

# 06 Southeast Los Angeles | Consortium 2017-18 Annual Plan

**INSTRUCTIONS:** The form below has been partially completed based on information provided from your prior year's Consortium Annual Plan. Please carefully review and update each section. You may save your progress by clicking the **Save** button at the bottom of the page. As you coordinate with your member agencies to complete your annual plan, you are encouraged refer to the planning materials provided by the AEBG office located on the AEBG website here: <http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit> (<http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit>).

Click on the **Section 1: Plans & Goals** header to begin.

## Section 1: Plans & Goals

### Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2017– 18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)

•PAACE members continued work to implement the K-16 Bridge/My Mentor program at all consortium member sites. K-16 Bridge/MyMentor meetings with the Lewis Center consultants were held to refine needs of consortium members' student information systems.

•Adult with Disabilities (AWD) Taskforce members toured other AWD programs outside of the consortium to gather ideas and trends to assist in better serving the population within our consortium. More information will be offered once the program has been revised.

•Cerritos College continued to provide outreach at member sites to assist with bridging students from adult education sites to the community college academic and vocational programs. Tracking of students from year to year will be implemented in order to improve assessment throughout the consortium.

•Increased course offerings in various key program areas, such as ESL, VESL, Citizenship, and basic skills courses were offered at sites and at varied schedules to meet the demand and address identified gaps. Consortium members provided ESL and GED classes in the Bellflower community. Cerritos College and Norwalk La Mirada School increased the number of class offerings to accommodate the demand of ESL and GED preparation in Spanish. ABC Adult School member added Parent Leadership Academy workshops at off-sites during various hours to provide flexible schedules. Further, Cerritos College is developing a new advanced manufacturing CTE Certificate. New sites targeted for 17-18 include: L.A. County library in Bellflower and SELACO-WIB/America's Job Center.

•Discussion were held regarding the alignment of ESL courses throughout the consortium.

•Consortium members Norwalk La Mirada Adult School and Cerritos College provided transition support to students with the offering of 2-college credit Math classes at the Norwalk site. Offerings at other member sites will be explored.

•Norwalk La Mirada Adult, Cerritos College and Field Ironworkers Apprenticeship partners provided support for

Ironworkers' Orientation class located at Norwalk Adult Education site.

•Partnership meetings continued with SELACO WIB to coordinate services with PAACE Consortium and SELACO-WIB/America's Job Center. Phase II MOU has been completed.

•Implemented contract with web development and hosting contractor to manage the PAACE consortium website. Enhancement of information from members to the PAACE website was completed.

•Professional development activities have continued to take place at all member districts for faculty, certificated, and classified staff. Various invitations for shared professional development activities across the region have been provided to all PAACE members. Steering committee meetings were held to coordinate a consortium-wide Professional Development Conference.

•Members (ABC and NLM Adult) initiated or reinstated free child care programs to reduce the barrier of attending class.

•Continued to increase the use of technology in the classroom across the consortium region in ESL and Basic Math courses. Additional upgrades have been made including increasing member broadband access. ABC Adult School member added an online ESL, Academics, and CTE programs to assist learners through technology.

•Various upgrades in infrastructure have occurred at member districts such as remodeling classroom, remodeling testing centers, and repainting facilities. At ABC, a new dental hygienist laboratory, IT center, and media center opened.

## Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need and identifying the gaps or deficit in your region? Please provide the reasons for the gap between the need in the region and the types and levels of adult education services currently being offered.

Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
Providing classes to Bellflower community	No adult school exists in the Bellflower community. It is a continued need in the community	Tracking of classes offered would be implemented. This would include the number of students enrolled and student completion
Adults with Disabilities Taskforce (AWD)	No one in the consortium is offering it and it is a continued need in the community. AWD Taskforce would help to create the program as they have gathered information and ideas in order to develop a program to better serve our community	Finalize and offer classes in the consortium. Track student enrollment and progress in order to make improvements and adjustments for the following year
Counseling services	Position control and budget reports showed a lack of counseling services in the program. Reports from the student information system indicated gaps in services	Counseling positions will be listed and counselors will document meetings in the student information system. Documentation of referrals to outside agencies, colleges, and AJCC will be required. Numbers of transfer of adult students to PAACE member adult schools for high school diploma program, vocational programs, ESL, and enrichment classes will be conducted
Employment and Career Services	Reports from the student information system indicated gaps in services. Anecdotal information and one-on-one student meetings are also needed. Currently, there is a lack of referrals to vocational programs and AJCC	Referrals to academic and vocational programs will be conducted. Numbers of transfer to Cerritos College vocational programs and PAACE vocational programs will be tracked along with the number of referrals to AJCC
ESL Courses	ESL classes provided by PAACE member adult schools and Cerritos College as determined by class enrollment requirements	We will compare the current enrollment number to the new number to ensure that we are increasing enrollment and offering more ESL courses to the community

GAPS IN SERVICE

### For 2017-18, what strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service (Must list at least one)?

Identify strategies planned to incrementally increase capacity in identified gap areas as well as those that help maintain established levels of service. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

Norwalk-La Mirada Adult School will be offering first time courses such as; CNA: Nurse Assistant Pre-Certification, Dental Assistant, Medical Assistant: Administrative and Clinical, Medical Billing and Coding, Pharmacy Technician, Surgical Technologist, Welding/Metal Fabrication

ABC Adult School established and supported additional program offerings in the City of Hawaiian Gardens and City of Artesia. Sites were identified and programs were offered for the communities that needed to close the gaps.

An increase of hours/classes will be initiated for the 2017/2018 school year including:

1. Will offer Citizenship classes at Furgeson, Hawaiian, and Melbourne Elementary schools; an increase of 18 hours per week
2. Will offer new Citizenship classes at North Artesia Community Center and Hawaiian Gardens Food Bank; an increase of 26 hours per week
3. Will increase 24 hours per week for the evening ESL classes
4. Will increase hours for the "Start your own business", "Spanish for the work place", "iOS Apps development", "iPhone and iPad basic", "Industry certification prep lab", and "Computer forensics"
5. Will offer Computer essential classes taught in both Korean and Spanish
6. Will offer Cosmetology programs which include Cosmetology, Barbering, and Esthetics (Skin Care) program with preparation for the state approved license exams
7. Will increase hours in Make-up artist night program
8. Will provide additional hours for the structured math class and GED math prep
9. Will offer a Dental Assistant program
10. New studio for the live streaming video class

BUSD will continue to coordinate ESL and GED preoperational courses offerings with PAACE members

## Seamless Transitions

Explain how consortium members and partners are integrating existing programs and services and creating seamless transitions into post-secondary education or the workforce. Please also identify key challenges faced and / or overcome during the 2016-17 Program Year in your efforts to transition students.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
CAL jobs data system	2 - Mostly not implemented	Offer additional trainings	Tutorials at each member site	
Consortium meetings	5 - Fully implemented			
My Mentor launching	2 - Mostly not implemented	Technical issues with the student database	Work with the IT staff in order to fix the issues	Identification of any Statewide systems implementation and/or required tracking information
Staff training	4 - Mostly implemented	Coordinating regional wide schedules and calendar	Planning with 5-10 years in advance	Integrating required trainings and scheduling

### For 2017-18, what NEW strategies are planned to Integrate existing programs and create seamless transitions into postsecondary education or the workforce (Must list at least one)?

How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

Continue to work with the Lewis Center My Mentor consultants in order to finalize the student information system, which has been under development.

Cerritos College will have a satellite campus at La Mirada Adult School starting in the Fall of 2017. Credit classes will be offered there on a regular basis. With this, the revamping of classrooms, providing instructors, and creating a campaign to outreach to the community in collaboration with Norwalk La Mirada Unified School District and La Mirada Adult School was also completed.

Coordination of outreach between Cerritos College and Bellflower Adult ReEntry program for transition to academic and vocational programs will commence. Coordination of English as a Second Language classes in Bellflower Unified School District provided by PAACE consortium members. A new implementation of seamless transfer of adult students to PAACE member adult schools for high school diploma program, vocational programs, ESL, and enrichment classes will be introduced.

## Student Acceleration

Explain how your consortium members and partners have employed approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education, post-secondary institutions, and career technical education.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Hire, train, and assign tutors to basic skills math, high school equivalency, basic English, and ESL courses.	5 - Fully implemented			
Implement My Mentor database system to track students throughout consortium	1 - Not at all implemented	Technical issues with the student database	Work with IT staff to address the issues	Identification of any Statewide systems implementation and/or required tracking information
Offer Assessment Preparation courses and workshops at each consortium member district.	4 - Mostly implemented	Scheduling conflicts with each member district	Create a 2 year calendar that will include member activities and trainings	
Provide Cerritos College education plans for PAACE students.	4 - Mostly implemented	Need for additional resources for staffing	Target and provide service to specific high transitional programs	

### For 2017-18, what strategies are planned to accelerate student progress (Must list at least one)?

Identify activities that you will implement and/or improve through using specific evidence- based strategies across the region, within and between systems where they currently don't exist, to accelerate student's progress. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student's competencies (competency-based), and putting basic skills content into the context of a student's goals and career path (contextualized).

As a consortium, we will continue to implement a student educational plan and have student counseling available. We will ensure that we are tracking and following up with our students to ensure maximum student success. We will make efforts in offering condensed courses in efforts to accelerate student progress.

Additionally, we will provide counseling to students transitioning from the partnering adult schools to Cerritos College. We will provide assistance with the application process, registration, financial aid, and student services assistance.

Review Implementation of My Mentor database system to track students throughout consortium potentially refocusing the program.

Increase courses and programs that have articulation agreements, such as articulation of childcare program from Norwalk La Mirada Adult School to Cerritos College.

Track PAACE students at Cerritos College and provide instructional support for progression and successful completion of college courses.

## Shared Professional Development

Explain how your consortium has collaborated in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration, consortium alignment, and improve student outcomes.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Provide training on SELACO WDB CalJOBS system	2 - Mostly not implemented	Scheduling and time availability of members.	Consortium lead to coordinate and schedule trainings at each site.	
Provide training session for My Mentor K-16 A Bridge system	2 - Mostly not implemented	Technical issues with the student database.	Work with the IT staff to address the issues.	Identification of any Statewide systems implementation and/or required tracking information.
Sponsor faculty and staff to attend professional development workshops and conferences	5 - Fully implemented			

### For 2017-18, what NEW strategies are planned to provide shared professional development (Must list at least one)?

A critical element to ensuring the effective implementation of the Consortium's plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

Create a Professional Learning Committee (PLC) around priorities identified by the faculty in the consortium.  
Ongoing support throughout the year for faculty by having them be active in a PLC.

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Ongoing support throughout the year for faculty by having them be active in a PLC.

Professional Development Days will be held at each member location that will be open to all members in the consortium. Faculty and staff from any institution in the region can attend specifically identified professional development days that will be rotated throughout the region.

## Leveraging Resources

See the attached adult education fiscal resources table on your consortium fact sheet. Explain how your consortium is leveraging and braiding these funds sources including those provided by consortium members and partners, incorporating existing regional structures, and reaching out to stakeholders and partners for participation and input.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Develop college transition course for adults with disabilities.	1 - Not at all implemented	Adults with Disabilities Taskforce is coordinating input from business sector which requires more time to fully integrate in the curriculum.	Work closely with ACCJC to bring businesses to the table.	
Identify key competencies and draft proposal for a CTE certificate for adults with disabilities.	4 - Mostly implemented	Need for business input.	Work closely with ACCJC to bring businesses to the table.	
Pilot the use of CalJOBS for PAACE consortium students	2 - Mostly not implemented	Offer additional trainings	Tutorials at each member sites	

### For 2017-18, what NEW strategies are planned to leverage existing regional structures, including, but not limited to, with local workforce investment areas (Must list at least one)?

Identify strategies planned to leverage existing regional structures and utilization of resources, including leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

Cerritos College will have a satellite campus at La Mirada Adult School starting in the Fall of 2017. Credit classes will be offered there on a regular basis. With this, the revamping of classrooms, providing instructors, and creating a campaign to outreach to the community in collaboration with Norwalk La Mirada Unified School District and Norwalk La Mirada Adult School was also completed.

The PAACE webpage will serve as an outreach and recruitment resource that is braided through this funding source. This will be a platform used to advertise regional classes.

Each member providing a professional development day is funding and supporting it in order to support members throughout the region. Professional development days are funded and shared throughout the region.

When data are available to determine the agreed upon AJCC benefit to non-colocated patterns, the infrastructure cost sharing agreement will be renegotiated to include their proportionate share of contributions; whether it will be provided through cash, non-cash (in-kind), and/or third party in-kind contributions.

## Section 2: Fiscal Management

Please provide an update on your AEBG fiscal spending. In the table below, identify the total MOE & Non-MOE funding spent or encumbered for the 2015-16 and 2016-17 program years.

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
2015-16	\$13,851,965	\$13,851,965	\$0
2016-17	\$13,904,368	\$11,513,898	\$2,390,470
<b>Total</b>	<b>\$27,756,333</b>	<b>\$25,365,863</b>	<b>\$2,390,470</b>

Please identify challenges faced related to spending or encumbering AEBG funding.

No challenges were experienced in spending or encumbering AEBG funding. Funding expenditures are on track and meeting requirements.

Please describe your approach to incorporating remaining funds from 2015-16 and 2016-17 into activities planned for 2017-18. (Limit: 250 words)

In the 2016-2017 year, funds only show a relatively minor rollover and those funds have been earmarked for large projects and infrastructure development at designated member adult schools. It is expected that these funds will be fully expended.

## Section 3: Certification and Submission

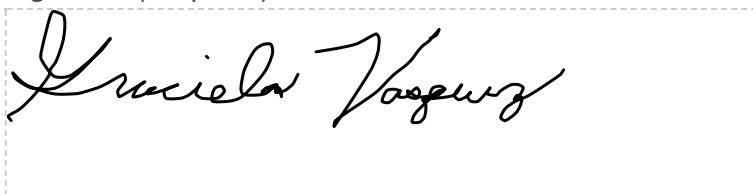
As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the **2017-18 AEBG General Assurances Document**.

**Failure to meet the requirements listed in the 2017-18 AEBG General Assurances Document may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.**

### Certification (Required)

- ☒ I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2017-18 Program Assurances Document.
- ☒ I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

### Signature (Required)



- ☒ Click to indicate you are ready to Submit your 2017-18 Consortium Annual Plan