



AB104 Adult Education Block Grant - Three-Year Consortia Plan Update from AB86 Final Plan

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

13-328-09

1.2 Consortium Name:

Citrus College Adult Education Consortium

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Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

2.1 Provide an Executive Summary of your consortium’s AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.

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2.1 Executive Summary

Since the Citrus College Adult Education Consortium submitted the Regional Plan in March 2015, members have collaborated to either implement the plan or assess whether action items were achievable. The following Executive Summary revisits the major consortium Regional Plan initiatives and updates progress on achievable Plan action items, modifies those action items that need to be revised, or cancels those action items that were not feasible. This revised Three-Year Plan is driving consortium activities and funding allocation for the 2015-2016 school year.

Progress on Achievable Regional Plan Action Items

Obj.	Prog.	Regional Plan Action Item	Status	How Measured
2, 4	1, 2, 4, & 6	Increase ASE/ABE, ESL, CTE and Adult Training course offerings to address gaps in services.	To be completed by end of 2015-2016. Additional offerings for 2016-2017 & 2017-2018.	Enrollment data.
2, 4	3	Increase services for adults transitioning to workforce to address gaps in services.	To be completed throughout 2015-2016.	Enrollment data.
2, 4	1, 2, 3, 4, & 6	Increase counseling services and collaborate with K-12 and community college counselors to increase student awareness of careers, education and training. Increase efforts to improve all student attendance once enrolled.	To be completed by end of 2015-2016 and ongoing through 2018.	Agendas and sign-ins from meetings, increased student course completion & transitions, increase in the number of counseling appointments.
2, 4	1, 2, 3, 4, & 6	Use regional model to allocate consortium resources.	Efforts ongoing; to be completed by end of 2015-2016.	Fund Allocation, development and delivery of new programs.
3	1, 2, 3, 4, & 6	Determine uniform progress indicators. <i>Consortium has adopted the 8 AEBG Performance Outcome measures. The data tool to aggregate and publicize Performance Outcomes is being developed.</i>	To be completed by end of 2015-2016.	Regional Assessment Plan.
3	1, 2, 3, 4, 5, 6, 7	Create Faculty Advisory Committees (FACs) as described in Organizational Chart, lay out objective and time lines for them, and facilitate their success.	To be completed by end of 2015-2016.	Existence of FACs. FAC agendas and minutes.
7	1, 2, 3 & 6	The CCAEC Regional Plan focused on five areas where partners are being leveraged to	CCAEC has expanded the number of its partners	Partner list in Annual Plan.

Obj.	Prog.	Regional Plan Action Item	Status	How Measured
		better serve regional adult learners: economic advisors, college tutors, providers of internships, additional campus space, and very low level ABE and ESL students.	since the Regional Plan was submitted on 3/1/15.	

Regional Plan Action Items that Need to Be Modified

Obj.	Prog.	Regional Plan Action Item	Status	How Measured
2, 4	1	K-12 institutions alignment to Common Core State Standards and alignment with community college member. <i>K-12 institutions have made significant progress aligning to CCSS, but further work will be completed by ASE FAC.</i>	Goal is to complete by 2016-2017. Alignment with community college is not possible and is canceled.	Course outlines with common learning objectives addressing CCSS.
2, 4	3	Identify ways to incorporate career pathways into diploma courses <i>Efforts to find and incorporate contextualized learning opportunities as called for in Regional Plan are being scaled back. K-12 faculty and counselors are developing career and job skill elective courses.</i>	By 2017-2018 members will have researched successful iBest programs and will strive to pilot an iBest program. Common K-12 career & job skills courses completed 2015-2016.	Course outlines, credit completion, possible iBest pilot program.
3	1, 2 & 6	Evaluate and implement uniform placement assessments across all programs. <i>This is being scaled back. Citrus College is piloting CASAS. TABE will only be used for K-12 institutions ABE programs. CASAS and transcript analysis will be used for K-12 ASE programs. CCAEC is developing common enrollment protocol.</i>	Citrus College CASAS pilot to be completed by end of 2016-2017. K-12 TABE and CASAS implementation completed by January 2016. Common enrollment protocol by August 2016.	Data from TABE and CASAS assessments.
3	1	Evaluate current course and program curriculum for ASE, ESL and CTE to determine ways to accelerate completion, including post-secondary education. <i>ASE efforts ongoing but need more time than outlined in Regional Plan. ESL efforts addressed by below action item. CTE courses are as accelerated as possible.</i>	Efforts at Challenge Exams completed by January 2017. Odysseyware in place on all K-12 campuses by January 2016. No further efforts on CTE. ESL efforts per below action item.	Challenge Exams and Odysseyware.

Obj.	Prog.	Regional Plan Action Item	Status	How Measured
3	2	Analyze ESL course material to insure courses are addressing ESL standards. Determine consortium-wide standards for ESL performance levels / bands and student movement <i>Efforts ongoing but need more time.</i>	In piloting CASAS, Citrus College will revise curriculum to align with CASAS level predictors & will share with members. This will inform the consortium's move towards common performance levels. Status on this action item to be updated at end of 2015-2016	Citrus CASAS results.
3	6	Leverage other regulatory and state agencies to reduce duplicative efforts in workforce development. <i>The consortium is in nascent stages in addressing this action item. The consortium has or will have faculty members from each CTE industry serve on Industry Advisory Boards. Consortium members are analyzing how this will affect the CTE FACs and are developing committee structures that will simultaneously serve advisory boards and consortium efforts to meet AEBG Objectives.</i>	Common advisory boards and common course outlines are targeted for completion by June 2017.	Analysis of common course outlines, existence of common Advisory Boards.
3	1, 2 & 6	Create and participate in Professional Learning Communities for all three programs: ASE/ABE, ESL, CTE <i>Efforts ongoing but need more time.</i>	Consortium needs additional time to develop PLCs that are integrated with FACs. PLCs in place by June 2017.	Existence of PLCs.
5	1, 2, & 6	Analyze effectiveness of the regional Acceleration Plans for ASE/ABE, ESL, and CTE, and rewrite as necessary.	Revised Acceleration Plans will be completed by FACs by August 2016	Acceleration Plans
6	1, 2, 3, 4, 5, 6, & 7	Analyze effectiveness of the regional Professional Development Plan and rewrite as necessary.	Revised Regional Professional Development Plan for 2015-2016 completed by January 2016.	Professional Development Plan
3	1	Create ASE / ABE, ESL, and CTE Articulation Agreements between all members that outline CCAEC integration of placement, curriculum, assessments, progress indicators and major outcomes.	Consortium members are developing structures that will address K-12 / community college articulation issues. The structures that arise from	

Obj.	Prog.	Regional Plan Action Item	Status	How Measured
		<i>While K-12 members have made progress in aligning their programs, the consortium is in nascent stages in exploring efforts at articulation between K-12 members and community colleges. One key area of focus will be to analyze alternative methods of earning college credit.</i>	this will be addressed in revisions to the Organization Chart.	

Canceled Consortium Activities

Obj.	Prog.	Regional Plan Action Item	Status	How Measured
3	1	Create uniform graduation requirements	Due to constraints from individual member governing boards this initiative must be dropped	N/A

2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document for attachment instructions.

NOTE: The updates shall include data and changes regarding the seven program areas in AB104 (five of which were in AB86):

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
5. Programs for adult with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

2.2a Objective #1: An updated evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.

2.2a Objective #1

CCAEC members are projecting increased enrollment from 2013-2014 levels in five of the seven programs for which AEBG has apportioned funds. CCAEC members were already serving adults in the two new Programs (3 and 4) created in AB104 and expanded course offerings in Programs 1, 2, and 6. As the 2015-2016 year progresses and Allocation funds become available, CCAEC members will provide additional course offerings across these five programs, ensuring the projected increase in enrollment occurs.

Some of the percentage increases in anticipated enrollment are modest. For Programs 1, 2, and 6, the consortium is projecting growth of 3%, 8%, and 9% respectively. However, some CCAEC Programs have estimated a significant percentage increase in enrollment from 2013-2014 levels.

For example, Program 3 is projected to have a nearly 700% increase in enrollment from 2013-2014. This rise is occurring for a number of reasons. The One Stop provided by Monrovia Community Adult School experienced very small enrollment in 2013-2014 because users were charged a nominal fee so the facility could stay open. Enrollment for 2014-2015 increased and that led to a surge in CalWORKs funds. The consortium is leveraging partnerships with CalWORKs and the Foothill Workforce Development Board to significantly grow services to adults in Program 3. In the first quarter of the year, the One Stop has served over 150 adults. Additionally, by taking a regional approach to funding, CCAEC members agreed to establish a satellite One Stop in Glendora. This will serve adults in the eastern end of the region, increasing enrollment to meet projections.

The CCAEC is also projecting large growth in Program 4 by leveraging existing programs. Azusa USD, Glendora USD, Duarte USD, and Monrovia USD have previously fostered Parent Education programs. While the parameters of Program 4 have not been clearly articulated by the state, these three CCAEC members are going to leverage Allocation funds to grow and provide much-needed services for these adults. The estimates for Program 4 are somewhat lower than members are currently serving because the CCAEC desires to better understand what Performance Outcomes the Legislature is expecting from this Program. Once the Program bounds are determined, enrollment estimates most likely will grow.

Data gathered from the Annual Plan in Table 6.2 is below to demonstrate 2015-2016 consortium growth from 2013-2014. Also, Table 6.2 depicts the growth in enrollment for Citrus College in its credit basic skills, noncredit and enhanced noncredit offerings.

Table 6.2a Citrus College Enrollment for Credit, Noncredit, Noncredit Enhanced

	2013-2014 Enrollment	2015-2016 Projected	Growth %
Credit basic skills	18348	18898	3%
Credit ESL	1499	1544	3%
Noncredit basic skills	1845	1900	3%
Noncredit ESL	1027	1326	29%
Noncredit CTE	156	203	30%
Noncredit enhanced ESL	260	268	3%
Noncredit enhanced CTE	58	75	29%

Table 6.2

Program Area	AY 2013-2014 Numbers From AB86 Final Plan	Projected Target for 2015-2016	Projected Percent Change (%) for 2015- 2016
Adult Education (ABE/ ASE, Basic Skills)	21872	22580	3%
English as a second language	7575	8163	8%
Adults in the workforce (including older adults)	63	494	684%
Adults training to support child school success	59	105	78%
Adults with Disabilities	0	0	
Careers and Technical Education	744	811	9%
Pre-apprenticeship Training	0	2	

2.2b Objective #2: An updated evaluation of *current needs* for adult education programs within the consortium's region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts' K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (<http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx>).

This should provide an updated overview (if applicable) of the consortium's region including:

- Analysis/description of local regional economy
- Additional analysis utilizing other data

Though the economic picture for CCAEC region has brightened, CCAEC members have analyzed data that demonstrates there is still a critical role for the consortium to provide services to adult learners in the region. Since the first draft of the CCAEC Regional Plan was written, the economic outlook for the region has improved. According to the San Gabriel Valley Economic Partnership (a CCAEC partner):

In 2014, employment in the San Gabriel Valley increased by an estimated 1.7% to 655,300 payroll jobs. That number is still short of prerecession peak employment (2008) by nearly 19,100 jobs, but with further improvements anticipated this year and next, job counts are expected to reach 676,300 in 2016, finally surpassing the previous peak....

...Total nonfarm payroll is projected to increase by 3.8% to \$31.8 billion in 2015 and climb to nearly \$33.1 billion in 2016.

Ten of the fourteen major industry sectors in the San Gabriel Valley added jobs in 2014. Payrolls in the leisure and hospitality sector posted the largest gain in both percentage (5.3%) and numerical terms (nearly 3,600 jobs). Employment in professional business services was up by 3.2% or over 2,700 jobs. Health services, transportation and utilities, and construction were also major sources of employment growth.

Though the economic news is better, the region still has yet to reach its 2008 peak employment level of 674,411 jobs. Efforts to train workers for the jobs of the San Gabriel Valley must continue to better prepare them for new jobs. According to the California Employment

Development Department, Health Services has seen the largest growth of jobs in the region. The CCAEC has a number of CTE medical programs to address that growth.

A more critical issue for the region, Los Angeles County and California is the level of underemployed. In its U6 measurement, the Bureau of Labor and Statistics (BLS) determines the number of underemployed workers by adding two groups: marginally attached workers and workers on part-time schedules for economic reasons. According to the BLS, in 2015, California had the third highest underemployed rate in the country at 13.3% (behind only Nevada and Arizona). The underemployment rate for Los Angeles County was at 20.5%. Though figures are not readily available for the CCAEC region, the San Gabriel Valley has traditionally had some areas that have lagged behind the county in economic prosperity. CCAEC members believe it is safe to assume that underemployment is a significant problem for the region. Thus, consortium efforts to serve regional adults in Programs 1, 3, 6, and 7 are necessary and a CCAEC priority.

The Regional Plan discussed at length the number of adults in the CCAEC region who are foreign-born, speak a primary language other than English, do not have a high school diploma, or have never attended college. Updating those numbers is not necessary. The census demographic data coupled with 2008 enrollment data for individual member institutions across the AEBG programs has informed the consortium's efforts to address Objective 4.

Other indicators indicate the need for expanded course offerings across all programs. Azusa, Duarte and Monrovia have more than 65% of their K-12 student population on free- or reduced-school-lunch. Even for the relatively more affluent areas of Glendora and Claremont that percentage is about 30%. In the aggregate over 50% of the parents of students in the 5 K-12 districts speak a language other than English as the primary language. Even though Adult Education K-12 members have increased course offerings, wait lists for ESL courses across the region contain dozens of students.

AEBG Allocation funds have been apportioned from a regional point of view and will allow the expansion of ASE/ABE and ESL courses into the afternoon and evening better serving the adults needing services in Programs 1-7.

2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.

2.3a Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED)

The CCAEC is well positioned to significantly provide services for adults in this program.

The Monrovia Community Adult School (MCAS) is the locus for a One Stop which is affiliated with the Foothill Workforce Development Board (FWDB). The MCAS One Stop provides an array of job development, skill building and career exploration for the adults served. Adults participate in workshops on business math, resumes, shining as a new employee, interviewing, professional dress, and basic computer among many others. Adults can also obtain certifications for typing and PROVE IT computer skills. MCAS has leveraged CalWORKs and FWDB funds to create a One Stop which has had substantial success in helping students find employment or increase wages.

One noteworthy outcome of the AEBG planning process has been that the CCAEC has taken a regional approach in serving adults in Program 4. The CCAEC has agreed to move a satellite of the One Stop to Glendora to better serve adults on the eastern end of the region that cannot easily get to Monrovia. Monrovia will provide funding, curriculum, training, and clerical help to get the satellite One Stop running as quickly as possible.

2.3b Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards. (REQUIRED)

The CCAEC is still in the nascent stages of attempting to address Program 7, because Pre-apprenticeships are narrowly defined through California apprenticeship standards. The CTE FAC will have an objective to research and develop relationships with organizations that can assist the CCAEC in serving its adults who wish to enter into a Pre-apprenticeship program that are approved by the California Division of Apprenticeships (DoA).

Though the consortium still has much to do to establish Program 7, members will leverage some

early efforts made by Monrovia Community Adult School. MCAS offers a construction program which has established ties with the International Brotherhood of Electrical Workers Local 11. The MCAS construction program is encouraging and preparing students to take part in IBEW Local 11 Summer Helper program. This is a pre-apprenticeship training program, but at the time of the publication of this revision, the CCAEC had not verified that the Summer Helper program is approved by the DoA. The efforts used to find and nurture the partner relationship with the IBEW will be shared in the consortium through the CTE FAC.

2.3c Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED)

As was mentioned in section 2.2a above, Glendora USD, Duarte USD, and Monrovia USD have fostered existing Parent Education programs.

Glendora USD has developed an excellent Mommy and Me program where adults learn parenting skills while attending preschool with their child. Though this program does not directly affect elementary students, the parenting skills imparted to participants is invaluable and prepares parents to be successful directly after the program ends when the student is actually enrolled in elementary school.

Duarte USD has created Duarte Parent University where over 100 parents have attended workshops on preparing their secondary students for college readiness, improving domestic money matters, and addressing school violence and bullying, among many other topics. Duarte USD also partnered with the LA County of Probation to offer workshops on parents recognizing student drug use, knowing their rights and explaining how students should interact with law enforcement. These workshops have been very successful in attracting Duarte parents who want to help their elementary and secondary school students be successful. Duarte USD will partner with Citrus College to provide ESL and basic computer skills to the parents of students enrolled at the high school. As parents develop English and computer skills they are better able to support their children in their educational efforts. Monrovia USD has partnered with a local mental health facility to provide the parents of severely at-risk students and the students themselves counseling services completely free of charge (for parents who qualify).

The goal of the CCAEC is to collaborate on curriculum, instruction, and partner services across these disparate programs. The CCAEC strives to create a program that provides tremendous value to parents in order to foster student success. To that end, the CCAEC has agreed to leverage Allocation funds will allow Glendora, Duarte, Monrovia, and Azusa to collaborate in creating worthwhile Program 4 courses and share that curriculum across the consortium. While the Performance Outcomes of Program 4 have not been clearly articulated by the state, the CCAEC's initial approach will be to measure Performance Outcome through category 6.2b (% that achieves at least one course completion, for those who had this goal during the current program year).

2.3d Collection and availability of data. (REQUIRED)

Accomplishing the AEBG requirements for data collection offers some significant challenges for the CCAEC. While the data is available, extracting the data provides the challenges. The CCAEC members do not plan on making substantial expenditures on new data collection tools, and instead will use current data collection solutions, as they anticipate implementing the new state data collection system that is scheduled to emerge from AB104.

Half of the Performance Outcomes as currently proposed necessitate cumbersome manual processes or new methods to collect the required data: transitions from non-credit to credit, K-12 to post-secondary, employment, and wage increases. Monrovia plans on employing clerical staff to track employment and wage increase for its One Stop and will have its clerical staff support other K-12 institutions in the collection of that data. While a significant manual process, it is one that must be done to track those two Performance Outcome categories. Tracking course completion for Program 4 students may also require manual processes. Citrus is College will develop a new process for tracking students who transition from non-credit to credit courses. All K-12 member counselors will manually need to track transitions from K-12 to post-secondary

However, other data for Performance Outcomes will be relatively simple to collect.

Currently, most K-12 institutions use ASAP and Citrus College uses Banner to track student enrollment and demographic data. Glendora does not have ASAP and the consortium has agreed to fund Glendora to purchase ASAP so they can have the same system as the K-12 institutions. The CCAEC is developing common enrollment protocols so that initial enrollment data will be uniform for all CCAEC members.

The K-12 members can track WIOA student performance level data through the use of CASAS. Citrus College will pilot CASAS as a potential assessment/placement tool for students enrolled in

the noncredit ESL program. Performance Outcomes for noncredit courses will be measured by the noncredit progress indicator (grade) earned by the student at the completion of the class. Completion of courses and acquisitions of diplomas and certifications will be relatively simple outcomes to collect.

The CCAEC Program Manager will be responsible for aggregating the data from all members on a periodic basis and the data will be posted on the consortium website.

2.3e Qualifications of instructors (including common standards across entities).
(REQUIRED)

Qualifications of instructors are currently governed by the Commission on Teacher Credentialing for K-12 instructors, and by the Academic Senate for the College. Currently, K-12 qualifiers are in alignment across the region. Aligning qualifications fully will require guidance from the state agency level, as well as a Regional collaborative effort in bringing the various bargaining units, governance structures together, and bring all stakeholders to agreement. The local process is achievable within this three year period, and efforts to find commonalities have already gained traction with CCAEC members. Without official state agency/commission involvement, an actual policy for common instructor qualifications remains an ongoing challenge.


2.3f Alignment of academic content and curricula (OPTIONAL)

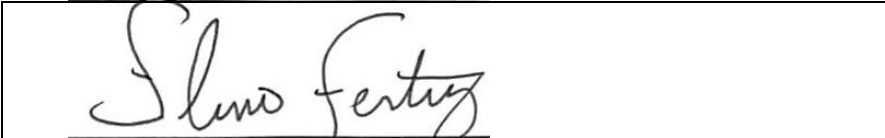
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2.3g Alignment of educational services supported by this grant . (OPTIONAL)

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Section 3: Consortium Member Signature Block

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