members receiving AEBG consortium funds will complete and submit a *Member Annual Plan: Use of AEBG Funds* to the consortium board representatives.
- IV. All consortium members receiving AEBG funds are expected to report quarterly expenditures of consortium allocations for public and board representatives' review.
- V. Expenditures will be certified according to each member's institutional accounting processes prior to reporting quarterly expenditures.
- VI. Category expenditures will be reported by program area using the allocation reporting worksheet.
- VII. Back-up documentation from each members' accounting system will accompany the expenditure allocation reporting worksheet.
- VIII. A *Member Use of Allocation Revision* will be submitted by member agencies and approved by the governing board representatives prior to adjusting expenditures in the approved budget.
- IX. Member agencies are encouraged to expend allocations according to its proposal at a rate which utilizes its allocation at a minimum of 60% annually.
- X. If a member agency expends less than 60% of its allocation, the member will submit a plan, a timeline, and a revision, for the use of unexpended funds to the public for review and to the consortium governing board representatives for approval.
- XI. State assistance will be requested for any member agency which is not in good standing with the consortium for reasons to include but not limited to: mismanagement of consortium funds, non-compliance of the state guidelines, non-alignment of expenditure activities with annual plan, neglect to provide expenditures and outcomes reports, or lack of involvement in fiscal decisions and consortium activities.
- XII. Approval of the Citrus College Adult Education Consortium Fiscal Reporting Agreement by the CCAEC board is required for implementation. Each member representative must get institutional approval for this agreement. Upon approval, members will adhere to the guidelines to remain in good standing with the consortium. Annual review of the agreement will provide an opportunity for amending the document.