

09 Citrus College Adult Education Consortium

Plans & Goals - Draft

Executive Summary

Since the advent of AB104 the Citrus College Adult Education Consortium (CCAEC) has intently served adults in the region across five CAEP program areas and vigorously pursued the goals required by the legislation. Consortium 2018-19 enrollment has increased from 2015-16 as consortium members addressed regional gaps in a number of ways. In the 2018-19 school year, members continued to increase ASE, ABE, CTE, and Workforce Re-entry program offerings across the consortium. New Vocational ESL offerings aligned with WIOA Title II requirements and served new students. Member institutions aggressively pursued WIOA Title I funding for CTE programs. These efforts resulted in thousands of regional adults improving literacy skills, earning high school diplomas or equivalencies, transitioning to postsecondary institutions, or learning skills and getting hired into jobs with sustainable wages. Professional development efforts were informed by comprehensive consortium data reports funded by state Data & Accounting funds. Consortium conferences have given member stakeholders opportunities to analyze data of the region's residents and the consortium's students: demographics, gaps, CAEP outcomes, persistence and performance. Consortium conferences have also focused on curriculum and instructional strategies to address college and career standards and the increased use of technology in the classroom among many other topics. One CAEP program goal that CCAEC members had tremendous success with was concerning leveraging funds. Claremont used CAEP funds to become a WIOA Title II school with increased funding of over \$140,000 in 2018-19. Due to past literacy gain successes, Monrovia Community Adult School saw increased Title II funding of over \$90,000. MCAS also increased Title I funding for its CTE programs 10 fold (from \$25,000 in 2016-17 to \$275,000 in 2018-19) and a 79.5% increase in the number of CTE students who qualified as CAEP Enrollees. Azusa Adult Education Center and Claremont Adult School are now on CalJobs ETPL and LA County I-TRAIN and are poised to leverage significant funds the 2019-20 school year. Alignment with regional Workforce Development Boards is creating meaningful symbiotic relationships: AJCCs are meeting outcomes, leveraging CAEP funds when needed, and CCAEC members are expanding CTE programs and training more students to meet the needs of regional industry. This symbiosis is allowing the consortium to better serve the region's adults who need training and the region's businesses who need employees. The consortium has two simple vision statements that align with CAEP major outcomes: •All CCAEC K-12 adult students are prepared for and given the opportunity to transition to a postsecondary institution. •Regional employers meet their employment needs with well-trained CCAEC students. In order to strive towards achieving these vision statements, CCAEC members have four major goals that are detailed in the 2019-20 Annual Plan: 1. Increase persistence and performance for all CCAEC students 2. Create and implement a Regional Employment Training Plan (RETP) to increase leveraged funds and serve industry employment needs 3. Create, implement and fully utilize CTE Regional Advisory Boards 4. Create a Transitions Plan to dramatically improve CCAEC student transition to postsecondary institutions

Regional Planning Overview

CCAEC members believe this Annual Plan clearly aligns with the consortium Three-Year Plan. To create the Annual Plan, members analyzed institutional enrollment data, student performance data, census data, and labor market data and then identified gaps between regional needs and services. This Annual Plan will demonstrate how members have reinforced partnerships with regional service providers and strengthened efforts to procure funding sources to help the consortium reach its Three-Year Plan goals. This Annual Plan also has solid strategies to achieve actionable goals that align with the consortium's Three-Year Plan logic models.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Increase number of regional adults who receive 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?

Members compared the number of students served by CCAEC institutions to regional population characteristics gleaned from American Community Survey census data. Of the primary cities served by the consortium, member institutions were serving approximately 6.1% of regional adults needing English acquisition and 2.6% of adults needing high school diploma / equivalency educational services. This significant gap demonstrates the need for continued English acquisition and academic programs.

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

Members will measure effectiveness by analyzing enrollment data for the 2019-20 school year compared to previous years and census data. Goal is to increase consortium 2019-20 enrollment in ESL and ASE/ABE programs by 3% over 2018-19 levels.

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

Increase CCAEC student persistence as measured by state and federal indicators.

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

Members analyzed consortium TOPSpro Enterprise data across all schools and compared persistent rates to state rates as provided by TE trainers.

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

In 2019-20, the consortium has a goal of increasing persistence 5% from 2018-19 levels as measured by TOPSpro Enterprise data.

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

Assist regional industry by training students to meet job openings in high growth occupational areas.

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

Members analyzed EDD Labor Market Information. Industry Advisory Boards will provide more refined, current and localized data regarding industry needs.

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

2019-20 CTE enrollment and job placement will increase by 10% from 2018-19 levels as measured by institutional data management systems.

Gaps In Service**New Strategies****Strategy #1**

Increase CCAEC student Persistence and Performance.

Strategy #2

Create Industry Advisory Boards to identify critical industry employment gaps and shortages.

Strategy #3

Utilize Industry Advisory Boards to find students and train them to become employees of Advisory Board members.

Seamless Transitions**New Strategies**

Strategy #1

Hire consortium Transition Specialist who meets CCAEC students on all campuses to support them in their academic, social/emotional, and college/career development.

Strategy #2

Articulate CCD Counseling 160 and/or Counseling 145 classes to be held on K-12 school campuses so CCAEC students earn college credit and college prep skills.

Strategy #3

Facilitate efforts of Transition Specialist to teach College Success course.

Strategy #4

Strengthen partnership with CCAEC Community College member.

Student Acceleration**New Strategies****Strategy #1**

Use contextualized learning strategies to get ESL students trained and hired as Home Care Aides, Certified Nursing, and Office Professional.

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

CCAEC faculty will attend two consortium wide conferences that will focus on student Persistence, student Performance, and incorporating technology in the classroom.

Strategy #2

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

Strategy #3

Each member institution will create and implement robust professional development plan to meet WIOA objectives.

Strategy #4

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

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

Create Regional Employment Training Plan (RETP) to increase Title I funds for member institutions.

Strategy #2

Implement Regional Employment Training Plan.

Strategy #3

Create Industry Advisory Boards to drive funding efforts for member training.

Strategy #4

Meet all WIOA Title II requirements to leverage \$608,000 in Title II funds consortium wide.

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 2019-20.

One CCAEC member expended 61.2% of its 2018-19 budget and has \$934,000 in carryover. The Board of this member's LEA has decided to sell the current campus and move the school. This member budgeted to expend funds in 2018-19 to assist the LEA with the move, but the move did not occur in 2018-19, which has resulted in the large carryover. To expend the carryover, the school will be using funds to paying increased salaries, enhancing CTE programs, and upgrading the new campus in the following amounts: \$250,000 for technology upgrades, \$100,000 for new Counseling and Transition Center, \$100,000 for classroom furniture upgrade, \$20,000 for increased licenses for Odysseyware, \$20,000 professional development extra pay for staff, \$50,000 CTE program enhancements (Auto program, security guard, CNA or MA), \$20,000 increased salaries for certificated teachers per AFAE MOU. Another member expended 60.9% of its 2018-19 budget and has \$142,799 carryover. These two members will also be subcontracting \$40,000 to pay for a Transitions Specialist to improve transition results for CCAEC students.

Certification

No approver contacts.



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