



In accordance with the American with Disabilities Act, the Citrus College Adult Education Consortium (CCAEC) will accommodate those individuals who require special assistance to participate in this meeting. If you need special assistance to participate in the meeting, please call the office at the Monrovia Community Adult School, (626) 471-3035, 24 hours prior to meeting so that reasonable arrangements can be made. Monrovia Community Adult School Room 33 is wheelchair accessible.

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 Monrovia Community Adult School main office 920 S. Mountain Avenue, Monrovia, 91016 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, June 17, 2025, 1:30 p.m.

**Monrovia Community Adult School – Room 33
920 S. Mountain Ave., Monrovia 91016**

Zoom Meeting Information

<https://us02web.zoom.us/j/83010642861?pwd=KOHbUBAW0Wbas7hPAc3k0K6TTp1J6X.1>

Meeting ID: 830 1064 2861

AGENDA

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

1.1 Meeting called to order by Chair Felipe Delvasto at _____

1.2 Pledge of Allegiance

1.3 Roll call:

Anthony Contreras, Representative	_____	John Russell, Regional Director	_____
Felipe Delvasto, Representative	_____	Mari Bordona, Proxy	_____
Flint Fertig, Representative	_____		
Ivon McCraven, Proxy	_____		
Kevin Morris, Representative	_____		
Valentina Shibata, Representative	_____		

2.0 ORDER OF BUSINESS

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

2.1.1 Approve the minutes of the May 20, 2025 Regular Executive Board Open Session Meeting.

Motion by _____, seconded by _____ Vote _____

Representative Contreras __ Representative Delvasto __ Representative Fertig __

Representative McCraven __ Representative Morris __ Representative Shibata __

3.0 COMMUNICATIONS

Representatives will not provide reports for this Special Executive Board Meeting.

3.1 Representative reports:

Azusa _____

Duarte _____

Citrus _____

Glendora _____

Claremont _____

Monrovia _____

3.2 Regional 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 2025-26 THREE-YEAR PLAN

Motion by _____, seconded by _____ Vote _____

Representative Contreras __ Representative Delvasto __ Representative Fertig __

Representative McCraven __ Representative Morris __ Representative Shibata __

Board to approve CCAEC Board meeting Calendar for 2025-26 and confirm meeting location.

5.0 BOARD APPROVAL OF CCAEC 2024-25 Q3 EXPENDITURES

Motion by _____, seconded by _____ Vote _____

Representative Contreras __ Representative Delvasto __ Representative Fertig __

Representative McCraven __ Representative Morris __ Representative Shibata __

Board to review each member's CCAEC Q2 2024-25 Fiscal Oversight Report w/ Expenditure & Narrative and approve under one agenda item.

- Azusa 2024-25 Q3 Fiscal Oversight Report with Expenditure and Narrative
- Claremont 2024-25 Q3 Fiscal Oversight Report with Expenditure and Narrative
- Duarte 2024-25 Q3 Fiscal Oversight Report with Expenditure and Narrative
- Glendora 2024-25 Q3 Fiscal Oversight Report with Expenditure and Narrative
- Monrovia 2024-25 Q3 Fiscal Oversight Report with Expenditure and Narrative

6.0 BOARD APPROVAL OF CCAEC 2025-26 FISCAL REPORTING AGREEMENT

Motion by _____, seconded by _____ Vote _____

Representative Contreras __ Representative Delvasto __ Representative Fertig __

Representative McCraven __ Representative Morris __ Representative Shibata __

CCAEC Board to review and approve 2025-26 Fiscal Reporting Agreement to comply with state reporting and trailer bill.

7.0 ADJOURN CCAEC EXECUTIVE BOARD OPEN SESSION MEETING



Documents to Support Agenda Items

June 17, 2025 Agenda

Agenda Item 2.1.1

May 20, 2025 Minutes



CITRUS COLLEGE ADULT EDUCATION CONSORTIUM

REGULAR EXECUTIVE BOARD OPEN SESSION MEETING

Tuesday, May 20, 2025, 1:30 p.m.

Monrovia Community Adult School – Room 33
920 S. Mountain Ave., Monrovia 91016

Zoom Meeting Information

<https://us02web.zoom.us/j/83010642861?pwd=KOHbUBAW0Wbas7hPAc3k0K6TTp1J6X.1>

Meeting ID: 830 1064 2861

Unapproved Minutes

1.0 CONVENE REGULAR EXECUTIVE BOARD OPEN SESSION MEETING (1:30 p.m.)

1.1 Meeting called to order by Chair Felipe Delvasto at 1:33.

1.2 Pledge of Allegiance

1.3 Roll call:

Anthony Contreras, Representative	(Virtually)	John Russell, Program Director	(Virtually)
Felipe Delvasto, Representative	(Virtually)	Mari Bordona, AUSD	(Virtually)
Flint Fertig, Representative	(Virtually)		Tardy
Ivon McCraven, Representative	Absent		
Kevin Morris, Representative	(Virtually)		
	Tardy		
Valentina Shibata, Representative	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 15, 2025 Regular Executive Board Open Session Meeting.

Act # 25-06 Motion by Mr. Fertig, seconded by Dr. Contreras **Vote to Approve 4-0**

Representative Contreras Y Representative Delvasto Y Representative Fertig Y

Representative McCraven A Representative Morris T Representative Shibata Y

Minutes approved without revision.

3.0 COMMUNICATIONS

- 3.1 Representative reports:

Azusa: Dr. Contreras reported that Azusa was doing end-of-the-year including trying to address some staffing challenges for the 2025-26 program year. He reported that Azusa was excited for its Commencement which was being held June 9, 2025 at 9:30 a.m.

Citrus: No report.

Claremont: Mr. Delvasto reported that Claremont's graduation for the adult school students would be held with all other schools on June 12. He noted Claremont USD holds one graduation for all schools and Claremont Adult School diploma graduates participate in that one ceremony. ESL and CTE awards ceremonies were held separately and had already occurred. Mr. Delvasto thanked Ms. Shibata and Dr. Contreras for the language he presented in the Board Rationale for Claremont Adult School to reduce its high school diploma requirement to 150 credits. He reported that Cabinet approved the Agenda item and it would be on the CUSD Board Agenda for the June 19, 2025 meeting.

Duarte: No report.

Glendora: Ms. Shibata reported that Glendora Adult School was coming to the end of the school year and the school would be closing two programs: its ESL and ASE programs. She did report that the school would have around 30 graduates. These graduates would participate in a Commencement ceremony with Whitcomb high school on May 27, 2025.

Monrovia: Mr. Fertig reported that MCAS partnered with the City of Monrovia and held an incredible Job Fair on May 13 with over 300 job seekers and 45 businesses in attendance. He noted the MCAS Commencement would be held May 29 and would include diploma recipients, HiSET and CTE completers, and ESL Graduates.

- 3.2 Program Director report.

Mr. Russell reminded Board Representatives that Q3 expenditures needed to be entered into NOVA by June 1.

- 3.3 Public comment for items not on the agenda.

None at this time.

- 3.3.1 Public comments for items on the Open Session Agenda.

None at this time.

4.0 BOARD APPROVAL OF 2025-26 CALENDAR OF CCAEC BOARD MEETINGS

Act # 25-07 Motion by Mr. Fertig, seconded by Mr. Delvasto **Vote to Approve 4-0**

Representative Contreras Y Representative Delvasto Y Representative Fertig Y

Representative McCraven A Representative Morris T Representative Shibata Y

The Board approved the calendar date as presented in the agenda.

5.0 REVIEW OF THREE-YEAR PLAN TO DATE

Mr. Russell advised he would submit the second draft of the Three-Year Plan via email to Board Representatives on May 30. He asked for the Board to provide feedback by June 6; he would incorporate all suggested edits and revisions and present the final draft for approval at the June 17 Board meeting.

6.0 REVIEW OF ELL HEALTHCARE PATHWAYS GRANT

Mr. Russell advised that though Claremont and Monrovia had expended all Round 1 ELL Healthcare Pathway Grant funds, the CCAEC had to request an extension for expending Round 1 funds because Azusa to date had not expended nearly 50% of its Round 1 budget.

Mr. Russell reported that the state had advised him via email that Round 3 of the ELL Grant funds would be a competitive RFA that would be released in August. He said that though he had serious doubts about the state actually releasing an RFA at that time, not expending all Round 1 funds in a timely manner would not look good in a competitive RFA.

Dr. Contreras advised that Azusa was having some accounting issues with Azusa Business Services and expenditures needed to be reallocated to resource code 63912. The Board expressed concern about not utilizing the funds in a timely manner.

7.0 BOARD APPROVAL OF CCAEC PROGRAM DIRECTOR CONTRACT FOR 2025-26 PROGRAM YEAR

Act # 25-07 Motion by Mr. Fertig, seconded by Mr. Delvasto **Vote to Approve 5-0**

Representative Contreras Y Representative Delvasto Y Representative Fertig Y

Representative McCraven A Representative Morris Y Representative Shibata Y

CCAEC Board approved the contract for the CCAEC Program Director for 2025-26 Program Year. Board Representatives had very positive evaluations of Mr. Russell's performance to date.

8.0 ADJOURN CCAEC EXECUTIVE BOARD OPEN SESSION MEETING

Meeting was adjourned by Chair Delvasto at 2:13.



Documents to Support Agenda Items

June 17, 2025 Agenda

Agenda Item 4.0

CCAEC Three-Year Plan 2025-2028

09 Citrus College Adult Education Consortium (2025-28) DRAFT

Details

Consortium Information

In this section, information about the consortium, its primary and fiscal contacts, and CAEP funds received is auto-populated in NOVA.

As this information is auto-populated from your consortium's landing page in NOVA, make sure the information there is up-to-date, especially the Primary and Fiscal Contacts. This will ensure the correct information is auto-populated properly into the three-year plan.

Consortium Name:

09 Citrus College Adult Education Consortium

Address:

170 W. San Jose Avenue | Claremont, CA | 91711

Website:

<http://www.ccadulted.org/>

Funding Channel 2025-26:

Fiscal Agent

CAEP Funds 2025-26:

\$0

CAEP Funds 2024-25:

\$0

CAEP Funds 2023-24:

\$0



Consortium Contacts

Auto-populated

Responsibility	Name	Email	Title	Phone
Primary Contact	John Russell	jrussell@thebest-alternative.com	Program Director	(626) 840-9865
Fiscal Contact	Karen Waltman	kwaltman@cusd.claremont.edu	Executive Director, Fiscal Services	(909) 398-0609 ext: 70410

Members

Auto-populated

Member Agency	Member Type	Contact	Phone
Azusa Unified	Unified School District	Dr. Anthony Contreras	(626) 852-8400
Claremont Unified	Unified School District	Felipe Delvasto	(909) 398-0609
Duarte Unified	Unified School District	Kevin Morris	(626) 599-5901
Glendora Unified	Unified School District	Valentina Shibata	(626) 852-4550
Monrovia Unified	Unified School District	Flint Fertig	(626) 471-3065
Citrus CCD	District	John Russell	(626) 840-9865

Executive Summary

Executive Summary *

Executive Summary to come. Last section to be written.

Assessment

Overview and Preparation *

In order to effectively assess educational needs, regional alignment, and current levels of workforce services, CCAEC member stakeholders analyzed information from a large variety of resources to ensure CCAEC students efficiently receive the best educational services possible from CCAEC member schools.

Annually, CCAEC stakeholders analyze significant consortium data through its Annual Data Review (ADR). The CCAEC ADR

aggregates enrollment, demographic, participation, persistence, and performance data from TOPSpro Enterprise (TE). Also, the ADR includes demographic, language-acquisition and unemployment and poverty data from the U.S. Census and the California EDD.

The ADR drives Citrus College Adult Education Consortium processes, especially the Planning process. CCAEC Board Representatives look at enrollment to make funding allocation decisions. CCAEC stakeholders analyze consortium demographics of its students and the cities in which they live to identify regional gaps. Targeted marketing efforts for CTE, ESL, and ASE/ABE rely on stakeholder analysis of performance and enrollment data. CCAEC stakeholders use the data to drive efforts at improving consortium efficiencies and increasing leveraged resources.

CCAEC members extensively consult with its regional Workforce Development Board (WDB) and America's Job Center of California (AJCC) partners. CCAEC member schools in Azusa USD, Claremont USD, and Monrovia USD receive WIOA Title II Adult Education Family Literacy Act (AEFLA) funds. Thus, Azusa Adult Education Center (AAEC), Claremont Adult School (CAS), and Monrovia Community Adult School (MCAS) are Title II: AEFLA partners with the Los Angeles County WDB (LA WDB) with all members having signed an MOU with the LA WDB.

In addition to signing the MOU, CCAEC members have extensively participated in the process to create LA WDB 2025-28 Three-Year Local Area Plan. The goals and objectives of the MOU and the WDB Local Area Plan inform the consortium's assessment of current levels of workforce services in the region and the strategies to close those gaps. More critically, CCAEC members engaged LA WDB and AJCC staff in numerous Round Tables to further refine information for the CCAEC assessment of the region.

CCAEC members are also in continual contact with other regional workforce development and public service providers such as the Department of Rehabilitation, the Department of Public Social Services, and numerous LA County workers compensation counseling agencies. AAEC, CAS, and MCAS are all listed as WIOA-approved training providers on the California Employee Training Provider List (ETPL) and the LA County Intrastate Training and Information Network (I-TRAIN). As such, all schools provide extensive classroom training program opportunities to DOR clients, DPSS GAIN clients, and insurance company workers comp claims. CCAEC stakeholders held Round Table discussions with DOR and DPSS partners to assess regional gaps and form strategies to bridge them.

Most critically, CCAEC members annually meet with over 100 regional employers across a variety of industry sectors and these collaborations continually inform regional employment needs. CCAEC members have multiple vibrant healthcare training programs that require students to complete clinical internships. AAEC, CAS, and MCAS Nurse Assistant Training Programs (NATP) necessitate that these member schools partner with 7 skilled nursing facilities. AAEC, CAS, and MCAS also have Pharmacy Technician training programs that dictate member schools partner with multiple pharmacies across LA County for PT internships. A robust MCAS Medical Assisting program means strong partnerships with over 50 medical offices across the San Gabriel Valley including Concentra, Optima, and City of Hope.

Conversations, collaborations, and Round Tables with CCAEC employer partners greatly inform CCAEC regional needs assessments. These relationships and interactions informed the needs assessment of the Three-Year Plan.

In addition to analyzing data and engaging partners, CCAEC members extensively surveyed CCAEC stakeholders. Surveys were sent to CCAEC member faculty, staff and students and the responses to these surveys also informed needs assessment for the CCAEC Three-Year Plan. CCAEC planning members held Focus Group sessions with faculty, staff and students after survey results were aggregated to glean further information about regional priorities.

By regularly reviewing the CCAEC ADR with its Census, EDD and LMI data, by examining WDB MOUs and Local Area Plans and engaging in multiple meaningful collaborations with workforce development agencies, by engaging in substantial, relevant collaborations with regional employers, by analyzing substantial survey data from stakeholders, and by holding follow-up Focus Groups to discuss survey data, CCAEC members strongly believe the approach and process used to assess regional needs was exhaustive and purposeful.

What type of representatives make up your assessment planning board members?

- ✓ Community College representatives
- ✓ Community Partner Organization representatives

- ✓ K12 School District representatives

Which of the following data sources were referenced and contributed to the consortium's understanding of needs, current levels and types of services, and gaps?

- ✓ Student data (TOPSPro, MIS)
- ✓ Population demographic data (U.S. Census, etc.)
- ✓ Labor market data (U.S. Bureau of Labor Statistics, California Employment Development Department (EDD))
- ✓ Partner meetings
- ✓ Regional plans
- ✓ Community stakeholder input
- ✓ Data gathering/student needs assessment
- ✓ Employer input

Data Collection Process - Further Context *

Annually, CCAEC members extensively analyze the consortium's Annual Data Review (ADR) and hold Round Tables with workforce agencies and employers and these efforts drive the Three-Year Plan and the Annual Plan process. By annually reviewing significant Census and EDD data contained in the CCAEC ADR, members inherently conduct a regional needs assessment every year before creation of the CCAEC Annual Plan. Also, member collaboration with workforce development agencies and employer partners annually informs CCAEC regional needs assessment. CCAEC feels its data review protocols and partner collaborations successfully provide a robust understanding of regional needs.

CCAEC stakeholders also continually analyze the CCAEC Annual Data Report to identify CCAEC student enrollment, Participation, Persistence, and Performance, and regional gaps for this student data. This data analysis informed discussions about funding allocations and utilization of carryover to address CCAEC Three-Year Plan goals.

Also, consortium discussions focused on preliminary Plan Objectives to increase student enrollment and improve student Participation, Persistence, and Performance. As Metric Targets were agreed upon, those Targets were shared with Azusa USD, Claremont USD, Duarte USD, Glendora USD, and Monrovia USD stakeholders to encourage universal acceptance of the goals and to acknowledge that all stakeholders would be responsible for the success of the consortium.

The Citrus College Adult Education Area Consortium also engaged in comprehensive efforts to elicit wide-ranging input in the development of this Three-Year Plan. Stakeholders from all member schools (faculty, staff, and students), regional workforce partners, other service providers, and employers provided Three-Year Plan input through surveys and in planning meetings.

Regional Alignment and Priorities

Provide the names and types of the regional partner organizations that your consortium works with to ensure programs offered align with regional needs. *

Click **Add Partner Organization**, search for the organization's name, and select it. If the organization is not listed, click **Create a new one** in the modal, enter the Partner Organization Name, and select the Partner Organization Type.

Partner Organization Name	Partner Organization Type
Los Angeles County Workforce Development Board	Workforce Development Board
East San Gabriel Valley America's Job Center of California	Other
Pomona Valley America's Job Center of California (AJCC)	Workforce Development Board
CA Department of Rehabilitation	Community Organization
Department of Public Social Services	Other
Foothill Unity Center	Community Organization
Managed Career Solutions, Inc.	Community Organization
Walgreens Pharmacy	Industry
Optima Health and Wellness	Industry
Concentra	Industry
CVS Pharmacy	Industry
City of Hope	Industry
Adventist Health	Industry
Huntington Health	Industry
San Gabriel Valley Habitat For Humanity	Community Organization
Garden View Post Acute Rehabilitation	Industry
Ramona Nursing and Rehabilitation	Industry
Royal Oaks Manor	Industry
Claremont Care Center	Industry
Country Villa Claremont	Industry
Sierra View Care Center	Industry

Partner Organization Name	Partner Organization Type
Sunset Manor Convalescent Home	Industry
Southeast Los Angeles County Workforce Development Board	Workforce Development Board
Verdugo Jobs Center	Workforce Development Board
Foothill Workforce Development Board	Workforce Development Board

What relevant education and workforce plans that guide services in the region were used to develop this Three-Year Plan?

- ✓ WIOA Title II Continuous Improvement Plan (CIP)
- ✓ Workforce Innovation and Opportunity Act (WIOA) Title I Local and Regional Plans
- ✓ Accreditation Institutional Self-Studies (i.e., WASC, COE)

What are the top priorities in relation to regional alignment?

- ✓ Developing or enhancing program mapping and career pathways that support identified industry needs
- ✓ Increasing access to and awareness of services
- ✓ Pooling resources to streamline service provision across providers
- ✓ Providing hiring and training services and initiatives relevant to the local workforce and the identification of these specific needs
- ✓ Alignment of curriculum, student assessments, articulation, connecting bridge courses, and/or dual enrollment to support transitions

Alignment with Other Education and Workforce Plans *

LA WDB Memorandum of Understanding with Title II Partners

As previously noted, Azusa USD, Claremont USD, and Monrovia USD are all Title II: AEFLA partners with the LA WDB. The current LA WDB MOU with its WIOA partners is an MOU from 2022-23. The LA WDB has undergone significant reorganization over the last three years. For over two decades, LA County workforce development was administered by the Department of Workforce Development, Aging, and Community Services (WDACS). In late 2021, the LA County Board of Supervisors voted to dissolve WDACS and in July 2022, the new LA County Department of Economic Opportunity was launched.

This reorganization has delayed important LA WDB processes such as updating partner MOUs. Thus, the state has extended the expiration of the LA WDB 2022-23 MOU through June 30, 2025.

LA WDB Local Area Plan

In addition to a delay in updating the MOU for WIOA partners, the creation of the LA WDB has been delayed to the reorganization of administration and creation of the DEO. The DEO received an extension for its 2021-24 Local Area Plan through the 2024-25 Program Year and have been in the process of creating its 2025-28 Local Area Plan. Stakeholder meetings for the 2025-2028 Plan have been ongoing in the spring of 2025 and CCAEC administration has participated in these meetings and has provided a strong voice in the creation of the new Plan.

CCAEC Members Used Existing Plans to Create Three-Year Plan Alignment

Regarding the 2021-24 Plan that is still in place and is guiding workforce development partnerships, CCAEC members are mentioned by name multiple times in the WDB Plan. CCAEC has used the 2021-2024 Local Area Plan to guide assessment of priority job and training needs for regional ESL students because as noted, the 2025-28 Plan is not yet available.

In 2021, the DEO commissioned the Los Angeles County Economic Development Corporation (LAEDC) to create a report designed to inform investment by the County to restore economic health and address inequalities that existed in LA County before the COVID-19 pandemic. The LAEDC report provided recommendations to address these regional workforce needs and informed the WDB Plan's Guiding Principles which are numerated below:

1. Prioritize Direct Support and Facilitate Access for Disproportionately Impacted Workers, Employers, and Communities
2. Revitalize Economic Mobility Through High Road Jobs
3. Invest in Programs and Services that Lead to Economic Mobility for All
4. Elevate the Profile, Influence, and Impact of the Workforce System
5. Expand Technology to Improve Access and Deliver Quality Services
6. Maximize Efficiencies for Customers through Regional Coordination, Integrated Service Delivery, and Co-location of Youth and Adult Programs
7. Utilize Data to Measure Impact Beyond WIOA Performance
8. Prepare Contingency Plans to Implement During Emergent Crisis Events that Cause Economic or Social Disruption

CCAEC members are committed to following these WDB Guiding Principles and meeting regional workforce needs by working closely with LA WDB's 19 AJCC service locations. CCAEC members have received substantial WIOA Title I funds for classroom training and Incumbent Worker Training.

Monrovia Community Adult School is now an Affiliate AJCC

The most significant development for CCAEC workforce development that just recently occurred is that DEO and the LA WDB have decided to partner such that the school will serve as the collocation of a LA WDB AJCC Affiliate. Efforts to have this collocation started more than five years ago. Starting April 7, 2025, the Monrovia AJCC Affiliate will open on the campus of the school. The impact of this development for workforce alignment cannot be overstated. With MCAS serving as a collocation for an AJCC Affiliate CCAEC greatly strengthens its WDB relationships and efforts at regional workforce alignment.

Evaluate the Educational Needs of Adults in the Region *

In the CCAEC Annual Data Review (ADR), consortium stakeholders review pertinent regional data to identify gaps. Since member schools provide ESL, HSD/HSE, Citizenship, and short-term CTE programs, stakeholders analyze those characteristics in the regional cities primarily served by CCAEC member institutions serve. Table 1 below depicts Educational Attainment, Language Spoken at Home, and Naturalization data. Table 2 below notes regional Poverty and Unemployment data.

City	5 Years & Older Speaks English < “Very Well”	As % of 5 Years & Older	Residents over 25 & No HSD or HSE	As % of Population Over 25	Number of Foreign Born, Not a Citizen	Foreign Born, Not a Citizen % of Total Pop.	Total Population
Arcadia	16,926	30.5%	3,396	6.0%	9,850	17.4%	56,681
Azusa	8,576	18.4%	5,725	19.7%	6,642	13.3%	50,000
Claremont	2,588	7.5%	1,371	5.8%	2,292	6.2%	37,266
Covina	6,056	13.4%	4,657	14.3%	4,026	7.9%	51,268
Duarte	4,566	22.2%	2,573	16.2%	2,815	13.0%	21,727
Glendora	5,004	10.3%	3,129	8.6%	3,721	7.1%	52,558
Monrovia	5,128	14.6%	2,693	10.3%	4,578	12.1%	37,931
Pomona	32,198	22.7%	27,197	28.0%	24,957	16.5%	151,713
TOTAL	81,042		50,741		58,881	12.8%	459,144

The above localized and aggregated data demonstrates the region has large gaps that need to be addressed by CCAEC adult education institutions.

- The population of the primary cities served by the CCAEC is 459,144
- 81,042 of the regional residents over the age of 5 Speak English Less Than “Very Well”
- 50,741 of regional residents over the age of 25 do not have a high school diploma or equivalent
- 12.8% of regional residents are foreign born and not naturalized
- Unemployment rates for cities in the region are historically low
- This demonstrates the realities of a current tight labor market
- Poverty rates are culled from the 2021 American Community Survey which does not use the entire city population, but uses “Number for whom poverty status is determined”
- 11.1% of the region is living under the poverty line
- Only Pomona and Azusa have higher poverty rates than the state average of 12.8%

Please identify the categories of needs of your region.

- ✓ Access for underserved populations
- ✓ Address broad needs of diverse populations served
- ✓ Alignment of education and workforce needs
- ✓ Basic skills attainment

- ✓ English language needs
- ✓ Increasing awareness of services
- ✓ Labor shortages
- ✓ Lack of transportation
- ✓ Living wage job attainment
- ✓ Low literacy
- ✓ Rebuilding programs to pre-pandemic levels

Needs - Further Context (optional)

Not Entered

What challenges does your region face that impact the programs you have previously or are currently offering?

- ✓ High cost of living/housing/healthcare
- ✓ Diverse regional needs
- ✓ Lack of CTE credentials to expand programming

Challenges - Further Context (optional)

During the early months of 2025, the CCAEC gathered significant survey data from students, faculty and staff to identify themes and gather further context on the unique needs of CCAEC adult learners.

Survey data and subsequent focus groups revealed that CCAEC faculty and staff believe that improving consortium Participation, Persistence and student Performance were the biggest priorities for the Three-Year Plan. Survey data from surveys Student survey data that member schools were addressing student needs and providing the types of programs and classes they desired. Over 90% of CCAEC students said that they "were satisfied with the types of classes offered at their school."

Which populations are currently being served by your programs?

- ✓ Adults over 50
- ✓ Adults with disabilities
- ✓ Disconnected youth
- ✓ Foreign born or refugees
- ✓ Less than a high school education
- ✓ Limited English proficiency/English language learners
- ✓ Limited/low literacy
- ✓ Near or below the poverty line
- ✓ Incarcerated individuals or those who have been previously incarcerated
- ✓ Under-represented minority populations
- ✓ Unemployed
- ✓ Veterans
- ✓ Workers in need of upskilling

Contributions by Entities*

Name	Role	Three-Year Plan Contribution
Students	Student	Provided data
K-12 District Faculty	Teacher employed by local educational agencies	Provided data
K-12 Faculty	Teacher employed by local educational agencies	Participated in planning meetings
K-12 Staff	Classified staff	Provided data
East San Gabriel Valley AJCC	Workforce Development Agency Partners	Participated in planning meetings
Pomona Valley AJCC	Workforce Development Agency Partner	Participated in planning meetings
Community College Administrator	Administrator	Participated in planning meetings
K-12 Administrators	Administrator	Participated in planning meetings

Regional Service Providers

For each Consortium Member service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area									Total Participants
		ABE	ASE	AWD	CSS	CTE	ESL	Pre-Apprenticeship	Short Term CTE	Workforce Reentry	
*Azusa Unified	Member Representative	0	200	0	0	0	397	0	60	313	970
*Citrus CCD	Member Representative	0	0	0	0	0	0	0	0	0	0
*Claremont Unified	Member Representative	0	112	0	0	0	359	0	67	0	538
*Duarte Unified	Member Representative	0	19	0	0	0	0	0	0	0	19
*Glendora Unified	Member Representative	0	29	0	27	0	10	0	0	0	66
*Monrovia Unified	Member Representative	0	93	0	0	0	520	0	395	187	1195
Total Participants		0	453	0	27	0	1286	0	522	500	2786

* Consortium Member required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

No Service Providers for this consortium.

What industries do you currently serve/plan to serve in the future?

- ✓ Construction
- ✓ Healthcare
- ✓ Manufacturing
- ✓ Technology
- ✓ Other
 - Mental and Behavioral Health

Industries Served - Further Context (optional)

Azusa, Claremont, and Monrovia are recipients of California ELL Healthcare Pathway funds. Thus, these CCAEC members continue to make create pathways for EL students to healthcare jobs through training programs in Certified Nursing Assistant, Pharmacy Technician, and Medical Assisting.

Round table and frequent discussions with WDB and AJCC partners continuously informs the CTE training programs CCAEC members offer.

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

Table 3 below depicts duplicated Participant enrollment and instructional hours by CCAEC member and CAEP program:

Table 3

Program	Azusa		Claremont		Duarte		Glendora		Monrovia	
	Dupl. No. of Parts.	Inst. Hours	Dupl. No. of Parts.	Inst. Hours	Dupl. No. of Parts.	Inst. Hours	Dupl. No. of Parts.	Inst. Hours	Dupl. No. of Parts.	Inst. Hours
L	400	28,892	359	35,998	0	0	10	561	522	67,175
E/ASE	203	11,034	112	7,161	19	2,436	28	8,775	127	22,911
E	71	7,388	67	11,275	0	0	0	0	398	34,676
Workforce Reentry	320	18,109	0	0	0	0	0	0	188	23,178
Adults Supporting .2	0	0	0	0	0	0	27	1,967	0	0
Adults w/ disabilities	0	0	0	0	0	0	0	0	0	0
Duplicated Total	1,211	65,423	725	54,434	19	2,436	94	21,530	1,315	147,940

In 2024-25, CCAEC schools served 2,779 duplicated Participants and 43.8% of those duplicated Participants were enrolled in ESL. The next largest CAEP Program served by CCAEC schools was CTE with Monrovia accounting for 72.6% of that Participant enrollment. Workforce Reentry accounted for 18.3% of Participant enrollment and ASE/ABE accounted for 17.6% of Participant enrollment. Finally, K-12 success accounted for 1% of Participant enrollment with Glendora serving as the only member to offer that program.

Metrics: CAEP Barriers & Metrics

✓ **Student Barriers**

Adult Ed Metrics

- English Language Learner (149AE)

✕ **Students and Programs:** Explore program enrollment, student demographics, and barriers to employment.

✓ **Progress:** Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

Adult Ed Metrics

- Completed Educational Functioning Level Gain (400AE)

✕ **Transition:** Learn about student transition into postsecondary education and college credit pathways.

✕ **Success:** Information on completion of diplomas, certificates, and college credit awards.

✕ **Employment & Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Consortium Level Metric Targets

In this section, Consortium Level Actuals data from DataVista for the previous three years, including areas to input data for Consortium Level Targets are shown below.

The first row shows the required metric of Number of Adults Served. The following rows show metrics previously selected in the CAEP Barriers and Metrics workflow section.

Input Consortium Level Targets as whole numbers for the upcoming three years for all of the rows of metrics shown below

The 2023-24 data in DataVista will be made available in Spring 2025 and the 2024-25 data will be made available in Spring 2026.

Metric Set	Metric Description	Consortium Level Metric Actuals			Consortium Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Reportable Individuals (200AE)	4,320	4,734		4,435	4,524	4,615
Student Barriers	English Language Learner (149AE)	1,891	2,290		1,697	1,729	1,764

Member Level Metric Targets

In this section, Member Level Actuals data from DataVista for the previous three years, including areas to input data for member level Targets for the upcoming three years are shown below.

The first row shows the required metric of Adults Served Who Became Participants. The following rows show metrics previously selected in the CAEP Barriers and Metrics workflow section.

Input Member Level Targets as whole numbers for the upcoming three years for all of the rows of metrics shown below

The 2023-24 data in DataVista will be made available in Spring 2025 and the 2024-25 data will be made available in Spring 2026.

Azusa Unified (Reported by Azusa Adult School)

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	500	609		621	633	646
Progress	Completed Educational Functioning Level Gain (400AE)	91	118		154	157	160

* Mandatory for all members

Citrus CCD (Reported by Citrus)

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	1,597	1,387		1,415	1,443	1,472
Progress	Completed Educational Functioning Level Gain (400AE)	64	86		88	90	92

* Mandatory for all members

Claremont Unified (Reported by Claremont Unified School District (CUSD))

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	418	495		505	515	525
Progress	Completed Educational Functioning Level Gain (400AE)	98	219		275	281	287

* Mandatory for all members

Duarte Unified (Reported by Duarte Unified School District)

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	18	13		19	20	21
Progress	Completed Educational Functioning Level Gain (400AE)	0			3	4	4

* Mandatory for all members

Glendora Unified (Reported by Glendora Adult School)

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	46	47		28	29	30
Progress	Completed Educational Functioning Level Gain (400AE)		0		0	0	0

* Mandatory for all members

Monrovia Unified (No reporting institution)

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)				1,025	1,045	1,070
Progress	Completed Educational Functioning Level Gain (400AE)				350	360	370

* Mandatory for all members

Member Spending Targets

The Percent of Available Funds Spent in 2022-23, 2023-24, and 2024-25, imported from NOVA, is in the first row. This is a required metric. Add 2025-26, 2026-27, and 2027-28 Targets for each member district's Percent of Available Funds Spent.

Enter each of the Percent of Available Funds Spent as percentages for each year

Member	% of Available Funds Spent			Member Level Targets		
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Azusa Unified	100%	100%	72%	90%	90%	90%
Citrus CCD	0%	0%	0%	90%	90%	90%
Claremont Unified	100%	100%	63%	90%	90%	90%
Duarte Unified	100%	100%	84%	90%	90%	90%
Glendora Unified	100%	100%	100%	90%	90%	90%
Monrovia Unified	100%	100%	97%	90%	90%	90%

Objectives

CCAEC 6/17/25 Agenda pg. 9

Objective #1: Address Educational Needs

Strategies *

Outreach and Enrollment

As noted in Section 2 of the CCAEC Three-Year Plan, significant gaps exist between the enrollment of current CCAEC students receiving adult educational services and the large number of English Learners, high school dropouts, and non-citizens who live in the region. Closing this gap for these priority populations is a substantial educational need for the region that CCAEC members are planning to address.

How large are these regional gaps? Specifically, for English Learners, (as noted in Section 2) the six primary cities served by the consortium have 81,042 residents over the age of 5 who “Speak English < Very Well.” Removing from that total the number of individuals who are aged 6-17 (based on a review of census data that is approximately 15.9%) that leaves approximately 66,805 regional residents who are English Learners in the region served by CCAEC schools. 1,291 CCAEC ESL students were Participant (achieved over 12 hours of ESL instruction). Thus, the under-enrollment gap would be approximately 65,514 residents or 97.9% of the population individuals who could use English Language acquisition programs.

CCAEC members recognize these gaps are quite significant and have pursued a number of outreach strategies to increase enrollment and these efforts have been very successful. CCAEC unduplicated enrollment across all CAEP programs has increased from 4,759 in PY 2021-22 to 8,785 (to date) in PY 2024-25, an increase of 84.6%.

However, a more immediate and critical educational gap the consortium has identified is CCAEC student Participation. This is the gap between consortium students who register at CCAEC schools and receive some services and the percentage of those students who persist to achieve 12 hours of instruction. CCAEC members prioritize strategies to pursue increased Participation because these students have already come to campuses and enrolled; outreach and marketing efforts to get students to campus have been successful. Getting the student to remain for 12 hours of instruction becomes the priority. CCAEC members recognize increasing the number of CCAEC participants this is the most direct way to close regional gaps.

CCAEC members have focused on increasing the number of CCAEC Participants and Participation rates and again have been successful. The number of unduplicated CCAEC Participants has increased from 1,715 in PY 2021-22 to 2,415 in PY 2023-24, an increase of 40.8%.

Yet CCAEC members recognize that the Participation rate can improve. The rate has stayed around 75%: 74.3% in 2021-22 increasing to 76.6% in 2023-24. Members believe improving Participation rates is as critical as increasing overall enrollment in

order to close regional gaps.

In an effort to increase enrollment and the number of Participants, CCAEC members have created two smart goals for the 2025-26 Program Year.

1. CCAEC members will implement multiple strategies (outlined below) to increase 2025-26 CCAEC duplicated student enrollment to 4,435 students.
2. CCAEC members will implement multiple strategies (outlined below) to increase the number of CCAEC Participants to 2,205 students.

Strategies to increase enrollment that resulted from stakeholder surveys and focus groups:

1. Improve targeted marketing efforts across the consortium.
2. Outreach out to Community Based Organizations and other local organizations to increase community awareness of CCAEC programs and services.
3. Outreach to K-12 district parents to increase K-12 ESL enrollment.
4. Outreach to former students encouraging them to return.

Strategies to increase number of Participants

1. Share effective orientation and placement practices that encourage students stay enrolled consortium-wide.
2. All consortia members will create student incentives such as awards, certificates, and formal recognition to encourage attendance and .
3. All consortia members staff set SMART goals for student Participation and monitor goal progress.
4. Continue to provide innovative counseling services to retain students.

CCAEC members will pursue these strategies and develop more over the course of the Three-Year Plan.

Objective #2: Improve Integration of Services & Transitions

Select the strategies that your consortium is using to improve 1) integration of services and 2) transitions to post-secondary education and the workforce

1. Utilizing Data
 - ✓ Quarterly reviews of student data
2. Providing Professional Development
 - ✓ Attendance for education providers at workshops, webinars, and conferences
3. Identifying Best Practices
 - ✓ Alignment of practices and procedures across the consortium
 - ✓ Creating SMART goals
4. Offering Flexible Courses and Services
 - ✓ Hybrid and hyflex delivery to meet students where they are

Not Entered

Additional Context (optional)

To improve integration of services, CCAEC stakeholders identified transitions to post-secondary education, workforce and employment as priorities. PAC stakeholders have identified three areas of focus regarding student transitions.

- Better alignment with WDB partners.
- Improved student employment outcomes.

- Improved student transitions to post-secondary education.

Strategies to Improve These Outcomes

As noted in the Assessments section of this Three-Year Plan, AUSD, CUSD, and MUSD are Title II signatories of an MOU with its WIOA Title I partner LA WDB. As noted, LA WDB has undergone significant reorganization over the last three years. Though this reorganization has delayed a new MOU and Local Area Plan, CCAEC Title II schools do an excellent job of collaborating with LA WDB AJCCs. Also, these CCAEC members have powerful relationships with regional employers. AUSD, CUSD, and MUSD will continue to leverage existing relationships with workforce development agencies and regional employers to improve employment outcomes.

Survey data revealed that 14.7% of CCAEC K-12 students are "Ready for credit classes at Citrus College." These students also indicated that they need assistance with registering. Strategies over the next three years to improve transition to credit will focus on increased counseling collaboration between Citrus College and K-12 members, improving dual enrollment and increased outreach and assistance to Citrus Noncredit students to improve transitions to Credit.

Objective #3: Improve Effectiveness of Services

Select the programmatic strategies that your consortium is using to improve effectiveness of services:

- ✓ Develop or Improve Professional Development Activities
- ✓ Develop or Improve Community Partnerships
- ✓ Close Gaps in Services
- ✓ Develop or Improve Dual Enrollment or Onramp to Community College
- Not Entered

Select the operational strategies that your consortium is using to improve effectiveness of services:

- ✓ Develop or Identify Industry and Workforce Needs Courses
- ✓ Increase Staff Training and Development
- ✓ Enhance Student Completion
- ✓ Enhance Student Recruiting
- ✓ Enhance Student Retention
- ✓ Better Use of Data Analytics to Prioritize Services
- Not Entered

Additional Context (optional)

CCAEC Annual Plan goals over the last three years have focused on Persistence rates, EFL Gain rates, and HSD/HSE equivalency rates in an effort to improve effectiveness. Persistence, as defined by CCAEC members (and the state), is the percentage of students who take a CASAS post-test who took a pre-test. A Gain in EFL occurs when a student who takes a CASAS pre- and post-test moves a level on the CASAS scale and an HSD/HSE success rate is number of diplomas/equivalencies earned vis-a-vis total enrolled.

Tables 4 - 8 below provide PAC Persistence rates by member over the last three program years (not including 2024-25).

Table 4 - Azusa Total Persistence Percentage Rates Across All Programs Over Three Years

	2021-22	2022-23	2023-24
Persistence Rate	43.5%	40.6%	36.9%

Table 5 - Claremont Total Persistence Percentage Rates Across All Programs Over Three Years

	2021-22	2022-23	2023-24
Persistence Rate	36.1%	51.2%	83.9%

Table 6 - Duarte Total Persistence Percentage Rates Across All Programs Over Three Years

	2021-22	2022-23	2023-24
Persistence Rate	0.0%	0.0%	76.9%

Table 7 - Glendora Total Persistence Percentage Rates Across All Programs Over Three Years

	2021-22	2022-23	2023-24
Persistence Rate	0.0%	21.4%	38.5%

Table 8 - Monrovia Total Persistence Percentage Rates Across All Programs Over Three Years

	2021-22	2022-23	2023-24
Persistence Rate	54.1%	74.9%	69.2%

Tables 9 - 13 depict EFL Measurable gains by CCAEC member.

Table 9 - Azusa Total EFL Gain Percentage Across All Programs Over Three Years

	2021-22	2022-23	2023-24
Gains as % of Total Enrollment	61.2%	58.7%	24.8%

Table 10 - Claremont Total EFL Gain Percentage Across All Programs Over Three Years

	2021-22	2022-23	2023-24
Gains as % of Total Enrollment	33.8%	33.1%	52.7%

Table 11 - Duarte Total EFL Gain Percentage Across All Programs Over Three Years

	2021-22	2022-23	2023-24
Gains as % of Total Enrollment	0.0%	0.0%	46.2%

Table 12 - Glendora Total EFL Gain Percentage Across All Programs Over Three Years

	2021-22	2022-23	2023-24
Gains as % of Total Enrollment	0.0%	7.1%	46.2%

Table 13 - Monrovia Total EFL Gain Percentage Across All Programs Over Three Years

	2021-22	2022-23	2023-24
Gains as % of Total Enrollment	42.4%	53.3%	43.2%

CCAEC member schools create SMART goals to improve Persistence and Performance in every Annual Plan.

Activities & Outcomes

Objective #1: Address Educational Needs

Activity Name *

Improve Outreach and Targeted Marketing

Brief Description of Activity and Significance of Activity to Outcome *

CCAEC member institutions will use general and targeted marketing efforts noted in this Three-Year Plan to increase student enrollment in all CCAEC programs. Key deliverables will include online and social media ads, traditional marketing collateral, flyers to community members and district parents for the K-12 members, and calendar of community events.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

By the end of the 2025-26 program year, CCAEC members will use targeted marketing to increase total student enrollment by 2% over 2024-25 levels.

Intermediate Outcomes (1-3 Years) *

By the end of the 2026-27 program year, CCAEC members will use targeted marketing to increase total student enrollment by 4% over 2024-25 levels.

Long-Term Outcomes (3-5 Years) *

By the end of the 27-28 program year, CCAEC members will use targeted marketing to increase total student enrollment by 8% over 2024-25 levels.

Adult Education Metrics and Student Barriers

- All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Azusa USD Administration	Azusa Unified	06/30/2028
Claremont USD Administration	Claremont Unified	06/30/2028
Duarte USD Administration	Duarte Unified	06/30/2028
Glendora USD Administration	Glendora Unified	06/30/2028
Monrovia USD Administration	Monrovia Unified	06/30/2028
CCAEC Program Director	Claremont Unified	06/30/2028

Objective #2: Improve Integration of Services & Transitions**Activity Name ***

Strengthen WDB & AJCC Collaboration

Brief Description of Activity and Significance of Activity to Outcome *

AUSD, CUSD, and MUSD will plan and implement a number of tangible to improve alignment with LA WDB and WDB AJCCs. Key activities will include:

- Engage in LA WDB Local Area Plan planning sessions
- Engage in multiple Round Tables with LA WDB AJCCs to identify WDB training priorities
- Leverage Monrovia AJCC Affiliate WIOA services to help regional job seekers and consortium students
- Hold large-scale Job Fairs for CCAEC students and regional residents

Deliverables would include:

- Calendar of Round Table discussions
- Data on CCAEC students who receive WIOA Title I Individualized Training Agreements (ITAs) from LA WDB AJCCs
- Data on CCAEC students who complete CCAEC CTE training programs and find employment
- Increased enrollment of Job Seekers at CCAEC Job Fairs

All of these efforts will be implemented to improve student transition to employment.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

By the end of the 2025-26 Program Year, CCAEC schools will serve 425 students in consortium CTE training programs; 50% of those students will train using WIOA Title I funding and 70% of these completers will earn employment within 6 months of program completion.

Intermediate Outcomes (1-3 Years) *

By the end of the 2026-27 Program Year, CCAEC schools will serve 455 students in consortium CTE training programs; 55% of those students will train using WIOA Title I funding and 73% of these completers will earn employment within 6 months of program completion.

Long-Term Outcomes (3-5 Years) *

By the end of the 2027-28 Program Year, CCAEC schools will serve 475 students in consortium CTE training programs; 60% of those students will train using WIOA Title I funding and 75% of these completers will earn employment within 6 months of program completion.

Adult Education Metrics and Student Barriers

- All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Azusa USD Administration	Azusa Unified	06/30/2028
Claremont USD Administration	Claremont Unified	06/30/2028
Monrovia USD Administration	Monrovia Unified	06/30/2028
CCAEC Program Director	Claremont Unified	06/30/2028

Objective #3: Improve Effectiveness of Services**Activity Name ***

Improve Transition to Post-Secondary

Brief Description of Activity and Significance of Activity to Outcome *

CCAEC CCD and K-12 members will strengthen existing efforts to increase transitions to post-secondary and Credit course at Citrus College. Strategies over the next three years to improve transition to credit will focus on increased counseling collaboration between Citrus College and K-12 members, improving dual enrollment, and increased outreach and assistance to Citrus College Noncredit students to improve transitions to Credit.

Key deliverables will include:

- Scheduled sessions with Citrus College counselors on K-12 campuses to do outreach and application assistance
- Scheduled sessions to do outreach for dual enrollment
- Noncredit events

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

By the end of the 2025-26 Program Year, the number of CCAEC Noncredit students who transition to Credit programs will increase by 2% over 2024-25 levels; 4 CCAEC students will be dual enrolled in K-12 ASE and CCAEC courses.

Intermediate Outcomes (1-3 Years) *

By the end of the 2026-27 Program Year, the number of CCAEC Noncredit students who transition to Credit programs will increase by 4% over 2024-25 levels; 6 CCAEC students will be dual enrolled in K-12 ASE and CCAEC courses.

Long-Term Outcomes (3-5 Years) *

By the end of the 2027-28 Program Year, the number of CCAEC Noncredit students who transition to Credit programs will increase by 6% over 2024-25 levels; 8 CCAEC students will be dual enrolled in K-12 ASE and CCAEC courses.

Adult Education Metrics and Student Barriers

- All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Azusa Administration	Azusa Unified	06/30/2028
Citrus Noncredit Administration	Citrus CCD	06/30/2028
Claremont Administration	Claremont Unified	06/30/2028
Duarte Administration	Duarte Unified	06/30/2028
Glendora Administration	Glendora Unified	06/30/2028
Monrovia USD Administratrionq	Monrovia Unified	06/30/2028
CCAEC Program Director	Claremont Unified	06/30/2028

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Azusa Unified	\$1,879,264	Certified
Citrus CCD	\$1	Certified
Claremont Unified	\$1,856,173	Certified
Duarte Unified	\$41,536	Certified
Glendora Unified	\$223,779	Certified
Monrovia Unified	\$2,732,024	Certified
Totals	\$6,732,777	6/6 Certified

Funds Evaluation *

Current CCAEC Board deliberations over 2025-26 CAEP Allocations were informed by student enrollment and participation and existing funding sources. These negotiations created parameters and processes that will be duplicated over the next three years to ensure allocations are efficient and fair. Members will leverage WIOA Title I training fees, and Title II funding, to ensure strategies, activities, and SMART goals will be successfully achieved.



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Documents to Support Agenda Items

June 17, 2025 Agenda

Agenda Item 5.0 Q3 CCAEC Fiscal Oversight Report w/ Expenditure & Narrative

- Azusa USD
- Claremont USD
- Duarte USD
- Glendora USD
- Monrovia USD

Citrus College Adult Education Consortium Fiscal Oversight Report w/ Expenditure & Narrative

Quarter: Q3

Fiscal Agent: Claremont USD

Azusa Expenditures

627351	Classification	AMOUNT BUDGETED	AMOUNT EXPENDED	NARRATIVE JUSTIFICATION FOR EXENDITURES
1000	INSTRUCTIONAL SALARIES	\$676,818	\$440,756	Salaries for 10 faculty, 1 Counselor, 1 Coordinator, 1 Director
2000	NONINSTRUCTIONAL SALARIES	\$271,260	\$176,721	Partial Salaries for 7 support staff
3000	EMPLOYEE BENEFITS	\$278,947	\$194,994	Benefits for above employees.
4000	SUPPLIES AND MATERIALS	\$29,900	\$79,920	Office and program supplies, computer hardware and software, textbooks, business equipment
5000	OTHER OPERATING EXPENSES & SERVICES	\$125,326	\$99,840	Catalog, marketing, signage, outside CTE vendors
6000	CAPITAL OUTLAY	\$7,000	\$0	Potential to add more signage outside of school
7000	OTHER OUTGO	\$0	\$0	Prudent Reserve
	TOTAL DIRECT COSTS:	\$1,389,251	\$992,231	
	TOTAL INDIRECT COSTS:	\$65,686		Indirect
	TOTAL COSTS:	\$1,454,937	\$992,231	

Citrus College Adult Education Consortium Fiscal Oversight Report w/ Expenditure & Narrative

Quarter: Q3

Fiscal Agent: Claremont USD

Claremont Expenditures

Object of Expenditure	Classification	AMOUNT BUDGETED	AMOUNT EXPENDED	NARRATIVE RATIONALE FOR BUDGET AMOUNT
1000	INSTRUCTIONAL SALARIES	\$643,527	\$357,073	Salaries for 6 part time teachers and one administrator
2000	NONINSTRUCTIONAL SALARIES	\$233,508	\$165,854	Salaries for 3 full time support staff
3000	EMPLOYEE BENEFITS	\$299,867	\$191,756	Benfits for above.
4000	SUPPLIES AND MATERIALS	\$25,384	\$64,254	Supplies expected to be purchased to suport all programs
5000	OTHER OPERATING EXPENSES & SERVICES	\$81,828	\$86,603	Consulting agreements, outside CTE vendors.
6000	CAPITAL OUTLAY	\$0		
7000	OTHER OUTGO			
	TOTAL DIRECT COSTS:	\$1,284,114	\$865,540	
	TOTAL INDIRECT COSTS:	\$86,265		Indirect costs for programmatic expenditures
	TOTAL COSTS:	\$1,370,379	\$865,540	Program expenditures

	\$604,044	\$461,552	Overhead Expenditures
TOTAL ALLOCATION	\$1,974,423	\$1,327,092	Q1 Total

Citrus College Adult Education Consortium Fiscal Oversight Report w/ Expenditure & Narrative

Quarter: Q3

Fiscal Agent: Claremont USD

Duarte Expenditures

Object of Expenditure	Classification	AMOUNT BUDGETED	AMOUNT EXPENDED	NARRATIVE RATIONALE FOR BUDGET AMOUNT
1000	INSTRUCTIONAL SALARIES	\$18,085	\$7,117	2 part-time instructors for K-12 Success and ASE and partial salary for administrator.
2000	NONINSTRUCTIONAL SALARIES	\$2,625	\$2,766	1 part-time classified.
3000	EMPLOYEE BENEFITS	\$6,164	\$1,814	Benefits for above staff.
4000	SUPPLIES AND MATERIALS	\$4,798	\$0	Supplies for Parent U, office supplies.
5000	OTHER OPERATING EXPENSES & SERVICES	\$4,000	\$862	TOPSpro Enterprise Consultant
6000	CAPITAL OUTLAY			
7000	OTHER OUTGO	\$3,548		10% Prudent Reserve
	TOTAL DIRECT COSTS:	\$39,220	\$12,559	
	TOTAL INDIRECT COSTS:	\$1,777		Indirect costs for programmatic expenditures
	TOTAL COSTS:	\$40,997	\$12,559	

Citrus College Adult Education Consortium Fiscal Oversight Report w/ Expenditure & Narrative

Quarter: Q3

Fiscal Agent: Claremont USD

Glendora Expenditures

Object of Expenditure	Classification	AMOUNT BUDGETED	AMOUNT EXPENDED	NARRATIVE RATIONALE FOR BUDGET AMOUNT
1000	INSTRUCTIONAL SALARIES	\$102,666	\$41,930	2 instructors and partial salary for administrator.
2000	NONINSTRUCTIONAL SALARIES	\$28,891	\$8,308	2 classified employees.
3000	EMPLOYEE BENEFITS	\$38,162	\$14,353	Benefits for above staff.
4000	SUPPLIES AND MATERIALS	\$11,788	\$3,041	Office and program supplies, computer applications, business equipment
5000	OTHER OPERATING EXPENSES & SERVICES	\$1,000	\$72	Outside contracts.
6000	CAPITAL OUTLAY	\$0		
7000	OTHER OUTGO			
	TOTAL DIRECT COSTS:	\$182,507	\$67,704	
	TOTAL INDIRECT COSTS:	\$7,556	\$3,385	Indirect costs for programmatic expenditures
	TOTAL COSTS:	\$190,063	\$71,089	

Citrus College Adult Education Consortium Fiscal Oversight Report w/ Expenditure & Narrative

Quarter: Q3

Fiscal Agent: Claremont USD

Monrovia Expenditures

Object of Expenditure	Classification	AMOUNT BUDGETED	AMOUNT EXPENDED	NARRATIVE RATIONALE FOR BUDGET AMOUNT
1000	INSTRUCTIONAL SALARIES	\$1,133,733	\$1,074,750	Funding for wages and salary of 21 instructors, 2 administrators, 1 full-time counselor, and 1 part-time counselor.
2000	NONINSTRUCTIONAL SALARIES	\$140,919	\$147,254	Salaries for 3 classified positions.
3000	EMPLOYEE BENEFITS	\$426,591	\$427,478	Benefits for 25 certificated and 3 classified staff.
4000	SUPPLIES AND MATERIALS	\$32,825	\$58,183	Program, office, and campus supplies.
5000	OTHER OPERATING EXPENSES & SERVICES	\$46,957	\$139,069	Custodial, catalog, and misc other contracts.
6000	CAPITAL OUTLAY	\$0		
7000	OTHER OUTGO			
	TOTAL DIRECT COSTS:	\$1,781,025	\$1,846,734	
	TOTAL INDIRECT COSTS:	\$87,410		Indirect costs for programmatic expenditures
	TOTAL COSTS:	\$1,868,435	\$1,846,734	

Citrus College Adult Education Consortium Fiscal Oversight Report w/ Expenditure & Narrative

Quarter: Q3

Fiscal Agent: Claremont USD

Overhead Expenditures

Object of Expenditure	Classification	AMOUNT BUDGETED	AMOUNT EXPENDED	
1000	INSTRUCTIONAL SALARIES			
2000	NONINSTRUCTIONAL SALARIES			
3000	EMPLOYEE BENEFITS			
4000	SUPPLIES AND MATERIALS	\$0	\$492	NATP test results reporting software
5000	OTHER OPERATING EXPENSES & SERVICES	\$449,544	\$407,552	Consultants agreements for NATP Nurse Director, website, MA internships, & CTE marketing
6000	CAPITAL OUTLAY			
7000	OTHER OUTGO			
	TOTAL DIRECT COSTS:	\$449,544	\$407,552	
	TOTAL FISCAL ADMIN COSTS:	\$154,500	\$54,000	Claremont Fiscal Admin fee / Program Director
	TOTAL COSTS:	\$604,044	\$461,552	



Documents to Support Agenda Items

June17, 2025 Agenda

Agenda Item 6.0

CCAEC 2025-26 Fiscal Reporting Agreement



CITRUS COLLEGE ADULT EDUCATION CONSORTIUM

2025-26 FISCAL REPORTING AGREEMENT

I. Follow All State Requirements

Members are expected to follow all state instructions in the Allowable Uses Guide and Program Guidelines and meet all fiscal reporting requirements in NOVA.

II. Budget Requirements

All K-12 members receiving CAEP consortium funds will submit a CCAEC 2025-26 Citrus College Adult Education Consortium Budget Report w/ Narrative Rationale to the consortium Board Representatives for budgeting purposes. Board Representatives will use this document and NOVA budget reporting for Board deliberations and approval of 2025-26 budgets. This budget document will include a member narrative to identify purpose of funds by Object Code.

III. Expenditure Requirements

All consortium members receiving CAEP funds are required to report quarterly expenditures of CAEP Allocations for public and Board Representatives' review.

Expenditures will be certified according to each member's institutional accounting processes prior to reporting quarterly expenditures to the CCAEC Board.

Members will input certified expenditures into NOVA prior to the Board meeting where quarterly and annual expenditures are approved.

Back-up documentation from each members' accounting system will accompany the NOVA reporting. That back-up documentation: Best document FIN-GL-009 with a pivot table showing budgeted and expended amounts by resource code and Object Code or a similar such document. An example of the required back-up documentation is attached.

For the approval of Q4 Annual Expenditures at the September Board meeting, each CCAEC member must have personnel from business services at the Board meeting to answer Board Representative questions.

IV. Program Area Reporting Requirements

Per state Program Area Reporting requirements, CCAEC members must report all available funds each member expended in 2024-25 on CAEP programs and corresponding program instructional hours. Instructional hours and expenditures must be reported in NOVA by CAEP program area by November 1, 2025 and included in the November agenda for approval.

These funds by resource code must also be included in the back-up documentation for quarterly expenditures. Example attached.

V. Expenditure Variance from Budget

If quarterly expenditures by Object Code vary from member budgets in excess of 25%, a *Member Use of Allocation Revision* must be submitted by member agencies and approved by the CCAEC Board of Representatives prior to adjusting the budget in NOVA to match the new expenditures.

VI. Carryover Requirements

Member agencies are required to expend allocations according to its proposal at a rate which utilizes its allocation at a minimum of 85% annually. If a member agency expends less than 85% of its allocation, the member will submit a plan, a timeline, and a *Member Use of Allocation Revision* to demonstrate how unexpended funds will be expended to meet the 85% carryover. The plan, timeline, and *Member Use of Allocation Revision* will be included in Board Agendas for public for review and for CCAEC Board of Representatives for approval.

VII. Ineffective Member

State assistance will be requested for any member agency in poor standing with the consortium for reasons to include, but not limited to: excessive carryover, mismanagement of consortium funds, non-compliance of the state guidelines, non-alignment of expenditure activities with annual plan, neglect to provide expenditures and back-up documentation, or lack of involvement in fiscal decisions and consortium activities.

VIII. Approval Required for Implementation

Approval of the Citrus College Adult Education Consortium Fiscal Reporting Agreement by the CCAEC Board is required for implementation. 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.

Fund 11.00 Budgets vs Exp
as of 06/09/2025

Resource	Major	Sum of Current Operating Budget	Sum of Revenue	Sum of Expenditure	Sum of Encumbrance	Sum of Remaining Balance
00000	1000	54,507.00	-	44,929.57	-	9,577.43
	3000	22,280.00	-	15,309.55	-	6,970.45
	4000	40,836.00	-	54,682.64	9,921.44	(24,265.33)
	5000	264,138.00	-	191,193.68	33,809.78	39,134.54
	6000	-	-	5,237.77	-	(5,237.77)
	7000	161,207.00	-	170,180.48	-	(8,973.48)
	8000	390,000.00	926,566.11	-	-	(536,566.11)
00000 Total		932,968.00	926,566.11	481,533.69	43,731.22	(519,360.27)
32130	1000	-	-	0.00	-	(0.00)
	3000	-	-	(0.00)	-	0.00
32130 Total		-	-	0.00	-	(0.00)
39050	1000	101,201.00	-	92,108.05	-	9,092.95
	3000	27,763.00	-	22,881.15	-	4,881.85
	4000	-	-	-	-	-
	5000	-	-	-	-	-
	8000	128,964.00	36,538.00	-	-	92,426.00
39050 Total		257,928.00	36,538.00	114,989.20	-	106,400.80
39130	1000	48,993.00	-	39,324.65	-	9,668.35
	3000	13,841.00	-	10,512.15	-	3,328.85
	4000	-	-	-	-	-
	8000	62,834.00	13,029.99	-	-	49,804.01
39130 Total		125,668.00	13,029.99	49,836.80	-	62,801.21
39260	1000	53,751.30	-	41,352.21	-	12,399.09
	2000	27,532.00	-	22,952.68	-	4,579.32
	3000	23,352.00	-	18,130.05	-	5,221.95
	4000	-	-	-	-	-
	5000	-	-	-	-	-
	8000	104,636.00	30,037.00	-	-	74,599.00
39260 Total		209,271.30	30,037.00	82,434.94	-	96,799.36
63710	5000	57,042.01	-	146,265.00	3,735.00	(92,957.99)
	7000	11,065.00	-	11,065.99	-	(0.99)
	8000	68,108.00	36,994.00	-	-	31,114.00
63710 Total		136,215.01	36,994.00	157,330.99	3,735.00	(61,844.98)
63910	1000	1,074,750.00	-	883,355.34	-	191,394.66
	2000	147,254.00	-	127,436.73	-	19,817.27
	3000	427,478.00	-	365,673.15	-	61,804.85
	4000	58,183.00	-	87,446.43	87,277.59	(116,541.02)
	5000	139,069.00	-	113,682.71	32,089.50	(6,703.21)
	7000	80,290.00	-	60,018.04	-	20,271.96
	8000	1,927,024.00	1,593,640.00	-	-	333,384.00
63910 Total		3,854,048.00	1,593,640.00	1,637,612.40	119,367.09	503,428.51
63912	1000	107,991.00	-	78,403.47	-	29,587.53
	3000	21,811.00	-	13,635.35	-	8,175.65
	4000	5,000.00	-	-	-	5,000.00
	5000	5,000.00	-	-	-	5,000.00
	7000	6,990.00	-	3,152.42	-	3,837.58
	8000	146,793.00	(20,053.36)	-	-	166,846.36
63912 Total		293,585.00	(20,053.36)	95,191.24	-	218,447.12
Grand Total		5,809,683.31	2,616,751.74	2,618,929.26	166,833.31	406,671.75