



In accordance with the American with Disabilities Act, the Citrus College Adult Education Consortium (CCAEC) would accommodate those individuals who require special assistance to participate in this meeting. However, this Regular Executive Board Open Session Meeting is also being held by teleconference and is available to the public via the below teleconferencing information noted at the title of this agenda.

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 Azusa Adult Education main office 1040 E. Gladstone St., Azusa, CA 91702 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, May 17, 2022

1:30 p.m.

Zoom Meeting

<https://us02web.zoom.us/j/84522641382?pwd=S1hRSTIxUTFyMVdUQXN5NktoZnlpUT09>

Meeting ID: 845 2264 1382

## AGENDA

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

1.1 Meeting called to order by Chair Paul Hernandez at \_\_\_\_\_

1.2 Pledge of Allegiance

1.3 Roll call:

Felipe Delvasto, Representative	_____	John Russell, Program Director	_____
Flint Fertig, Representative	_____	Rick Crosby, Proxy	_____
Paul Hernandez, Representative	_____		
Ron Letourneau, Representative	_____		
Ivon McCraven, Proxy	_____		
Kevin Morris, Representative	_____		

### 2.0 ORDER OF BUSINESS

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

- 2.1 Approve the minutes of the April 18, 2022 Regular Executive Board Open Session Meeting.  
Motion by \_\_\_\_\_, seconded by \_\_\_\_\_ Vote \_\_\_\_\_  
Representative Delvasto \_\_ Representative Fertig \_\_ Representative Hernandez \_\_  
Representative Letourneau \_\_ Representative McCraven \_\_ Representative Morris \_\_

**3.0 COMMUNICATIONS**

- 3.1 Representative reports:

Azusa _____	Duarte _____
Citrus _____	Glendora _____
Claremont _____	Monrovia _____

- 3.2 Program 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 2022-23 CALENDAR**

Motion by \_\_\_\_\_, seconded by \_\_\_\_\_ Vote \_\_\_\_\_  
Representative Delvasto \_\_ Representative Fertig \_\_ Representative Hernandez \_\_  
Representative Letourneau \_\_ Representative McCraven \_\_ Representative Morris \_\_ Motion  
by \_\_\_\_\_, seconded by \_\_\_\_\_ Vote \_\_\_\_\_  
Representative Delvasto \_\_ Representative Fertig \_\_ Representative Hernandez \_\_  
Representative Letourneau \_\_ Representative McCraven \_\_ Representative Morris \_\_

**5.0 BOARD REVIEW / DISCUSSION OF THREE YEAR PLAN DRAFT TO DATE**

Program Director will present the Three Year Plan draft to date for member input.

**6.0 ADJOURN CCAEC EXECUTIVE BOARD OPEN SESSION MEETING**



# Documents to Support Agenda Items

May 17, 2022 Agenda

Agenda Item 2.1.1

April 18, 2022 Minutes



# CITRUS COLLEGE ADULT EDUCATION CONSORTIUM

## REGULAR EXECUTIVE BOARD OPEN SESSION MEETING

Tuesday, April 18, 2022, 1:30 p.m.

Azusa Adult Education Center – Room 7  
1040 E. Gladstone St., Azusa 91702

Zoom Meeting

<https://us02web.zoom.us/j/81558636298>

Meeting ID: 815 5863 6298

## Unapproved Minutes

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

1.1 Meeting called to order by Chair Paul Hernandez at 1:40 pm

1.2 Pledge of Allegiance

1.3 Roll call:

Felipe Delvasto, Representative	Present	John Russell, Program Director	Present
Flint Fertig, Representative	Present	Rick Crosby, Proxy	Absent
Paul Hernandez, Representative	Present		
Ron Letourneau, Representative	Present		
Kevin Morris, Representative	(Virtually)		
Ivon McCraven, Representative	(Virtually)		

### 2.0 ORDER OF BUSINESS

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

None at this time

- 2.1.1 Approve the minutes of the March 8, 2022 Regular Executive Board Open Session Meeting.  
**Act # 22-07** Motion by Mr. Delvasto, seconded by Mr. Hernandez **Vote to Approve 6-0**  
Representative Delvasto Y Representative Fertig A Representative Hernandez Y  
Representative Letourneau Y Representative McCraven Y Representative Morris Y

### 3.0 COMMUNICATIONS

#### 3.1 Representative reports:

**Azusa:** Mr. Hernandez reported that Azusa was experiencing increased ESL enrollment, but that CTE programs were at about 50% of capacity. He advised Gladstone High School was creating Medical Pathways that could lead students to transition to Azusa Adult Education medical programs.

Mr. Hernandez reported that Azusa was close to completing the process to offer the HiSET in Spanish. He advised that Azusa to date had approximately 25 graduates / equivalency completers.

**Citrus:** Ms. McCraven reported that Citrus hybrid ESL classes were experiencing good enrollment. She reported that the new certificate programs were approved and on the schedule. These programs included: Drone Technology, Business Management, Small Business Management, Intro to Automotive, and Intro to Medical Terminology, among others.

She advised that the college had implemented an Aesthetics mirror course. This mirror course allowed noncredit students who passed the course to earn credits.

**Claremont:** Mr. Delvasto reported that he was excited that Claremont Adult School had started its first Nurse Assistant Training Program with 7 students. He noted the program would be starting the clinical portion soon.

He reported Claremont was back in person for daytime ESL classes, but that evening classes would stay virtual. He noted that Claremont evening classes had enrolled students from around the world. These classes were 6:00 p.m. to 9:00 p.m. four nights per week.

**Duarte:** Mr. Morris reported that Duarte had started the City of Hope 12-week Parent University program, "Eat, Live, Move." He advised Duarte's adult programs would be back in person next year. He reported that the district staff wanted to offer ESL classes again. He asked that Mr. Fertig and Mr. Russell meet and discuss how to achieve that.

**Glendora:** Mr. Letourneau reported that he and Glendora USD's Assistant Superintendent met with Mr. Russell and discussed Glendora Adult School CTE programs. He noted that he was aware of Glendora's carryover amount and that Mr. Russell advised what the limitations were to creating new CTE programs. He explained this was a good meeting to understand how GUSD could utilize the carryover to create CTE programs and the staffing that would be required to create new programs.

**Monrovia:** Mr. Fertig reported that enrollment in Monrovia's ESL programs had increased dramatically, but was not to pre-pandemic levels. He advised that MCAS had recently had some successful recruitments for Medical and Security programs.

He explained that Monrovia had a Superintendent and a new Cabinet. Almost all of the MUSD Directors had left or were leaving.

#### 3.2 Regional Director report.

Mr. Russell had no report.

#### 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 2022-23 CFAD FUNDING MECHANISM – FISCAL AGENT / DIRECT FUNDING**

**Act # 22-07** Motion by Mr. Delvasto, seconded by Mr. Hernandez **Vote to Approve 6-0**

Representative Delvasto Y Representative Fertig A Representative Hernandez Y  
Representative Letourneau Y Representative McCraven Y Representative Morris Y

Board deliberated and approved to stay with Fiscal Agent and to keep Claremont as that Fiscal Agent

**5.0 BOARD APPROVAL OF 2022-23 CFAD FUNDING ALLOTMENT PER MEMBER**

Motion by \_\_\_\_\_, seconded by \_\_\_\_\_ Vote \_\_\_\_\_

Representative Delvasto \_\_ Representative Fertig \_\_ Representative Hernandez \_\_

Representative Letourneau \_\_ Representative McCraven \_\_ Representative Morris \_\_

Program Director walked Board reps through the Worksheet for CCAEC 2022-23 allocations and CFAD so they could deliberate on CFAD allocation amounts.

Mr. Fertig began Board deliberations by noting that every year Monrovia has expended every dollar of CAEP funds allocated to the school since the advent of AEBG. Monrovia has never had any carryover. He noted that every school had carryover and in some cases the carryover was very significant in terms of percentage of total Allocation.

Mr. Fertig then explained that annually the district has given MCAS \$250,000 and that those funds were possibly in danger of being kept under the leadership of new district staff. Also, Monrovia had approved a 3.5% raise retroactively for the year and going forward. Those were putting serious pressures on Monrovia’s budget.

Mr. Fertig ended by noting that Monrovia over the years has been a team player with allocations going back to previous Directors at Azusa. Monrovia always offered up part of its allocation to ensure compromises were met and negotiations were positive.

In light of these points, Mr. Fertig was asking that the entirety of the COLA go to Monrovia.

Mr. Delvasto responded by acknowledging that all of Mr. Fertig’s points were correct in terms of carryover and past efforts of being a team player. The concern he had was if Monrovia used this increase to create programs that would need to maintain that level of funding, that could affect future allocations once schools worked through their carryover. Mr. Fertig assured that he would not put the school in a position where programs eliminated flexibility to reallocate CAEP funding to other schools.

Mr. Hernandez asked about what percentage of CAEP funds covered MCAS expenses. Mr. Russell explained that MCAS annual expenditures are approximately \$2.3 million and that CAEP allocation covers about 65% of that. He advised that Title I CTE fees and Title II AEFLA funds fill the balance.

**6.0 BOARD DISCUSSION ON THREE YEAR PLAN METRICS**

Mr. Russell presented TOPSpro Enterprise reports and laid out the Metrics each CCAEC member must attain for 2022-23 Program Year per the Three Year Plan.

**7.0 ADJOURN CCAEC EXECUTIVE BOARD OPEN SESSION MEETING**

Meeting adjourned at 2:47.



# Documents to Support Agenda Items

May 17, 2022 Agenda

## Agenda Item 4.0

Proposed Calendar Dates for 2022-23 CCAEC  
Board Meetings

## Proposed CCAEC Board Meeting Dates for 2022-23

Time: 1:30 am  
 Locale: Noted by meeting

<b>Board Date</b>	<b>Agenda Items Due</b>	<b>Locale</b>	<b>CAEP Item Due / Primary Board Business</b>	<b>Due in NOVA</b>
July 19, 2022	July 14, 2022		No relevant CAEP delivery dates	
August 16, 2022	August 11, 2022		No relevant CAEP delivery dates	
September 20, 2023	September 15, 2022		Approve and Certify Q4 2019-20 Expense Report Submit 2020-21 Budget and Work Plan	9/30/2021 9/30/2021
October 18, 2022	October 13, 2022		Certify 2021-22 Budget and Work Plan Actual 2020 Expenditures & Hours by Program Area due in NOVA and Certified	10/30/2021 12/1/2021
November 15, 2022	November 10, 2022		No relevant CAEP delivery dates	
December 20, 2021	December 15, 2022		Approve and Certify Q1 2021-22 Expense Report	12/31/2021 12/31/2021
January 17, 2022	January 12, 2022		No relevant CAEP delivery dates	
February 21, 2022	February 16, 2022		No relevant CAEP delivery dates	
March 21, 2022	March 16, 2022		Approve and Certify Q2 2021-22 Expense Report	3/31/2022
April 18, 2022	April 13, 2022		Approve 2022-23 CFAD	5/2/2022
May 16, 2022	May 11, 2022		Approve 2023-24 Board Meeting Calendar	
June 20, 2022	June 15, 2022		Approve and Certify Q3 2021-22 Expense Report	6/30/2022





# Documents to Support Agenda Items

May 17, 2022 Agenda

Agenda Item 5.0

Three Year Plan Draft to Date

# 09 Citrus College Adult Education Consortium: Draft

## Details

### Consortium Information

**Consortium Name:**

09 Citrus College Adult Education Consortium

**Consortium Short Name:**

09 Citrus

**Address:**

325 East Huntington Avenue | Monrovia, CA | 91016

**Website:**

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

**Funding Channel 2022-23:**

Fiscal Agent

**CAEP Funds 2022-23:**

\$4,836,776

**CAEP Funds 2021-22:**

\$4,592,022

**CAEP Funds 2020-21:**

\$4,413,282



### Consortium Contacts

Responsibility	Name	Email	Title	Phone
Primary Contact	John Russell	<a href="mailto:jrussell@monroviaschools.net">jrussell@monroviaschools.net</a>	Program Director	(626) 471-3044
Fiscal Contact	Karen Waltman	<a href="mailto:kwaltman@cusd.claremont.edu">kwaltman@cusd.claremont.edu</a>	Executive Director, Fiscal Services	(909) 398-0609 ext: 70410
Primary Contact	Flint Fertig	<a href="mailto:ffertig@monroviaschools.net">ffertig@monroviaschools.net</a>		(626) 471-3065

### Member Agencies

Member Agency	Member Type	Contact	Phone
<a href="#">Azusa Unified</a>	Unified School District	Paul Hernandez	(909) 957-8564
<a href="#">Claremont Unified</a>	Unified School District	Felipe Delvasto	(909) 398-0609
<a href="#">Duarte Unified</a>	Unified School District	Kevin Morris	(626) 599-5901
<a href="#">Glendora Unified</a>	Unified School District	Ron Letourneau	(626) 852-4550
<a href="#">Monrovia Unified</a>	Unified School District	Flint Fertig	(626) 471-3065
<a href="#">Citrus CCD</a>	District	John Russell	(626) 471-3044

## Executive Summary

### Executive Summary \*

Not Entered

## Assessment

### Overview and Preparation \*

In order to most effectively help our students and to provide them the best educational services possible, CCAEC member stakeholders painstakingly analyze significant enrollment, demographic, persistence, and performance data through an Annual Data Review (ADR). The sources of the data contained in the most current ADR include data from TOPSpro Enterprise (TE) and Banner.

This document and its data drives almost everything the Citrus College Adult Education Consortium does. CCAEC board representatives look at enrollment (and soon performance measures) to make funding allocation decisions. CCAEC stakeholders analyze consortium demographics of its students and the cities in which they live to identify regional gaps. Marketing efforts for CTE, ESL, and ASE/ABE rely on stakeholder analysis of performance and enrollment data. CCAEC subcommittees use the data to drive efforts at improving consortium efficiencies and increasing leveraged resources. The ADR drives the Three Year Plan and the Annual Plan process. The document is analyzed at CCAEC professional development conferences and individual member institution PLCs to inform curriculum and instruction.

So highlights from the ADR capture important trends that inform consortium decision making. Those highlights are not comprehensive to date and need CCAEC stakeholder input, but they will help to make the document more manageable.

### Regional Alignment and Priorities \*

CCAEC member institutions are supremely engaged in the workforce development system and are vital partners with the Los Angeles County Workforce Development Board (WDB) and regional industry to align consortium efforts at building pathways and employment opportunity for regional adults.

In 2020, CCAEC members were very involved in the development of the WIOA MOU between the members as mandated partners of LA County's AJCC system and the LA County WDB. CCAEC member representatives attended all partner stakeholder meetings and provided valuable input.

CCAEC Members align services to support the LA County WDB's Local Plan. Azusa USD and Monrovia USD are recipients of Title II, Adult Education and Family Literacy Act (AEFLA) funding and are mandated County WDB partners who have signed the County MOU. Though Citrus College, Claremont USD, Duarte USD, and Glendora USD do not receive Title II, AEFLA funds, all CCAEC institutions provide Adult Education and Literacy services in support of the County WDB Local Plan. The services include Adult Secondary Education, High School Diploma, High School Equivalency, Adult Basic Education, English as a Second Language, Vocational ESL, English Language, and Civics Education.

Below are some of the Goals of the MOU which CCAEC members share with the County WDB:

- Develop industry-driven career pathways that prepare people for in-demand occupations in high growth industry sectors based on annual review of economic intelligence and labor market information.
- Support system alignment, service integration, and continuous improvement using data to support evidence-based decision-making.
- Strengthen communication, coordination, and decision-making between regional partners to meet labor market needs.
- Enhance existing networks between education, business and industry representatives, labor and other regional workforce development partners to develop new and align existing programs and services with regional and industry needs.
- Support the development and continued collaboration between regional workforce and economic development networks in the Los Angeles region to address workforce education and training priorities.
- Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to strengthen coordination and to improve the delivery of services.
- Increase the number of youth and adults who obtain marketable and industry-recognized middle skill credentials, with a priority on unemployed, underemployed, low-skilled, low-income, recipients of public assistance, limited English speaking, veterans, individuals with disabilities, foster youth, reentry and other high priority at-risk populations.

CCAEC members believe the consortium is a leader among County mandated partners in pursuing these goals. Below are some of the activities CCAEC members have completed that demonstrate the level of commitment the consortium has provided to align adult education with workforce development:

- Develop new and expand current CTE programs based on labor market data, AJCC input, and employer needs (gleaned from formal and informal meetings).
- Connect healthcare industry to County WDB staff through Advisory Roundtables.
- Improve system integration through cohort classroom training enrollment in which CCAEC staff pre-qualified candidates for WIOA eligibility and helped with client enrollment.
- Improve system integration during the COVID pandemic, handling many of the functions of AJCC Case Managers.
- Hold well-attended, successful Job Fairs that enhanced networks between government, education and businesses and helped businesses find employees.
- Connect numerous regional businesses to regional 18- to 24-year-old adults through the County WDB where this population received paid job training and employers garnered potential employees.
- Created County WDB Innovation Grant opportunities to help regional employers get trained employees.
- Strengthen coordination between County WDB and CCAEC members to leverage Title I classroom training funds to improve CCAEC funding.
- Open a Collocated/Satellite AJCC on the campus of a CCAEC member to better align with regional workforce needs.

CCAEC members believe, quite frankly, that no consortium in the state has fostered stronger partnerships with regional AJCCs and created better outcomes for regional adults seeking employment than the CCAEC.

#### **Evaluate the Educational Needs of Adults in the Region \***

Annually, CCAEC faculty and stakeholders analyze the population characteristics of the major cities served by CCAEC member institutions to identify regional gaps and better understand the communities we serve. Since our schools provide ESL, HSD/HSE, Citizenship, and short-term CTE programs, stakeholders analyze those characteristics in the regional population our member institutions serve. Tables 1 depict Educational Attainment, Language Spoken at Home, and Naturalization data. Table 2 notes regional Poverty and Unemployment data. Below data is culled from 2020 census data.

Table 1

City	5 Years & Older Speaks English < “Very Well”	Residents over 25 & No HSD or HSE	Number of Foreign Born, Not a Citizen	Total Population
Arcadia	16,926	3,396	9,850	56,681
Azusa	8,576	5,725	6,642	50,000
Claremont	2,588	1,371	2,292	37,266
Covina	6,056	4,657	4,026	51,268
Duarte	4,566	2,573	2,815	21,727
Glendora	5,004	3,129	3,721	52,558
Monrovia	5,128	2,693	4,578	37,931
Pomona	32,198	27,197	24,957	151,713
<b>TOTAL</b>	<b>81,042</b>	<b>50,741</b>	<b>58,881</b>	<b>459,144</b>

Table

City	Unemployment Rate - Jan. 2022	Number Under Poverty L	As % of Eligible Populatio	Total Population
Arcadia	4.2%	5,572	9.8%	56,681
Azusa	5.5%	7,100	14.2%	50,000
Claremont	4.2%	2,448	6.6%	37,266
Covina	6.5%	4,588	9.0%	51,268
Duarte	7.1%	2,217	10.2%	21,727
Glendora	5.4%	4,336	8.3%	52,558
Monrovia	5.5%	2,959	7.8%	37,931
Pomona	7.7%	27,157	17.9%	151,713
<b>TOTAL</b>		<b>56,377</b>	<b>12.3%</b>	<b>459,144</b>

Highlights from the data:

- The population of the primary cities served by the CCAEC is 459,144
- 81,042 of the regional resident 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 relatively low
- Duarte and Pomona are the only two cities over 7.0%
- This demonstrates the realities of a current tight labor market
- 12.3% of the region is living under the poverty line
- That is higher than the state average of 11.8%
- However, if Pomona is removed from the other cities, the poverty rate is 9.5%
- Only Pomona and Azusa have higher poverty rates than the state average of 11.8%

#### Contributions by Entities \*

The Citrus College Adult Education Consortium engaged in comprehensive efforts to elicit wide-ranging input in the development of this Three Year Plan. Stakeholders from member institutions, regional workforce partners, and other service providers provided Plan input in a number of planning meetings.

In meetings with classified staff, faculty, and administration from MUSD, CUSD, and AUSD, stakeholders analyzed the CCAEC Annual Data Report to identify CCAEC enrollment, student persistence and performance, and regional gaps. This data analysis informed discussions about funding allocations and utilization of carryover to address CCAEC Three Year Plan goals. Also, these discussions focused on preliminary Objectives to increase student enrollment and improve student persistence and performance. As Metric Targets were agreed upon, those Targets were shared with member stakeholders to encourage universal acceptance of the goals and to acknowledge that all stakeholders would be responsible for the success of the consortium.

Planning meetings with regional AJCCs gave CCAEC members important data and information about the CTE programs that they should be focusing on. MUSD, CUSD and AUSD are listed on the California Employee Training Provider List (ETPL) and are primed to leverage AJCC classroom training Title I fees while offering these training programs.

Other planning meetings with state organizations and community based organizations informed Plan Objectives and Activities. Those relationships will be leveraged to achieve Plan Objectives.

## Regional Service Providers

For each Member Agency 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	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	
*Azusa Unified	Member Representative	116	212	144	100	0	0	28	57	0	
*Citrus CCD	Member Representative	0	786	409	0	0	0	51	0	0	
*Claremont Unified	Member Representative	0	108	146	0	0	0	57	0	0	
*Duarte Unified	Member Representative	0	0	0	0	0	12	0	0	0	
*Glendora Unified	Member Representative	0	7	0	0	0	22	0	0	0	
*Monrovia Unified	Member Representative	102	97	188	122	0	0	10	223	0	
<b>Total Participants</b>		<b>218</b>	<b>1210</b>	<b>887</b>	<b>222</b>	<b>0</b>	<b>34</b>	<b>146</b>	<b>280</b>	<b>0</b>	<b>2997</b>

\* Member Agency 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.

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

Participant enrollment data reported in the table above comes from 2020-21 Banner and TOPSpro Enterprise data reports. The act of determining the correct student participant enrollment data that is to be described and evaluated in this section of the Three Year Plan was not a straightforward one. While LaunchBoard data is available, at the time the Three Year Plan process started (spring of 2021), the site only had data up to the 2019-20 program year. Additionally, while the site culls and scrubs data from CCCCD databases and K-12 TOPSpro databases, CCAEC members have concerns about the accuracy of LaunchBoard data. Therefore, one significant gap that this Three Year Plan will attempt to bridge is the accuracy of CCAEC member data as stakeholders work to address Three Year Plan Objectives.

Based on the above data for the 2020-21 Program Year (which is believed to be most correct), CCAEC members had 2,997 participants in CAEP programs. CCAEC participant enrollment has been significantly affected by the COVID-19 pandemic. All members experienced a 50-60% decline

in enrollment. Objectives in this Three Year Plan seek to rebuild enrollment to pre-pandemic levels.

Gaps from current CCAEC enrollment levels by program area to regional needs are profound. 887 (29.6%) of the CCAEC's 2,997 participants were ESL students and 1,210 (40.4%) of CCAEC participants were ASE students. As noted in the Educational Needs of the Region above, the primary cities served by CCAEC members have over 81,000 residents over the age of 5 who "Speak English < Very Well" and nearly 51,000 residents over the age of 25 without a high school diploma or equivalency. It is quite clear that substantial gaps exist in addressing regional needs for English Learners and high school dropouts.

To address regional employment training needs, CCAEC members analyzed EDD Labor Market Information (LMI) data and (as noted previously) consulted with regional AJCCs. LMI data for Los Angeles County depicts the sizeable labor shortages that exist in Healthcare (most notably Home Care Aides), hospitality (most notably food preparation), logistics, and manufacturing. CCAEC members have existing programs to help train these workers, but the far more significant problem is finding the potential employees to train. That is the crux of the matter. CCAEC members are exploring increased marketing efforts and improved AJCC partnerships to become an important part of a regional solution to the labor shortages.

## Metrics: CAEP Barriers & Metrics

### ✓ Student Barriers

#### Adult Ed Metrics

- English Language Learner (AE 305 - Overall)

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

#### Adult Ed Metrics

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

### ✓ Transition: Learn about student transition into postsecondary education and college credit pathways.

#### Adult Ed Metrics

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

### ✓ Success: Information on completion of diplomas, certificates, and college credit awards.

#### Adult Ed Metrics

- Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

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

### Consortium Level Metric Targets

\* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	4,257	3,014		3,500	3,675	3,860
Student Barriers	English Language Learner (AE 305 - Overall)	2,181	954		950	1,045	1,150

### Member Level Metric Targets

\* Mandatory for all members

#### Azusa Unified (Reported by Azusa Adult School)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	735	387		430	550	650
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	38	28		20	23	26
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	118	26		30	33	35
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	37	39		30	33	35
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	70	42		25	40	50
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	134			15	20	25



**Citrus CCD (Reported by Citrus District)**

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
<b>All</b>	*Adults who Became Participants (AE 202 - Overall)	1,209	1,195		1,200	1,300	1,400
<b>Progress</b>	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	15	16		17	18	20
<b>Progress</b>	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	106	88		40	50	60
<b>Success</b>	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	47	11		12	12	12
<b>Success</b>	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	17	10		12	15	18
<b>Transition</b>	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	128			130	110	120

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

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	586	295		175	250	325
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	31			10	13	16
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	136			50	75	90
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	31	13		12	18	24
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	149	60		30	40	50
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	35			15	18	21

#### Duarte Unified (Reported by Duarte Unified School District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	25	12		20	2	25
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				2	4	6
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				2	4	6
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				3	6	8
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				2	3	4
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				2	3	4

**Glendora Unified (Reported by Glendora Adult School)**

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	111	29		35	45	55
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				2	3	5
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	22			15	25	35
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				5	8	12
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				5	10	15
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				5	8	12

**Monrovia Unified (Reported by Monrovia Adult School)**

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	772	450		50	575	650
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	22	21		10	15	20
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	170	63		125	160	200
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	39	41		38	42	43
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	43	81		125	150	175
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	25			50	75	90

### Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Azusa Unified	100%	67%	0%	85%	90%	90%
Claremont Unified	100%	79%	0%	85%	90%	90%
Duarte Unified	54%	0%	0%	85%	90%	90%
Glendora Unified	100%	45%	0%	85%	90%	90%
Monrovia Unified	100%	100%	0%	85%	90%	90%

### Objectives

#### Address Educational Needs

Description of Objective \*

Not Entered

### Improve Integration of Services & Transitions

**Description of Objective \***

Not Entered

### Improve Effectiveness of Services

**Description of Objective \***

Not Entered

## Activities & Outcomes

**Activity Name \***

Not Entered

**Objective that Applies to this Activity**

Not Entered

**Brief Description of Activity \***

Not Entered

**Short-Term Outcomes (12 Months) \***

Not Entered

**Intermediate Outcomes (1-3 Years) \***

Not Entered

**Long-Term Outcomes (3-5 Years) \***

Not Entered

**Proposed Completion Date**

Invalid date

**Adult Ed Metrics and Student Barriers**

Not Entered

**Responsible person(s)**

No responsible person(s) added.

## Funds Evaluation

### Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
<a href="#">Azusa Unified</a>	\$1,715,667	Certified
<a href="#">Citrus CCD (Optional)</a>	\$0	Draft
<a href="#">Claremont Unified</a>	\$1,301,074	Certified
<a href="#">Duarte Unified</a>	\$9,367	Certified
<a href="#">Glendora Unified</a>	\$200,389	Certified
<a href="#">Monrovia Unified</a>	\$2,227,807	Certified
<b>Totals</b>	<b>\$5,454,304</b>	<b>5/6 Certified</b>

**Funds Evaluation \***

Not Entered



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