CAEP
Annual Plan

09 Citrus College Adult Education Consortium   SUBMITTED

2024-25

Plans & Goals

Executive Summary

As the Citrus College Adult Education Consortium (CCAEC) members approach the final year of implementing its Three Year Plan, members are excited to acknowledge the attainment of some Three Year Plan goals, but continue to focus on achieving Three Year Plan goals not yet met.

One notable consortium accomplishment is that CCAEC enrollment across all CAEP Summary Table Categories (NRS, Participant, Services) over the last three years has experienced substantial increases. CCAEC Services enrollment has increased 50.3% (from 2,455 enrollees to 3,689 enrollees) from 2021-22 to 2023-24. More importantly, CCAEC members have significantly increased the individual member and consortium number of Participants, defined by the state as students who stay enrolled in CAEP Programs to earn 12 hours of attendance. In 2023-24, total CCAEC CAEP Program unduplicated Participant enrollment was 58.3% higher than 2021-22 unduplicated Participant enrollment (from 1,425 to 2,253).

The CCAEC 2023-24 Fiscal Management component of the Annual Plan required members to leverage other funding streams to supplement CAEP funds and ensure Annual Plan strategies, activities, and SMART goals would be successfully achieved. CCAEC members were wildly successful in those efforts.

In 2023-24 Claremont USD joined Azusa USD and Monrovia USD as a recipient of Workforce Innovation and Opportunity Act (WIOA) Title II Adult Education and Family Literacy Act (AEFLA) funds. Though a new grantee, Claremont showed tremendous success in earning AEFLA Title II Payment Points. Azusa, Claremont, and Monrovia are sharing AEFLA Title II best practices and are better prepared to leverage these funds to attain 2024-25 Annual Plan goals. CCAEC members earned more than $600,000 in WIOA Title I funds by collaborating with regional America's Job Centers of California. In addition to WIOA Title I and Title II funding, Azusa USD, Claremont USD and Monrovia USD were recipients of state ELL Healthcare Pathways Grant funds to transition English Learners into CTE Healthcare employment. These funds strengthen CCAEC efforts to improve employment outcomes for students.

CCAEC members continue to serve as strong regional workforce development partners. Robust CCAEC discussions with regional workforce agencies and CCAEC analysis of regional EDD Labor Market Information (LMI) labor market data were critical components of CCAEC members completing the ELL Healthcare Pathways Round 2 and completing the 2024-25 Annual Plan. Los Angeles County depicts the sizeable labor shortages that exist in Healthcare jobs targeted by the grant and CCAEC members are strengthening programs to address these Healthcare jobs. CCAEC members have engaged in strong targeted marketing efforts to find potential students and as previously noted CCAEC members earned over $600,000 in WIOA Title I funds from partner AJCCs.

In 2023-24, CCAEC members served over 3,600 regional adults in CAEP programs, but regional needs for these programs are profound. The primary cities served by CCAEC members have 81,042 residents over the age of 5 who "Speak English < Very Well" and 50,741 residents over the age of 25 without a high school diploma or equivalency. CCAEC members have a vision of providing services and programs to close these gaps for all regional adults.

Funding allocations for member institutions were consistent for this Annual Plan to be a success. Board deliberations over 2024-25 CAEP Allocations were informed by student enrollment and participation, existing funding sources, and member carryover. Members will leverage WIOA Title I training fees, WIOA Title II AEFLA funding, and ELL Healthcare Pathway Grant funds to ensure Annual Plan strategies, activities, and SMART goals will be successfully achieved.

Regional Planning Overview

In the Three Year Plan, CCAEC members created meaningful metrics to address regional needs for adults in employment, English language acquisition, and diploma/equivalency achievement.

Activities in the 2024-25 Annual Plan to meet these metrics will result in the continued aggregation and dissemination of quality

consortium data, increased enrollment, higher student participation, persistence and performance, and better instruction from professional development.

These Activities include:

I. CCAEC member institutions will use generalized and targeted marketing efforts to increase student enrollment in ESL, ASE, and CTE programs.

II. All CCAEC individual member institution stakeholders will set SMART goals for student enrollment, participation and persistence and implement protocols to improve participation and persistence rates and monitor goal progress throughout the year.

III. All CCAEC individual member institution stakeholders will set SMART goals for student performance (as measured by CASAS EFL Gains and number of HSD/HSE earned), implement protocols to improve performance, and monitor goal progress throughout the year.

IV. All CCAEC individual member institution Data Coordinators will meet on a quarterly basis to share best practices and improve CCAEC data collection protocols. Key deliverables will include member quarterly Data Integrity Reports and CAEP Summary Tables that reflect accurate enrollment, participant, and performance data. Best practices will include strategies to improve pre- and post-testing numbers and increase the number of participants (students who complete 12+ hours of instruction).

V. CCAEC Members will modify its 2024-25 Regional Workforce Development Plan by September 2024 ensuring that it aligns to the Los Angeles County WDB Regional Plan. Members will implement the Plan throughout the program year to align with the workforce development system and help local industry address labor shortages.

VI. CCAEC members will implement a number of strategies to improve post-secondary transitions including: K-12 school information sessions, registration assistance, guided Citrus tours where possible, and one-on-one academic counseling.

VII. Consortium members will present quality professional development opportunities to improve instruction and increase student performance.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs
CCAEC enrollment of priority adult populations in CAEP Programs is too low compared to regional needs.

How do you know? What resources did you use to identify these gaps?
CCAEC stakeholders analyzed the population characteristics of the major cities served by CCAEC member institutions to identify regional gaps and better understand the communities we serve. These population characteristics were gleaned from 2020 Census data. According the Census data, 81,042 residents over the age of 5 who "Speak English < Very Well" and 50,741 residents over the age of 25 without a high school diploma or equivalency. Stakeholders also analyzed regional poverty rates, unemployment rates and labor shortages from regional LMI data.

How will you measure effectiveness / progress towards meeting this need?
CCAEC Unduplicated CAEP Program Services enrollment was 3,689 and the consortium is looking to increase this enrollment by 4% year-over-year.

Quarterly TOPSpro Enterprise Data Coordinator meetings will allow continuous monitoring of program Services enrollment and data will be reported to CCAEC member Representatives quarterly at CCAEC Executive Board meetings. Best practices will be shared at quarterly TE Data Coordinator meetings and Board meetings.

Regional Need #2

Gaps in Service / Regional Needs
The number of CCAEC Participants needs to increase and the CCAEC Participation rate must improve.

How do you know? What resources did you use to identify these gaps?
CCAEC stakeholders analyzed the CCAEC Annual Data Review culled from TOPSpro Enterprise CAEP Summary Tables and noted

that significant gaps existed between Services enrollment and Participation enrollment. CCAEC members collectively have increased the number of Participants 58.3% over the last three program years (from 1,425 to 2,253). However, significant gaps in individual and collective Participation rates exist. Currently, the unduplicated Participation rate for the consortium is 66.4%, which means that approximately 1 in 3 CCAEC students who enroll in CAEP Programs do not stay enrolled long enough to earn 12 hours of instruction.

Though CCAEC members wish to increase Services enrollment, the more important goal is to increase Participation enrollment. Improving Participation rates is akin to "picking low-hanging fruit." If CCAEC members increased the Participation rate to 71% from 66.4%, based on 2023-24 Unduplicated Services enrollment, that would mean an increase of 133 participants. Finding strategies that increase this Participation rate is an important gap for the consortium to address in 2024-25.

How will you measure effectiveness / progress towards meeting this need?
CCAEC CAEP Program Participation enrollment was 2,275 in 2023-24 and the consortium is looking to increase this enrollment by 4.4%, or 100 Participants.

Quarterly TOPSpro Enterprise Data Coordinator meetings will allow continuous monitoring of program Participation enrollment and data will be reported to CCAEC member Representatives quarterly at CCAEC Executive Board meetings. Best practices will be shared at quarterly TE Data Coordinator meetings and Board meetings.

Regional Need #3

Gaps in Service / Regional Needs
CCAEC Persistence and student Performance Outcomes need to improve.

How do you know? What resources did you use to identify these gaps?
CCAEC stakeholders analyzed the CCAEC Annual Data Review culled from TOPSpro Enterprise CAEP Summary Tables and noted that significant gaps existed in CASAS pre- and post-test EFL gains and student attainment of high school diplomas. The CCAEC Persistence rate in 2023-24 was 60.6% and this rate needs to increase to improve EFL Gains in pre- and post-tests.

How will you measure effectiveness / progress towards meeting this need?
CCAEC CAEP Program student performance measured by EFL gains need to increase consortium-wide by 4% and graduation rates need to improve 3%.

Quarterly TOPSpro Enterprise Data Coordinator meetings will allow continuous monitoring of student performance and data will be reported to CCAEC member Representatives quarterly at CCAEC Executive Board meetings.

Regional Need #4

Gaps in Service / Regional Needs
San Gabriel Valley businesses are experiencing severe labor shortages for industries in which CCAEC members have training programs. CCAEC members must assist in addressing these labor shortages.

How do you know? What resources did you use to identify these gaps?
CCAEC members analyzed EDD Labor Market Information (LMI) data and consulted with regional AJCCs. LMI data for Los Angeles County depicts the sizeable labor shortages that exist in Healthcare, logistics, and manufacturing.

How will you measure effectiveness / progress towards meeting this need?
Members will be responsible for tracking individual CTE program employment outcome data. Data will be shared quarterly at CCAEC Board meetings to measure employment outcomes progress.

Address Educational Needs

2024-25 Strategies

Strategy Name

Set and Monitor Goals for Increased Student Participation Enrollment

Activity that Applies to this Strategy

Set & Meet Annual Goals for Student Participation

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)

Strategy Description

If there is to be success in achieving this strategy, members must set and continually monitor participation enrollment goals. To that end, below are CCAEC SMART goals for Participation.

Each CCAEC member and the consortium as a whole has a SMART goal to improve Participation totals and rates based on the CCAEC 2024 Fall Annual Data Review. Below are the SMART goals:

- By the end of the 2024-25 Program Year, the CCAEC consortium will increase collective Participation enrollment from 2,275 to 2,375 and improve the consortium unduplicated Participation rate from 66.4% to 70.0%.
- By the end of the 2024-25 Program Year, Azusa USD will increase its unduplicated Participation enrollment from 589 to 625 and improve its duplicated Participation rate from 68.6% to 73.0%.
- By the end of the 2024-25 Program Year, Claremont USD will increase its unduplicated Participation enrollment from 518 to 541 and improve its duplicated Participation rate from 73.3% to 76.0%.
- By the end of the 2024-25 Program Year, Duarte USD will increase its unduplicated Participation enrollment from 13 to 20 and improve its unduplicated Participation rate from 81.3% to 84.0%.
- By the end of the 2024-25 Program Year, Glendora USD will increase its unduplicated Participation enrollment from 46 to 54 and improve its duplicated Participation rate from 82.1% to 85.0%.
- By the end of the 2024-25 Program Year, Monrovia USD will increase its unduplicated Participation enrollment from 1,112 to 1,138 and improve its duplicated Participation rate from 87.5% to 88.5%.

1. Front load counseling at registration so students are encouraged to stay for at least 12 hours before making the choice to drop a class.
2. Provide excellent first-best instruction.
3. Provide counselor and faculty interventions.
4. Create student incentives such as awards, certificates, and formal recognition to improve attendance and increase Participation. (Research demonstrates student recognition increases engagement which should lead to increased Participation.)

Strategy Name

Set and Monitor Goals for Increased Student Persistence

Activity that Applies to this Strategy

Set & Meet Annual Goals for Student Persistence

Metrics that Apply to this Activity/Strategy

- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

Strategy Description

By increasing student Persistence rates, performance rates should experience a corresponding increase. If there is to be success in achieving this strategy, members must set and continually monitor student Persistence goals. Each CCAEC member has a SMART goal to improve Persistence based on the CCAEC 2024 Fall Annual Data Review.

Below are CCAEC member SMART goals for student Persistence:

- By the end of the 2024-25 Program Year, Azusa USD will increase its Persistence rate from 36.9% to 45.0%.
- By the end of the 2024-25 Program Year, Claremont USD will increase its Persistence rate from 83.9% to 85.0%.
- By the end of the 2024-25 Program Year, Duarte USD will increase its Persistence rate from 76.9% to 79.0%.
- By the end of the 2024-25 Program Year, Glendora USD will increase its Persistence rate from 38.5% to 45.0%.
- By the end of the 2024-25 Program Year, Monrovia USD will increase its Persistence rate from 69.2% to 75.0%.

Strategies to achieve these gains will include:

1. Front load counseling at registration so students understand the importance of taking both pre- and post-tests.
2. Faculty and staff continuously monitor students and learn if any are planning to leave to ensure a post-test is taken. Phone calls to bring students back for post-tests.
3. Implement successful PLCs across the consortium to analyze data and share effective instructional strategies.
4. Implement professional development that focuses on quality andragogy and first best instruction.
5. Explores strategies to increase student services and equity.

Strategy Name

Set and Monitor Goals for Student Performance

Activity that Applies to this Strategy

Set & Meet Annual Goals for Student Performance

Metrics that Apply to this Activity/Strategy

- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Strategy Description

If there is to be success in achieving this strategy, members must set and continually monitor student Performance goals. Each CCAEC member has a SMART goal to improve Performance based on the CCAEC 2024 Fall Annual Data Review.

Below are CCAEC member SMART goals for student Performance:

By the end of the 2024-25 Program Year, Azusa USD will increase student attainment of EFL Gains accordingly:

- Increase the total number of ESL students with an EFL Gain to 165 students and increase from ESL EFL Gain rates from 46.2% to 49.0%.
- Increase the total number of ASE students with an EFL Gain to 72 students and increase from ASE EFL Gain rates from 78.2% to 80.0%.
- Increase graduation rates from 32.4% to 36.0%.

By the end of 2024-25 Program Year, Claremont USD will increase student attainment of EFL Gains accordingly:

- Increase the total number of ESL students with an EFL Gain to 115 students and increase from ESL EFL Gain rates from 23.9% to 31%.

- Increase the total number of ASE students with an EFL Gain to 40 students and increase from ASE EFL Gain rates from 27.8% to 35.0%.
- Increase graduation rates from 49.4% to 53.0%.

2024-25 Program Year, Duarte USD will increase student attainment of EFL Gains accordingly:

- Increase the total number of ASE students with an EFL Gain to 8 students and increase from ASE EFL Gain rates from 46.2% to 50.0%.
- Increase graduation rates from 38.5% to 41.0%.

2024-25 Program Year, Glendora USD will increase student attainment of EFL Gains accordingly:

- Start an ESL program and begin to track ESL outcome data
- Increase the total number of ASE students with an EFL Gain to 8 students and increase from ASE EFL Gain rates from 46.2% to 50.0%.
- Increase graduation rates from 46.2% to 49.0%.

2024-25 Program Year, Monrovia USD will increase student attainment of EFL Gains accordingly:

- Increase the total number of ESL students with an EFL Gain to 200 students and increase from ESL EFL Gain rates from 42.2% to 47.0%.
- Increase the total number of ASE students with an EFL Gain to 75 students and increase from ASE EFL Gain rates from 46.4% to 49.0%.
- Increase graduation rates from 30.0% to 35.0%.

Strategies to achieve these gains will include:

Ensure ESL faculty are prepared to address new CASAS exams.

Ensure ESL curriculum addresses new CASAS exams.

Ensure that first instruction is best instruction.

Provide faculty with EFL Gain performance data so that they can take ownership of CASAS exam results.

Provide ASE students with adequate counseling to successfully overcome barriers to successfully attaining a diploma.

Improve Integration of Services & Transitions

2024-25 Strategies

Strategy Name

Increase Student Transition to Postsecondary Institutions

Activity that Applies to this Strategy

Increase transitions to postsecondary institutions

Metrics that Apply to this Activity/Strategy

- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

By the end of the 2024-25 program year, all CCAEC members will strengthen consortium-wide strategies to improve postsecondary transitions.The Citrus College Transition Counselor will coordinate with K-12 counselors and staff to implement a

number of strategies such as:

1. K-12 school information sessions.
2. Registration assistance.
3. Guided Citrus College tours where possible.
4. One-on-one academic counseling.

Strategy Name

Increase CCAEC CTE Completion and Employment

Activity that Applies to this Strategy

Regional Employment Plan

Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Strategy Description

Action Steps in the CCAEC Regional Workforce Development Plan will lead to improved CTE completion and employment outcomes.

Strategy Name

Align CCAEC CTE Efforts with County WDB Local Area Plan

Activity that Applies to this Strategy

Regional Employment Plan

Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Strategy Description

By September 2024, CCAEC members will update the CCAEC Regional Workforce Development Plan (RWDP) which calls for partnering with business and the workforce development system to address business labor issues. All Action Items will be completed during the year. By fully implementing the CCAEC RWDP by the end of the 2024-25 program year, CCAEC member institutions will train over 70 CNAs, over 50 Pharmacy Technicians, over 25 Medical Assistants, and start to address other industry labor shortages in logistics, manufacturing, and construction. CCAEC schools will hold at least 6 job fairs during the 2024-25 program year.

Increase targeted marketing efforts for all CCAEC members to increase enrollment in all CAEP CTE Programs. Leverage Community Based Organizations, K-12 district parent email lists, and community college district stakeholder networks to email marketing collateral for CTE programs. Members believe that effective marketing by CCAEC members resulted in increased CTE Services and Participation enrollment in 2023-24. Members will continue these efforts in 2024-25.

Improve Effectiveness of Services

2024-25 Strategies

Strategy Name

Implement Quality Professional Development

Activity that Applies to this Strategy

Professional Development

Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

Create a CCAEC Professional Development Plan by fall 2024 and and implement all Action Steps of the plan to provide quality Professional Development and achieve improvements across all categories: Participation, Persistence, and Performance.

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.

Funding allocations for CCAEC member institutions were consistent for the Annual Plan's success. Board deliberations over 2024-25 CAEP Allocations were informed by student enrollment and participation, existing funding sources, and member carryover. The 2024-25 negotiations created parameters and processes that can be successfully duplicated over the next three years to ensure allocations are efficient and fair. Members will leverage WIOA Title I training fees, Title II AEFLA funding and ELL Healthcare Pathways Grant funds to ensure Annual Plan strategies, activities, and SMART goals will be successfully achieved.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2024-25.

Members with carryover will be expending the carryover on CTE programs in collaboration with regional AJCCs.

Certification

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