

09 Citrus College Adult Education Consortium

Plans & Goals - Consortium Approved

Executive Summary

For 2020-21, the members of the Citrus College Adult Education Consortium doggedly embrace Theodore Roosevelt's "doctrine of the strenuous life;" our schools will not "shrink from danger, from hardship, from bitter toil...." To a person, the faculty and staff at every CCAEC institution commit to put our collective shoulders to the wheel and do our very best to help regional students improve English literacy, earn a high school diploma or equivalency, or master job skills such that they are able to navigate through the choppy waters of this COVID-19 pandemic. The CCAEC 2020-21 Annual Plan overcomes the challenges of budget deficits and COVID-19 distance learning requirements to provide quality educational programs and transition our students to postsecondary education or employment. The consortium will not allow current circumstances to change our two simple vision statements: 1) All CCAEC K-12 adult students are prepared for and given the opportunity to transition to a postsecondary institution and 2) Regional employers meet their employment needs with well-trained CCAEC students. During efforts to plan for 2020-21, when consortium funding totals from CAEP were fluctuating based on politics, CCAEC representatives ensured member allocation of funds would clearly support Logic Model goals of the Three Year Plan. Consortium members saw CAEP funds rise 2.3% due to a COLA, drop 12.1% due to the Governor's May budget revise, and finally remain at last year's funding amount due to the Legislature's negotiations with the Governor. Throughout numerous board meeting discussions, members more effectively allocated funds based on actual member enrollment from the past two years. This often made for some tough conversations, but collaboration and unanimity were never sacrificed. Member representatives were skeptical when funding was restored to 2019-20 levels. All reps knew the California budget was patched together with the hope of change at the federal level and subsequent federal aid. Looking through that lens, members realized that now was the time to "double down" on expanding Career Technical Education programs and leverage all possible funding sources to better buffer the consortium's future financial position. Members allocated funds with a plan to better access WIOA Title I funds from AJCCs for CTE programs where there was still high growth employment potential. The CCAEC partnership has, quite simply, never been stronger, especially in efforts to expand CTE offerings. The community college partner under current administration is now fully engaged and providing strong leadership, quality expertise, and financial resources to create transition pathways were little previously existed. Citrus College has utilized Strong Workforce funds to create myriad programs and pathways so that regional adults can transition to the workforce and to fund the CCAEC Transitions Specialist who will provide the guidance and counseling for adults to successfully do so. Funding the Transition Specialist freed up CAEP funds for K-12 members in pursuit other goals. Providing effective distance learning opportunities is paramount for non-CTE programs. All tools will be utilized so that CCAEC members succeed with this endeavor. CTE programs will be using learning management systems such as NEO and Canvas and in-person acquisition of skills where the County Health Office allows; Academic programs will use Edgenuity and many supplemental applications; ESL programs will use Canvas & Zoom at the community college, Google Classroom, Hangouts, Zoom, and online textbooks at the K-12 level. Many CCAEC students face significant barriers with access to technology, but we will attempt to realistically overcome those barriers. Finally, the state has asked all consortia to examine the role of systemic and structural racism in member institutions. However, this consortium believes the state framing of economic justice in racial terms is inadequate at best, and dangerous at worst. Many academics argue that identity politics is not an alternative to class politics, but a form of it. The accumulation of wealth in the top 1% is staggering and no amount of CCAEC self-reflection on race can change the neoclassical economic and tax policies that have outrageously benefited that group. Currently there are 165 billionaires that reside in the state of California who have an aggregated wealth of over \$1 trillion dollars. Taxing 5% of the wealth of 0.0004% of the state's population would solve California's current budget problem. As Walter Benn Michaels states "the relation between fighting discrimination and fighting exploitation is asymmetrical: fighting exploitation is a way of fighting the effects of discrimination (if nobody were poor, black people and Latinos would not be disproportionately poor), but fighting discrimination is not a way of fighting exploitation (if nobody were the victim of racism or sexism, lots of people would still be poor)."

Regional Planning Overview

Though this Annual Plan confronts our unprecedented times, it still aligns well with the Logic Model goals called for by the CCAEC Three Year Plan. Those goals included: increase student persistence and performance; create and implement

Employment Training Plan to increase leveraged funds and better serve industry; and improve CCAEC student transitions to postsecondary institutions. Those Logic Model goals will still drive 2020-21 consortium efforts; the Inputs and Activities must be modified to meet the challenges of this pandemic. The three Regional Needs identified in this Annual Plan speak to how those Inputs and Activities will change.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Increase access to, persistence with, and performance from online delivery of consortium educational services for English language acquisition or attainment of high school diploma / high school equivalency.

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

All CCAEC members experienced a noticeable decline in enrollment starting in January 2020 due to a decrease in Asian student population attendance fueled by student fears of infection from coronavirus. Upon issuance of Governor Newsom's Shelter in Place Executive Order N-33-20, the decrease in enrollment was drastic: final 2019-20 enrollment was down 19.9% from 2018-19. Moving from direct instruction to distance learning for English Learners is a very difficult transition in the best of circumstances, but doing so basically over night is herculean. The consortium made very solid efforts at this transition, but all members know we must do much better. Member stakeholders analyzed enrollment data from 2018-19 and 2019-20 and noted the obvious decline in attendance, persistence and performance. This attendance data supported anecdotal online classroom data and post-testing data where attendance had dropped precipitously.

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

Members will analyze student enrollment, attendance, persistence, and performance data for the 2020-21 school year compared to 2019-20 levels. The goal is to increase consortium 2020-21 enrollment and attendance in ESL and ASE/ABE programs by 10% and persistence and performance rates by 10% over 2019-20 levels. The consortium will also be measuring CAEP Summary postsecondary transition data and have set the goal of a 10% increase from 2019-20 levels.

Regional Need #2

Gaps in Service / Regional Needs

Overcome barriers to increase access to and employment outcomes from online (and where allowable hands-on) instructional delivery of quality Career Technical Education programs.

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

These gaps become painfully clear with Shelter in Place orders. One consortium member still has a Pre-certification CNA cohort that has not finished its clinical training requirement to be able to sit for the Red Cross licensure exam. Another member spent three months engaging the state, the county, its Board of Education and its District Office in a successful effort to finish the clinical training for its Pre-certification CNA cohort. Now is a time where shared expertise will rule the day. The pandemic has intensified a shortage of CNAs; CCAEC members must work together to train as many students as possible. The process of doing so will greatly benefit members financially.

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

Members will analyze student CTE enrollment in Strong Workforce and Title I CTE programs, fees collected, and most critically, number of students gainfully employed.

Regional Need #3

Gaps in Service / Regional Needs

Improve CCAEC student transition to postsecondary Institutions.

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

Members analyze CAEP Summary Table Postsecondary Transition data for the 2020-21 school year compared to 2019-20 levels.

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

Members will continue to analyze CAEP Summary Table Postsecondary Transition data for the 2020-21 school year compared to 2019-20 levels.

Regional Need #4

Gaps in Service / Regional Needs

Identify how programs and services are impacted by structural racism and formulate strategies and student supports to increase equitable access.

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

Stakeholders will analyze demographic data in the 2020 Annual Data Review.

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

Through enrollment and survey data.

Gaps In Service

New Strategies

Strategy #1

Leverage consortium resources, such as a marketing, AJCC access and expertise, and a Pre-certification CNA Nurse Supervisor, to gain economies of scale and deliver more performance outcomes.

Strategy #2

Increase ESL/ASE/ABE student access to technology and technological skills to improve distance learning outcomes.

Strategy #3

Overcome barriers caused by COVID-19 (such as state and county Department of Public Health restrictions) to expand consortium-wide CTE CNA programs.

Seamless Transitions

New Strategies

Strategy #1

Share expertise and market information to improve all member student transitions to employment.

Strategy #2

Utilize Transition Specialist to support all noncredit CCAEC students in their academic, social/emotional, and college/career development process and improve postsecondary transition rates.

Strategy #3

Articulate credit and noncredit counseling and CTE classes with the community college such CCAEC K-12 adult students are able to earn college credit and college prep skills.

Student Acceleration

New Strategies

Strategy #1

Use contextualized learning strategies to get ESL students trained and hired as Home Care Aides, Certified Nursing Assistants, Pharmacy Technicians, and Medical Assistants.

Professional Development**New Strategies****Strategy #1**

Leverage CALPRO resources to implement quality, research-based professional development consortium-wide and at each site.

Strategy #2

Implement consortium-wide training to distance learning delivery within budgetary constraints.

Strategy #3

Use CCAEC consortium Annual Data Review to inform consortium-wide and individual institutional Professional Development.

Leveraging Resources**New Strategies****Strategy #1**

Align consortium efforts to better access AJCC Title I funding for CTE programs.

Strategy #2

Leverage Strong Workforce funds to offer a variety of career pathway training for regional students.

Fiscal Management

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

CCAEC representatives used the Three-Year Plan process to identify regional priorities and subsequent allocations support this Annual Plan and Three-Year Plan priorities. The Three-Year Plan logic models were carefully analyzed to drive funding to each member institution. If changes to initial allocations are required to better serve regional priorities, the CCAEC board has a well documented and fair system to subcontract allocations to do so.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2020-21.

Carryover amounts by the end of 2019-20 Q4 are approximately \$290,000 for Azusa and \$148,000 for Glendora. Azusa is analyzing labor trends and data to make capital investments in high employment growth sector programs. Glendora will be collaborating with CCAEC board reps to reallocate some of these carryover funds.

Certification

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