

Partnership for Adult Academic and Career Education (PAACE)

Three-Year Plan 2019 – 2022

Submitted by

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Executive Summary

This three-year plan for 2019-2022 serves as a guidepost to set priorities and pilot initiatives going forward for the PAACE adult education Consortium. A geographic and demographic scan of PAACE regional characteristics—a Consortium with a diverse population topping 438,000 people—confirms a continued, intensive need for the Adult Education Program services of Adult Basic and Secondary Education (literacy and high school diploma/GED), English as a Second Language, and Short-Term Career and Technical Education leading to placement in occupations that surpass living wages.¹

Following are focus points over the next three years for PAACE agencies Cerritos College, Norwalk-La Mirada Unified School District, Downey Unified School District, ABC Unified School District and Bellflower Unified School District.

- (1) Integrate and align shared data processes to ensure confidence in data collection and accurate student data.** Providing reliable data to track adult education outcomes is a main priority. To increase confidence in data reporting across agencies, PAACE will set up a formal audit of the ASAP student information system and establish a process/system solution to address findings from the audit. This includes surveying Consortium personnel on the degree of confidence in data collected; appointing a data lead for the Consortium to ensure regular training and communication; providing necessary resources to Norwalk-La Mirada as the Consortium works to achieve accurate data collection; establishing a data terms dictionary across the Consortium; and aligning student intake processes across PAACE.
- (2) Conduct targeted marketing of ESL and ABE/ASE needs within PAACE sub-regions based on where the greatest proportion of potential adult students reside.** Enrollments in these program areas dipped slightly in the Consortium overall in the last three years, but the need for these programs remains high based on residents' levels of English language comprehension and educational attainment. The Consortium will deepen engagement within its communities to reach out to adults who may need services in the key program areas. A particular pocket of need for basic skills/HSD education is located at the northernmost tip of the region in Downey, where the proportion of potential to existing students is 60 to 1—the highest in the region. Parts of Downey, the La Palma section of Cerritos, and the Lakewood area to the southwest have the highest proportion of potential ESL students in the Consortium.

¹ U.S. Census Bureau. Public Use Microdata Sample (PUMS). Weighted data allow for analysis at a micro level to generate custom information not available through American Community Survey summary products.

- (3) **Create new transitions for adult students through California College Promise.** Guiding adult students into college courses for further advancement toward career goals is a priority. Looking ahead, PAACE proposes to track a cohort of Downey Adult School students as they enroll in the College Promise program in partnership with Cerritos College. Students who meet the program qualifications will be tracked as they move through College Promise, complete post-secondary work and enter or re-enter the workforce. This effort dovetails with existing college and career readiness workshops and student support for transition to college-level work.
- (4) **Build on a close relationship with SELACO WDB to maximize adult student outcomes in industry-certified programs and job placement in priority industry sectors that align with students' chosen career technical path.** There is significant potential need for career technical programs for adult residents across the Consortium. PAACE will identify and implement new career technical programs, pre-apprenticeships and industry certification for adult students that align with high priority regional sectors and continue active participation in the Strong Workforce Program LA County regional plan.
- (5) **Within Bellflower Unified School District, which has the lowest percent of adult residents in PAACE with an Associate's degree, develop a formal plan for postsecondary and/or careers for adult reentry students.** PAACE will use Naviance college and career planning software currently in use at many of the region's comprehensive high schools to develop a formal plan for Adult Re-Entry students. Staff training, dual enrollment, course offerings, and marketing to broaden services to more adults in the Bellflower area are priorities to impact this area of the Consortium.

Pre-Planning Assessment

OVERVIEW

The PAACE regional Consortium began preparing its three-year 2019-22 plan in 2018. The Consortium hired consultant Bayha Group to analyze data in the Southeast Los Angeles Region and facilitate member discussions at the PAACE team member level for this plan. The main goal of the Consortium remains preparing adults to be college and career ready. This plan builds on themes of expanding course offerings in English as a Second Language and career technical education and maximizing the role of regional partners as well as Cerritos College in bridging the work students begin in traditional adult school programs to larger goals of academic progress and job success.

PAACE members—Cerritos Community College District and ABC, Bellflower, Downey and Norwalk-La Mirada unified school districts—met several times between the end of 2018 and May 2019 to develop this report. The Consortium evaluated its Adult Education Block Grant (AEBG/California Adult Education Program) and self-reported student outcomes of those achieving a diploma/high school equivalency; postsecondary program completion; job entry; increased wages; and successful transitions to post-secondary programs.

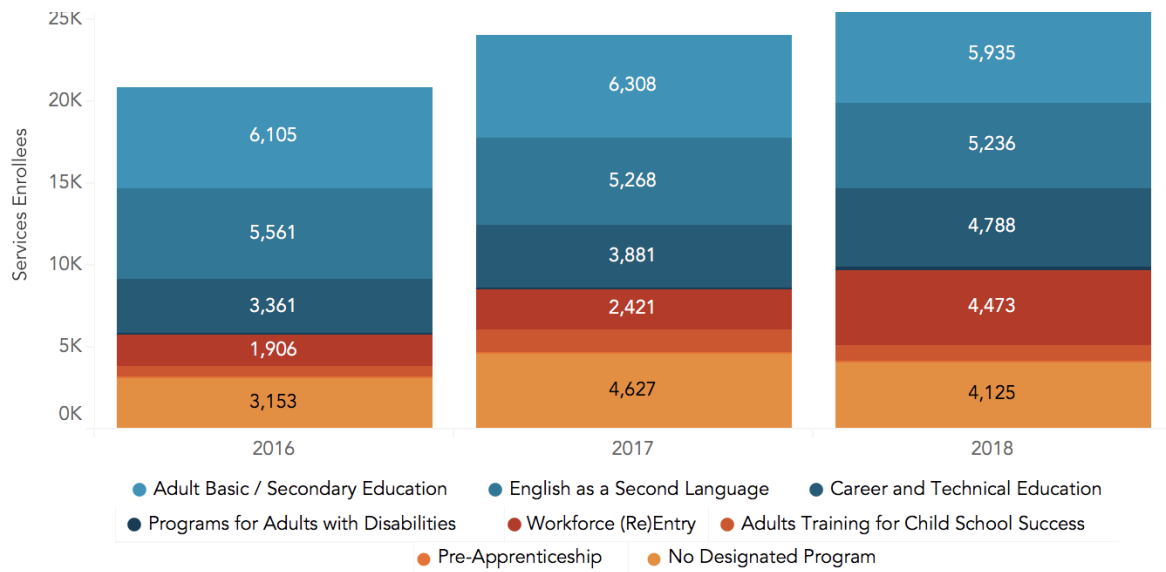
LEVELS AND TYPES OF SERVICES

Bayha Group facilitated data analysis based on demographics and reporting from each member agency and helped draft a progress report on data management and concerns at the local level. The Consortium examined service enrollees in supportive services, training services, transition services and career services, and looked at measurable skills gains from pre- and post-testing in literacy for adult learners enrolled in program areas in the allowable AEBG categories: English as a Second Language; Adult Basic Skills and High School Diploma/High School Equivalency; CTE; Programs for Adults With Disabilities; Adults Training for Child School Success; Workforce entry/reentry; and Pre-apprenticeship.

Over the past three years, the Consortium has seen significant growth in services provided and in the number of adults benefiting from PAACE education and training programs. Students served have increased over 21 percent, up from a little over 17,376 adults in 2015-2016 to 21,123 in 2018-2019.²

² Source: TOPSPro Enterprise. Numbers reflect Student Services Enrollees.

Figure 1. Total Adults Served by PAACE Instructional Programs and Supportive Services



Most of this growth came from increased enrollment in Short-Term Career and Technical Education and Workforce (Re)Entry programs and services, which together constitute over a third (35%) of the Consortium’s enrollments in program year 2017-18.³ This growth aligns with shifting state priorities and resources devoted to workforce preparation and boosting the local economy. Enrollments in Adult Basic and Secondary Education and English as a Second Language remain strong and comprise about 43 percent of adults served by Consortium agencies.

One of the aims of the PAACE Consortium has been to expand services to underserved areas and to transition adult learners into postsecondary and the workforce. Consortium agencies focused on reestablishing services in Bellflower, which lost its adult education funding in 2012, and to developing a sustainable model across the region to provide academic and career guidance, counseling, and transition support. Transition teams were established to help bridge adult education to college and workforce training opportunities. Data sharing agreements and procedures were put into place with member agencies and with SELACO WDB, which provided agency level access to their CalJOBS system.

³ Duplicated across but not within program areas.

Adults Receiving Student Support Services

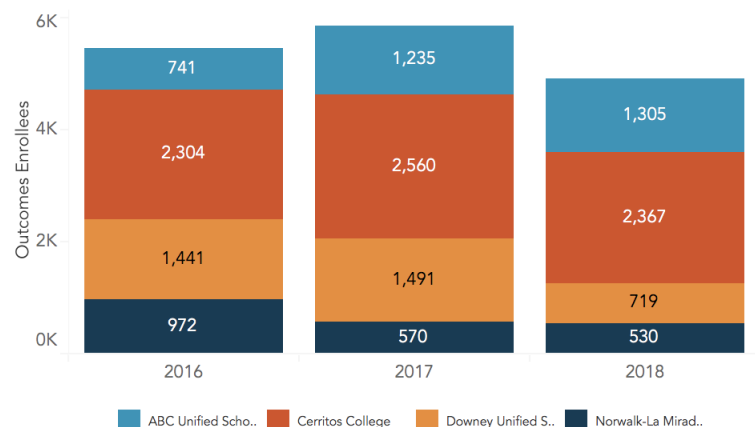
	2016	2017	2018
Supportive Services Received	0	1,343	2,650
Training Services Received	0	1,975	2,810
Career Services Received	0	2,305	3,106
Transition Services Received	1,488	3,113	5,480

While system alignment remains a work in progress, data collected over the prior planning period highlight the Consortium's success in advancing its core goals. In 2015-16, for example, just 1,488 students were reported as receiving any kind of support services among agencies. By the 2017-18 program year, however, this number skyrocketed to over 14,000. The enhanced focus on support services indicates significant momentum toward the Consortium's mission to accurately track student data, execute a shared vision and align resources accordingly.

ADULT BASIC / SECONDARY EDUCATION

Adult basic and secondary education programs provide opportunities for adults to improve literacy and numeracy skills while completing their high school diploma or GED. Traditionally, this program area is broken into Adult Basic Education (ABE), which denotes educational attainment levels approximating middle school or less, and Adult Secondary Education (ASE), which aligns to high school literacy and numeracy levels.

Enrollments in Adult Basic / Secondary Education by Agency and Program Year

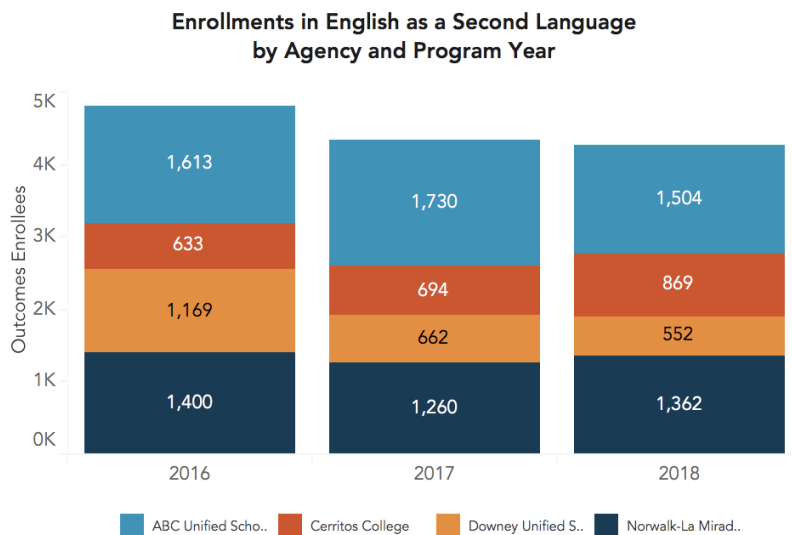


In 2017-18, the Consortium enrolled 4,921 students in ABE/ASE programs. This is a decrease from 2016-17, which saw enrollments in ABE / ASE at 5,856 students for the program year. The biggest decline in ABE/ASE enrollment occurred in Downey, where the number of students in these program areas dropped by more than half. This is an area to investigate further, as pockets of Downey also show the greatest need in the Consortium for ABE/ASE programs, with the proportion of potential to existing students at 60 to 1—the highest in the region.

It is important to note that while Downey's numbers decreased, student outcomes held strong. In 2017-18, Downey reported a job placement rate of over 90 percent and a 52 percent HSD / HSE achievement rate among students enrolled in ABE / ASE programs, far exceeding Consortium averages of 41 percent and 16 percent for both metrics.

ENGLISH AS A SECOND LANGUAGE / ENGLISH LANGUAGE CIVICS

Programs in ESL / EL Civics are designed to help immigrants learn or improve their English skills and, for those seeking it, help prepare them for US citizenship examinations. Overall, ESL enrollment in the Consortium fell 11 percent between 2015-16 and 2017-18. In 2017-18, ABC Adult schools had the largest number of English Language Learners (ELLs) within the region at 1,504 students, which is a moderate decrease from the previous year's high of 1,730. Norwalk is the second largest, with 1,362, which is an increase of about 8 percent from the year prior.



Cerritos too enjoyed growth in this program area, with an uptick in enrollments of approximately 25 percent in 2017-18, which overall reflects a 37 percent increase from program year 2015-16.

As with ABE / ASE, Downey's ESL enrollments decreased over the last program cycle, a trend that appears to have begun in 2015-16 and continued into 2017-18.

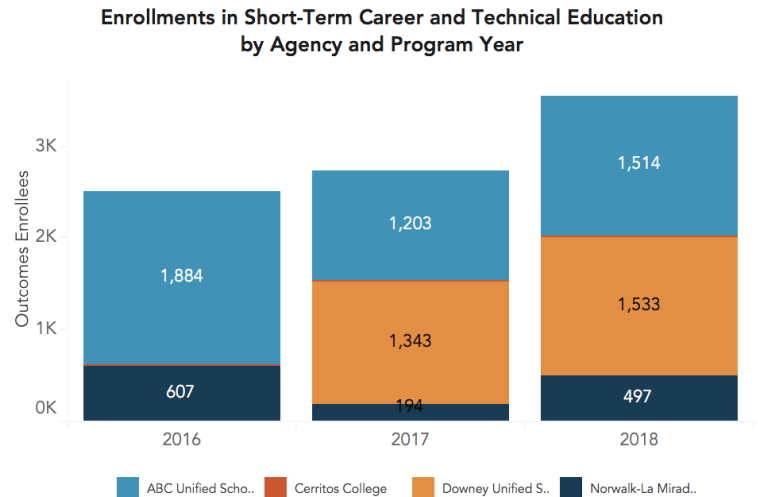
Despite apparent decreases in the number of students served,

the percentage of Measurable Skills Gains Enrollees have increased slightly, up about 4 percent for enrollees and a little over 12 percent for enrollees with paired pre- and post-test CASAS scores. Likewise, the consortium has also seen growth in Educational Functioning Level gains for ESL students, up from 38 percent to a healthy 42 percent.

SHORT-TERM CAREER AND TECHNICAL EDUCATION

Short-term Career and Technical Education (CTE) programs provide training in high-demand industries leading to postsecondary level certifications, industry-valued licenses, and ultimately, living wage jobs. Typically, short-term CTE programs are designed to take less than one-year to complete, though this may vary by program and agency.

Overall, Consortium agencies have seen the most growth in CTE programs across the region. This is due in large part to the rapid expansion of CTE offerings by Downey Adult School, which went from a total of 21 CTE students in 2015-16 to a little over 1,500 in 2017-18. Downey's partners grew their programs as well. ABC Adult School, for example, grew their CTE programs by 25 percent and Norwalk-La Mirada more than doubled their CTE program enrollments in 2017-18. Despite being a regional powerhouse in CTE, Cerritos College did not offer non-credit short-term programs for the adult education population in 2017-18.



CONSORTIUM EFFECTIVENESS

PAACE team members took the California Adult Education self-assessment to evaluate progress in making measurable gains for adult learners across five areas. Following the state rubric, the Consortium looked at:

(1) Capacity to coordinate adult education (staffing)

- Progress: Consortium members hired new staff and realigned positions to fit the needs of adult learners. For example, ABC Unified hired a navigator to help students understand the adult school process and identify individual goals.
- Opportunities for future growth: PAACE will assign a data head to coordinate all student data collection and reporting and ensure common definitions and promote greater confidence in data across the Consortium.

(2) Engaging prospective students and meeting community needs

- Progress: Norwalk-La Mirada and Downey Adult School began offering ROP classes on site and revamped its CTE offerings to include a more high-tech, relevant experience for students through the purchase of new equipment and

professional development. ABC Unified started new CTE pathways in cosmetology and dental assistant, responding to community and employer demand for workers with training in these areas.

- b. Opportunities for future growth: This plan pinpoints needs in ESL, ABE/ASE and short-term CTE at the neighborhood level and outlines a pilot program for Downey Adult School ESL students to transition to college coursework through California College Promise in partnership with Cerritos College.

(3) Entry through effective ‘high-touch’ orientations and individualized support services

- a. Progress: The Consortium has added programs and new onboarding/intake services for adult learners.
- b. Opportunities for future growth: Bellflower plans to add Naviance college and career software planning availability for adult students. This software is currently used throughout California high schools for traditional students. The goal is to help adult learners lay out next steps to take toward their individual goals after earning a HSD or equivalent. The PAACE Consortium will provide collective outreach and marketing to all Bellflower residents.

(4) Progress aligning curricula & offering concurrent enrollment/contextualized basic skills

- a. Progress: For the first time, the Consortium began offering non-credit, contextualized CTE courses at Cerritos College to support student outcomes and the effective use of classroom time. As a point of entry for students needing extra support, Cerritos College staff reaches out to adult school populations to market a non-credit program in automotive services that feeds into a for-credit automotive program. The College offers non-credit contextualized education in math and English to students interested in its Associate’s program for Speech and Language Pathology Assistants.
- b. Opportunities for future growth: PAACE will focus on more flexible arrangements among agencies and industry in addition to formal agreements to onramp adult students into college coursework. There is also a need to develop data systems to measure effectiveness and progress for adult students who transition into CTE credit-bearing courses through Cerritos College.

(5) Completion/transitioning adult learners to postsecondary programs or the workforce

- a. Progress: Build bridges for students to continue postsecondary work at local colleges and to find employment through partnership with the local WDB and industry connections. The CTE-to-work transition was ramped up in several

programs, including a non-credit renewable energy CTE curriculum offered at Cerritos College.

- b. Opportunities for future growth: Cerritos College is exploring new ways to open its apprenticeship programs to more adult learners, creating a pre-apprenticeship program for adults to be able to transition and apply to registered apprenticeship programs such as fire sprinkler installers and ironworkers. This ties to the College's apprenticeship programs in the construction trades. By 2022, a group of Downey Adult Education students will participate in the College Promise program in partnership with Cerritos College to receive two years of free tuition for students who have completed their HSD or equivalent and who meet certain requirements.

KEY PARTNERS

Consortium agencies have strong partnerships with regional service providers across the region. In particular, the Consortium has developed robust pathways between the Consortium and the regional workforce development board, which it intends to continue to develop over the next three-year cycle. Additional partnerships may be found in the table below.



14

Industry Partners



3

Libraries



7

Schools and Colleges



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Social Service Agencies

Table 1. Key Service Providers

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas	If other, provide a brief description of services provided
Southeast Los Angeles County Workforce Development Board (SELACO WDB)	Workforce Partners	10900 183rd St #392, Cerritos, CA 90703	CTE, WR	Education, academic support, counseling, leadership training, career development/employment training
Los Angeles County Office of Education (LACOE)	Education & Training Providers	9300 Imperial Hwy, Downey, CA 90242	CTE, WR	Education, academic support, counseling, leadership training, career development/employment training
Los Angeles County America's Job Center of California	Workforce Partners	10400 Pioneer Blvd, Santa Fe Springs, CA 90670	CTE, WR, Other	Education, academic support, counseling, leadership training, career development/employment training

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas	If other, provide a brief description of services provided
Office of LA County Supervisor Janice Hahn	Government	11911 Artesia Blvd., Suite #104A Cerritos, Ca. 90703	Other	Legislative mandates, government resources, community and non-profit partnerships
City of Norwalk	Government Agency	12700 Norwalk Blvd. Norwalk, CA 90650	Other	Provides scholarships to cover tuition for city residents participating in Career Training courses.
Los Angeles County Department of Children and Family Services (DCFS)	Social & Welfare	4060 Watson Plaza Dr, Lakewood, CA 90712	ESL	Social and Welfare services
Employment Development Department (EDD) of state of CA	Workforce Partners	5301 Whittier Blvd, East Los Angeles, CA 90022	WR, Other	Social and Welfare services
Los Angeles County Department of Mental Health	Social and Welfare	224 E 6th St, Los Angeles, CA 90014	AWD, WR	Social and welfare services specialized for foster care
Los Angeles County Department of Rehabilitation	Social and Welfare	5140 Florence Ave D, Bell, CA 90201	CTE, AWD, WR	Social and welfare services, education, academic support, counseling, leadership training, career development/employment training
Norwalk EDD America's Job Center of California	Workforce Partners	10400-9 Pioneer Blvd, Santa Fe Springs, CA 90670	CTE, WR	
Field of Dreams Learning, Inc.	Community Based Organizations	15014 Studebaker Rd., Norwalk, CA 90650	Other	
Northgate Markets	Industry Partner	11660 Firestone Blvd, Norwalk, CA 90650	CTE, WR	
U.S. Dept. of Veterans Affairs	Govt. Agency	5730 Uplander Way #100, Culver City, CA 90230	Other	
Centro Latino for Literacy	Community Based Organizations	1719 W 8th St, Los Angeles, CA 90017	ESL	
Southeast Regional Occupational Program and Downey Unified School District ROP	Education & Training Providers	12940 E. Foster Rd., Norwalk, CA 90650	WR, PA	

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas	If other, provide a brief description of services provided
Fedde Community Resource Center	Community Based Organizations	21409 South Elaine Avenue, Hawaiian Gardens, CA 90716	Other	
California Conservation Corps	California State Department Agency	11401 South Bloomfield Ave., Norwalk CA 90650	CTE	
Community Youth Corps (CYC)	Employment program	11538 Rosecrans Ave, Norwalk, CA 90650	CTE	
Metropolitan State Hospital -- Golden Vista School	Education & Training Providers	11401 Bloomfield Ave, Norwalk, CA 90650	CTE, WR	
Mexican Consulate	Govt. agency	2401 W 6th St, Los Angeles, CA 90057	ESL, Other	
Vans Distribution Center	Industry Partner	15700 Shoemaker Ave. Santa Fe Springs, CA 90670	ESL	
Shaw Industries	Industry Partner	15299 Bonavista Ave, Santa Fe Springs, CA 90670	ESL	

ESTIMATED FUNDING 2019 - 2022

Consortium agencies are committed to leveraging resources to enhance student programs and improve student achievement within the region. Sources of funding include CAEP, CalWORKS, Perkins V funds, and WIOA II, with total funding projected at approximately \$50M for the 2019 - 2022 planning cycle. CAEP dollars constitute the largest proportion of the Consortium's funding at about 83 percent overall. The remaining 17 percent comes from a combination of state / federal sources, including CalWORKS, Perkins V, and WIOA II, and from community college apportionments. See Table 2 for additional details.

Table 2. Funding for Adult Education Programs and Services

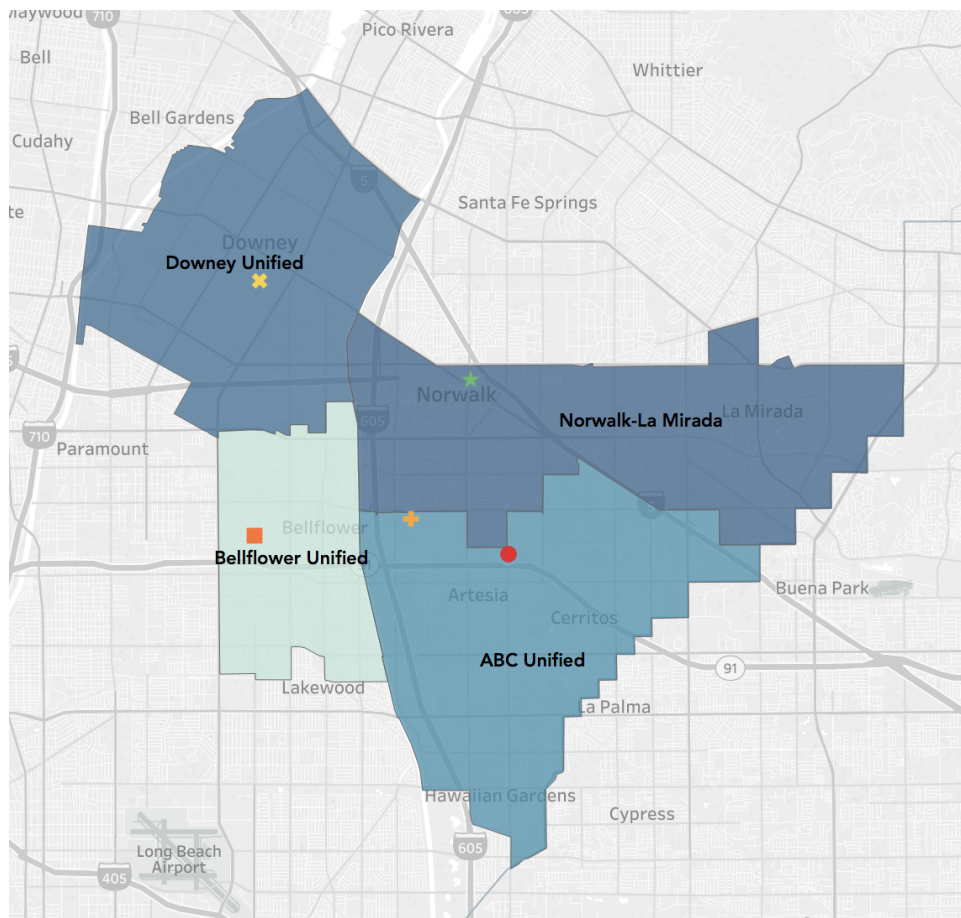
Source and Type of Funds	Funding Estimates FY 2019-20	Funding Estimates FY 2020-21	Funding Estimates FY 2021-22
AEP	\$14,764,425	\$15,296,610	\$15,850,762
CalWORKs	\$205,230	\$206,000	\$207,000
CCD Apportionment	\$1,465,326	\$1,494,632	\$1,524,524
LCFF / District Funds	\$1,000,000	\$1,000,000	\$1,000,000
Perkins V	\$273,609	\$275,000	\$280,000
WIOA II	\$1,348,739	\$1,350,755	\$1,355,755
Total	\$19,057,329	\$19,622,997	\$20,218,041

Community Need and Customers

REGIONAL OVERVIEW

The Partnership for Adult Academic and Career Education Regional Consortium (PAACE) incorporates a region of Los Angeles County known for its solid middle-class roots and history of aerospace innovation. Its members—Cerritos College, ABC Unified School District, Bellflower Unified School District, Norwalk-La Mirada Unified School District and Downey Unified School District—represent over 335,000 adults in the cities of Artesia, Bellflower, Cerritos, Downey, Lakewood, La Mirada, Hawaiian Gardens, and Norwalk. These districts share similar educational philosophies and enjoy physical proximity; no more than four miles separates school facilities within the Consortium.

Figure 2. PAACE Consortium Regional Boundaries



The northernmost area of the region accounts for over half the population, with Norwalk-La Mirada Unified School District accounting for the largest portion of the area's population 18 and over at 96,162 (29%), followed by Downey at 93,050 (28%). To the south, ABC Unified accounts

for about 25 percent of the population and Bellflower Unified School District for about 18.5 percent.

Race and Hispanic Origin

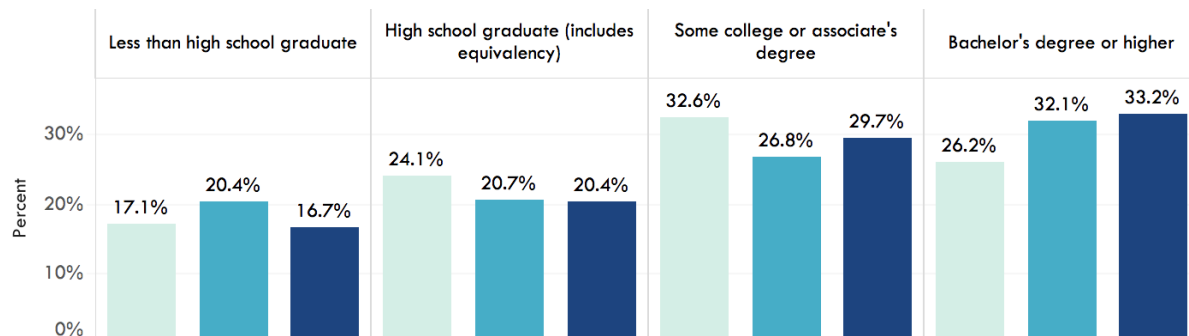
Hispanics make up the largest proportion of the population within the PAACE region. Bellflower, Norwalk, and Downey are majority-Latino cities, and the vast majority –79 percent—are of Mexican heritage. Immigrants from Central American countries constitute approximately 9 percent of the Hispanic population. The largest of these are from El Salvador, with a population in the region estimated at 11,152, and Guatemala, estimated at 6,332. Smaller pockets of Central and South Americans hailing from Nicaragua, Columbia, Peru, and Ecuador, among others, may also be found throughout the region.

There are sizeable pockets of Asian communities within the PAACE region as well. The majority reside in the ABC / Cerritos sub region, extending both east into Bellflower and west along the southern border of the Consortium region to the easternmost tip of the Norwalk-La Mirada. American Community Census data on languages spoken at home indicate subpopulations of Filipinos, Koreans, and Chinese. Areas with large proportions of immigrants may benefit from adult education programs and services, especially when first- and second-generation immigrants who often have the greatest need for such services.

Educational Attainment

Approximately one-third of adults between the ages of 24 and 64 in California (33 percent) and in Los Angeles county (32 percent) have a bachelor's degree or higher, whereas in the PAACE region, the same may be said of only a little over a quarter (26 percent) of the population. Conversely, the PAACE region does have higher rates of high school graduates and percent of adults with some college or Associate's degrees. The PAACE region is tied with Los Angeles county for percent of adults with a high school diploma or less at 41 percent, which is slightly higher than the state average of 37 percent.

Figure 3. Educational Attainment for the Population 24 - 64



While educational attainment for the population 18 and over varies across the region, generally speaking, southwestern parts of the region tend to have higher achievement rates than those in the Northeast. Nearly one-third of the population over 18 in Downey, for example, have less

than a high school diploma (32.5%). Neighboring Norwalk-La Mirada has similarly high proportions at 29 percent of the population with less than a high school diploma. Moving Southwest, these rates decrease sharply, with ABC Unified at 20 percent and Bellflower at 18 percent. However, unlike ABC Unified, which shows the highest rates of educational attainment in the region at 30 percent with an Associate's degree or more, Bellflower stagnates at 17 percent—the lowest in the area.

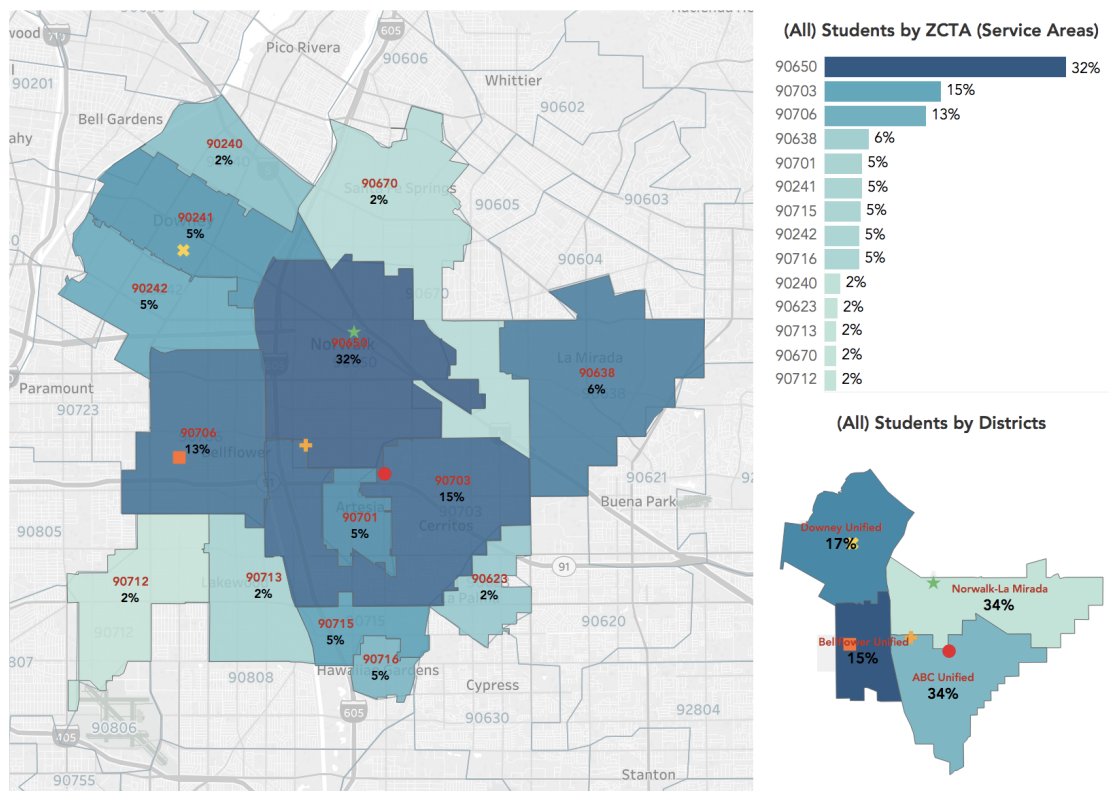
REGIONAL NEED FOR ADULT EDUCATION AND TRAINING PROGRAMS

To identify populations that may be currently underserved, and to help inform conversations about ways to better serve populations with the greatest need within the Consortium's service area, composite measures based on number of students currently served and estimated needs were developed for each of the core program areas (i.e., ABE / ASE, ESL, CTE). The needs were aggregated at zip code and regional geographies to highlight disparate service levels. Likewise, analyses were intended to identify and clarify regional service areas, which could potentially extend beyond the parameters of state boundaries. Student-level data were provided to the Bayha Group from each agency for the program year 2017-18 and geocoded to compare existing and potential student populations.⁴ In all, approximately 14,547 unique student records were geocoded.

In general, most PAACE students—approximately 93 percent—live within 10 miles of the Consortium's geographical center. Students may be found centrally located within the region in one of three zip codes: 90650 (Norwalk), 90706 (Bellflower), and 90706 (Cerritos). The most densely populated of these is Norwalk (90650) with 35 percent of the total student population, more than double the number of students found in the next largest zip code, 90706.

⁴ Cerritos college data reflects enrollments in the 2018-19 program year as 2017-18 data were unavailable.

Figure 4. Students by Zip Code

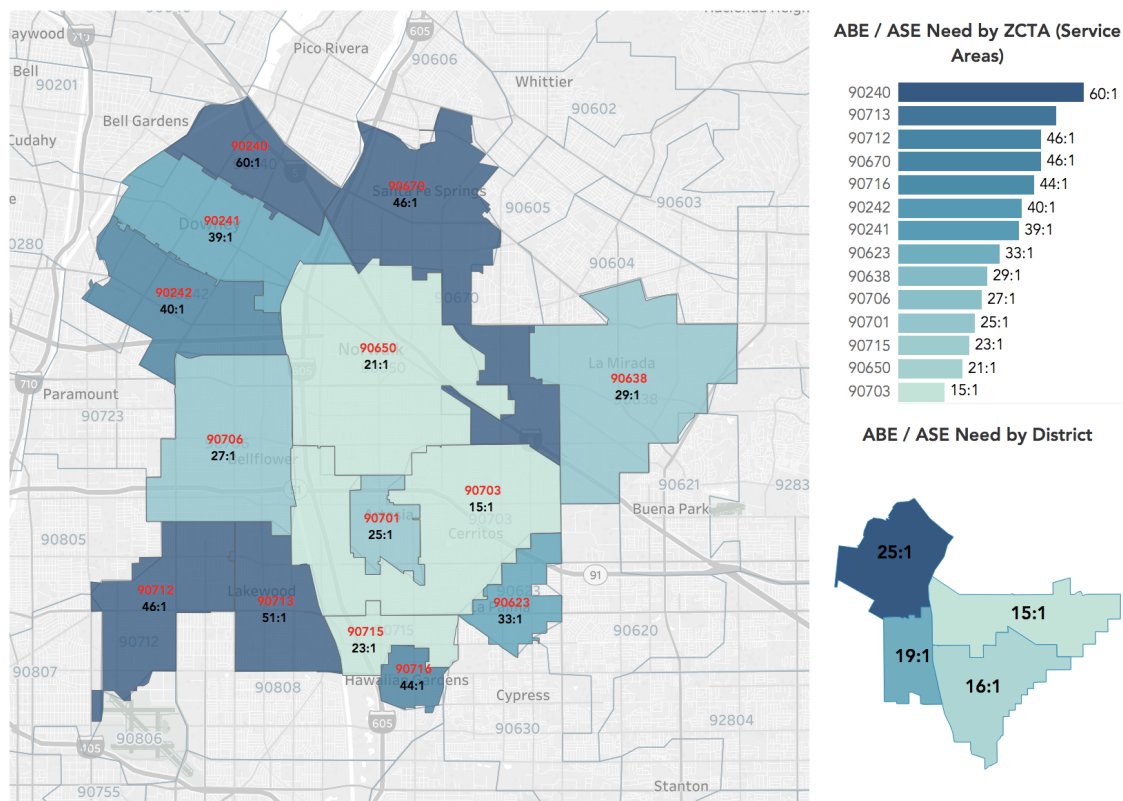


For the purposes of this plan, the regional service area for the PAACE Consortium consists primarily of the four school districts that comprise the region’s official Consortium boundaries, and secondarily, the 14 zip codes that they overlap.

ADULT BASIC / SECONDARY EDUCATION

The population in need of ABE/ASE programs align closely to the census data on educational attainment, specifically, adults over the age of 18 with less than a high school diploma. When compared against current enrollment, Consortium agencies serve ABE / ASE populations in much higher proportions in the centermost zip codes within the region. The strongest of these is zip code 90703 in Cerritos, which shows a 15 to 1 ratio of potential to existing students. Moving outward—and particularly heading west—from the center of the region we see these ratios increase significantly. At the northernmost tip of the region in Downey, the proportion of potential to existing students increases to 60 to 1—the highest in the region.

Figure 5. ABE / ASE Need by Zip Code

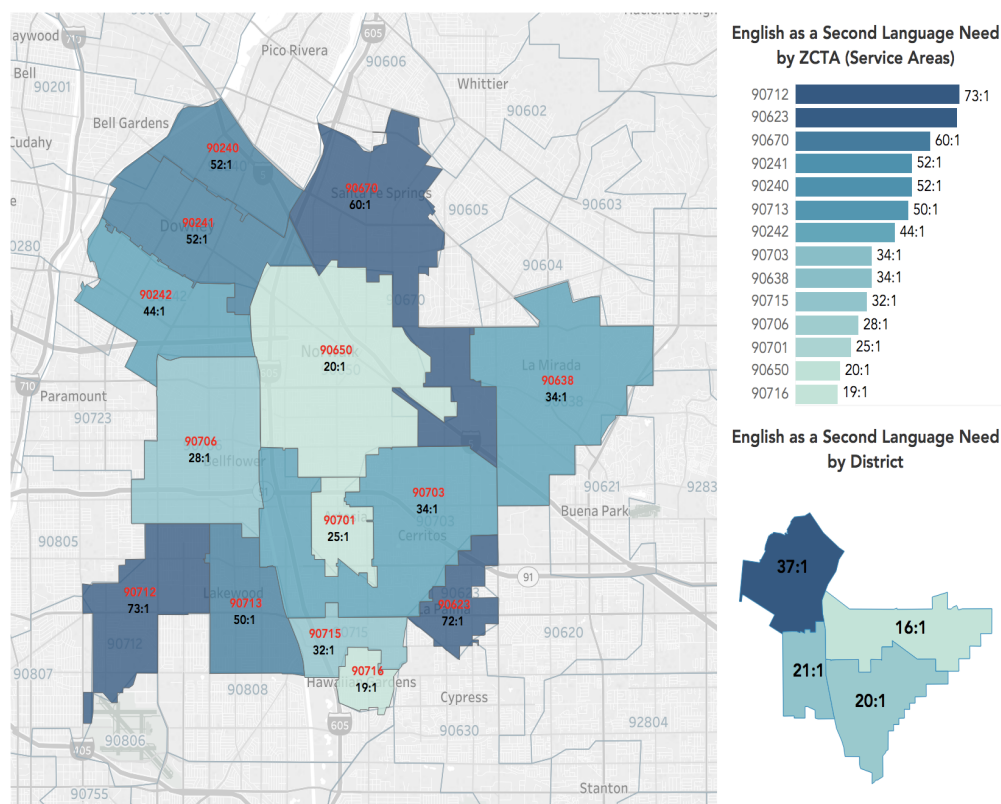


ENGLISH AS A SECOND LANGUAGE / ENGLISH LANGUAGE CIVICS

The target population for ESL and citizenship programs typically consists of adults who a) speak a language other than English at home and b) whose command of the English language is at or below high school levels—i.e., individuals who speak English less than “very well.”

While centrally located, 90650 in Norwalk has one of the largest populations of potential English language learners in the region. Overall, the highest concentration of adults meeting this definition are found along the northwest edge of the PAACE service area, with 90201 (Bell Gardens) having the largest population, followed by 90280 (South Gate), and 90262 (Lynwood).

Figure 6. ESL Need by Zip Code

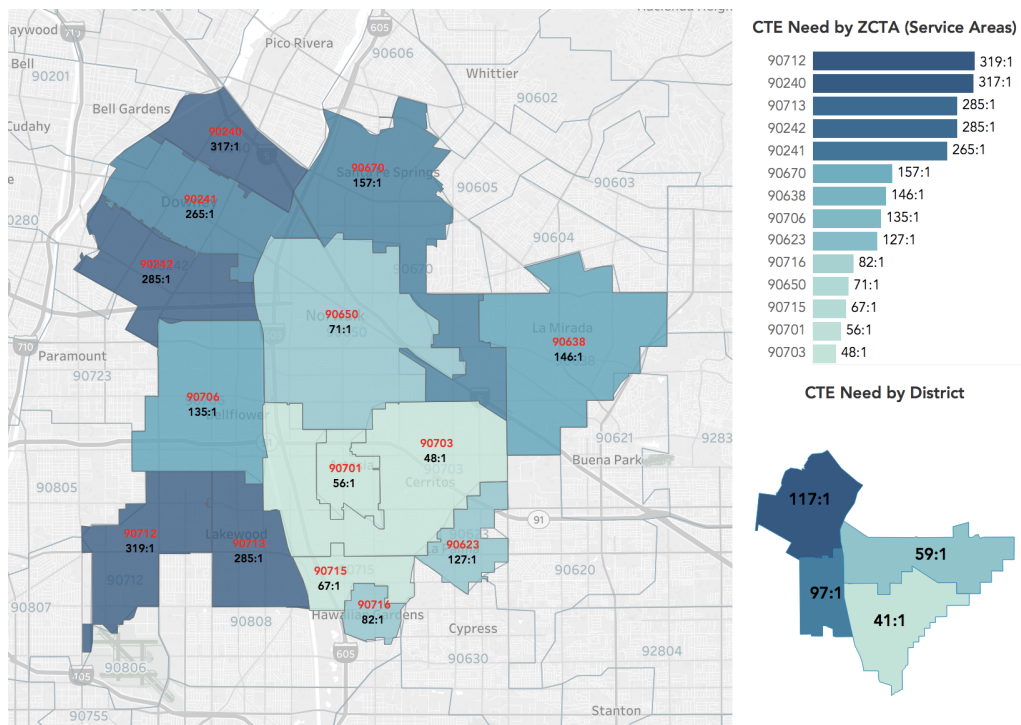


SHORT-TERM CAREER AND TECHNICAL EDUCATION

Short-term Career and Technical Education (CTE) programs provide training in high-demand industries leading to postsecondary level certifications, industry-valued licenses, and ultimately, living wage jobs. Typically, short-term CTE programs are designed to take less than one year to complete, though this may vary by program and agency. The population segments most closely aligned to this program area are adults with a high school diploma or equivalent and adults with some college but no degree.

The largest number of CTE students is in the Norwalk-La Mirada Unified district area, followed by Downey Unified, ABC Unified, and finally, Bellflower Unified. Zip code 90650 in Norwalk has the highest concentration of CTE students at 481. Adjacent zip codes 90703 (Cerritos) and 90706 (Bellflower) also have large numbers of current CTE students at 244 and 199, respectively. Figure 7 below shows that the need is great for short-term CTE programs in the Consortium, based on the levels of educational attainment of adults living in the region.

Figure 7. CTE Need by Zip Code



Goals and Strategies

The PAACE Consortium concentrates goals in three main areas: (1) Meeting Regional Needs & Targeted Program Growth; (2) Counseling/Support Services; and (3) Data Management. These goals support progress in addressing community needs and improving student outcomes; integrating services, including intake and placement of students; and improving transitions into postsecondary education and the workforce.

(1) Meeting Regional Needs & Targeted Program Growth

- G1.** Align offerings of ESL courses/citizenship courses based on community needs (see data analysis of regional needs in “Community Need and Customers” section above).
 - S1.1.** Compare enrollments in ESL courses to new number to ensure more ESL courses are reaching community members. The Consortium has increased citizenship classes by several hours per week; increased evening ESL class offerings; and increased contextualized education classes for ESL students in computer/technology/math essentials.
- G2.** Continue to expand non-credit contextualized support in Math and English in CTE courses through programs that help adult students transition to high-demand occupations.
 - S2.1.** Develop programs based on the local labor market in partnership with the Strong Workforce Program LA/Orange County Regional consortium. Examples of this model include the automotive technology pathway at Cerritos College that feeds into a credit program, its Speech and Language Pathology program, and a future solar energy program that aligns with the renewable energy sector. Additionally, pre-apprenticeship opportunities tie into eventual careers in established fields.
- G3.** Provide comprehensive Adult Education in Bellflower with student support, dual enrollment opportunities and clear transitions to postsecondary and high-priority occupations.
 - S3.1.** Track number of Bellflower residents enrolled in PAACE consortium Adult Education courses; track student completion, postsecondary work and careers in growth industries. Bellflower coordinates ESL and GED course offerings with PAACE members.
- G4.** Maintain strong Cerritos College satellite site at Norwalk-La Mirada Adult School.
 - S4.1.** Beginning in fall 2017, staff at the College and school district worked together to provide instructors and reach community members to attend courses at NLMAS.

G5. Increase courses and programs with an emphasis on collaborative agreements or MOUs, as formal articulation agreements have been difficult to achieve. The focus is shifting to alignment of programs and course offerings to allow for a broader and more flexible system that meets adult learners' needs.

S5.1. Partner agencies work together to articulate specific programs.

G6. Build partnership between Cerritos College and Bellflower Adult Reentry program for transition to academic and vocational programs.

S6.1. College and adult school staff coordinate ESL classes in Bellflower Unified School District provided by PAACE consortium members.

G7. Maintain trained tutors for basic skills math, High School Equivalency, basic English, ESL classes.

S7.1. Continue to work with tutors to ensure competency in helping students in these areas.

G8. Offer seamless college and career readiness workshops and ongoing support for adult students who transition to college coursework throughout PAACE.

S8.1. Maintain college and career readiness workshops that include the college onboarding process, success skills and information transition students need.

G9. Boost advertising for PAACE.

S9.1. The PAACE Website serves as an outreach and recruitment tool, but its actual impact on reaching communities served is unknown. PAACE members will focus on making the website an interactive and engaging, purposeful tool to advertise regional courses and programs.

G10. Adults with Disabilities Taskforce, development and oversight.

S10.1. Further discussion is needed in meeting the needs of the AWD population. ABC and Norwalk-La Mirada unified school districts currently offer classes for the AWD population.

G11. Develop college transition course for Adults with Disabilities

S11.1. AWD taskforce coordinates input from business sector until courses are fully integrated into the curriculum. Work closely with AJCC to bring businesses to the table.

G12. Identify key competencies and draft a proposal for a CTE certificate for AWD.

- S12.1. Work closely with AJCC to bring businesses into the Consortium member sites to connect AWD to occupations.

(2) Shared Professional Development

G1. Share PD costs across Consortium

- S1.1. PD days are funded and shared throughout the region

G2. Work out cost sharing agreements for AJCC benefits.

- S2.1. Calculate proportionate share of contributions, through cash, in-kind, or third-party in-kind contributions within the Consortium.

(3) Counseling Services/Student Support

G1. Provide comprehensive Counseling Services

- S1.1. List counseling positions and document student-counselor meetings in the Student Information System. Document referrals to outside agencies, colleges and America's Job Center of CA (AJCC). Track transfers through PAACE adult education programs.

G2. Enhance Employment and Career Services/Job Placement

- S2.1. Train support staff to refer students to academic and vocational programs. Track numbers of referrals to Cerritos College vocational programs and PAACE vocational programs, and number of referrals to AJCC. Benchmark: minimum of 70 percent of students who graduate from Career Technical pathways are able to find jobs within the pathway sector, but the goal would be 85 percent placement. Adult schools may discontinue career programs that fail to meet the placement goal.

G3. Continue to implement Student Education Plans and make student-centered counseling services/instructional support available.

- S3.1. Track and follow up with students to maximize student success. Offer condensed courses where possible to accelerate student progress. This includes offering counseling to students transitioning from partner adult schools to Cerritos College in the application process, registration, financial aid and student services.

(4) Data Management

G1. Shared processes to promote confidence in student data.

- S1.1. Formalize ABC Adult School data lead as a resource for all sites within the Consortium to ensure the Consortium is adequately funded. The lead would

meet with data specialists from each site as a group once a month to analyze data and determine what changes are happening month to month in collaboration with an assessment center team and secretary in charge of attendance and data reporting.

G2. Sponsor faculty and staff to attend PD workshops/conferences; strengthen PD and alignment in data management.

S2.1. Continue proactively providing PD experiences for Adult Education faculty and staff. Encourage faculty to be active in Professional Learning Communities (PLC). Hold PD days at each member site open to all members of the Consortium. Create a PLC around priorities identified by faculty in the Consortium. Individual members developed PL Communities to analyze student data via site PCL leads. Data analysis has been a continued area of improvement through CASAS pre- and post-testing, formative and summative learning data, and student technology surveys.

G3. Pilot use of CalJOBS for PAACE Consortium students

S3.1. Offer additional training and tutorials at member sites.

G4. Train each PAACE member in CalJOBS system.

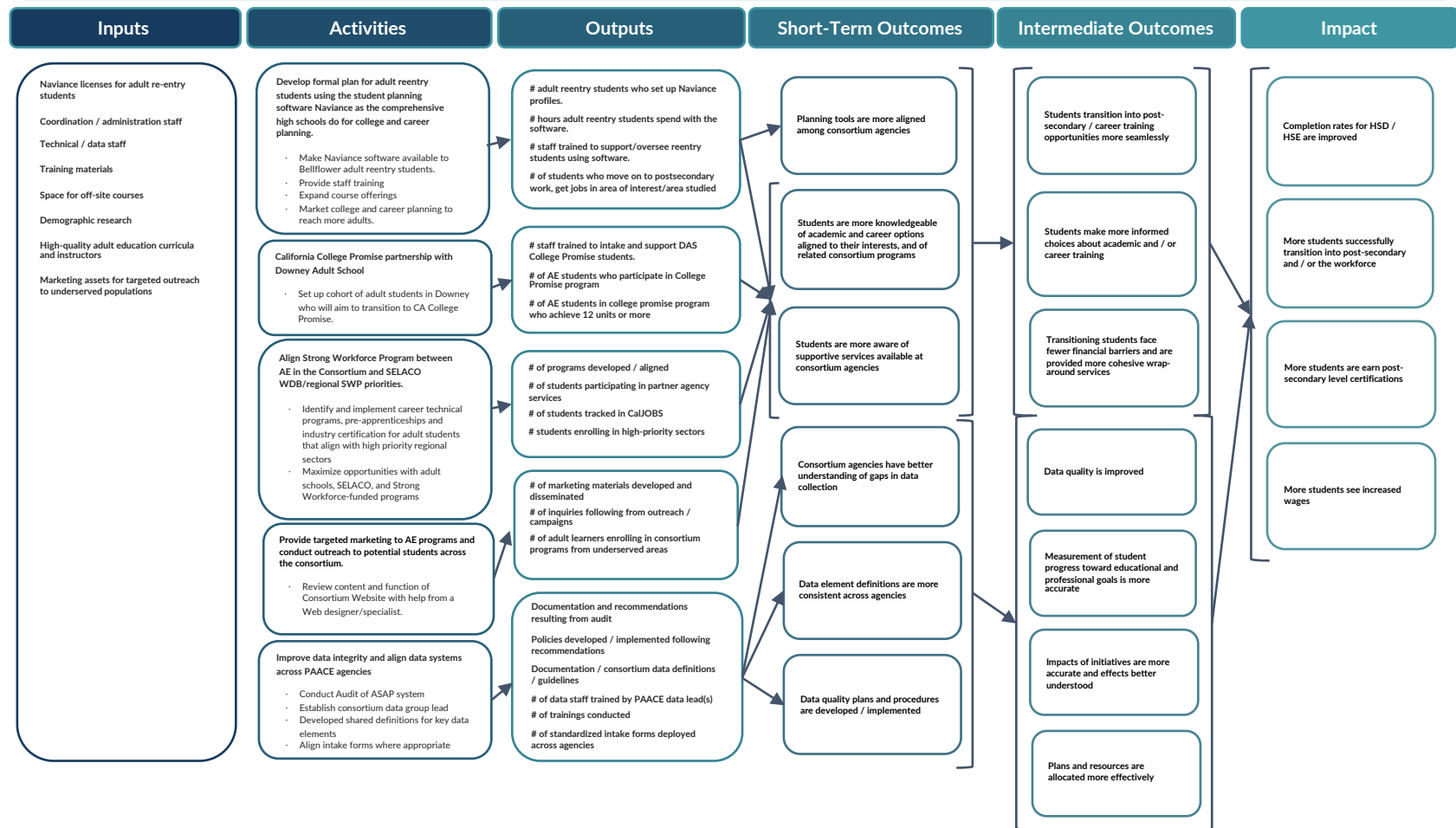
S4.1. Host tutorials at each site.

G5. Provide training on SELACO WDB CalJOBS system.

S5.1. Consortium lead will coordinate and schedule trainings at each site.

LOGIC MODEL

Goal Statement: *Improve and expand services to create clear transitions for adult learners to achieve their stated educational and career goals*



PROGRESS INDICATORS

The PAACE Consortium has committed to the following progress indicators to measure progress and impact during the next three-year cycle. These objectives map directly to the PAACE Logic Model and will be driving factors for annual plans throughout the funding period.

By June 2021, Bellflower Adult Education students will make more informed choices about career and/or postsecondary options by using software noted in the Logic Model, self-assessment tools, and through greater access to dual enrollment opportunities and ongoing support from trained staff.

By October 2021, documentation and recommendations resulting from audit of ASAP student management system are in place. Policies will be implemented following recommendations. By June 2020, PAACE agencies will develop standard intake forms deployed across agencies.

Ongoing: Consortium will update short-term Career Technical Education programs to align with high-priority sectors/occupations identified through partner SELACO WDB and the regional SWP group.

By June 2021, Consortium will have trained staff to provide support to Downey Adult School students participating in College Promise in partnership with Cerritos College. By spring 2022, A cohort of DAS students will be selected based on required criteria to be a part of College Promise.

By June 2020, the Consortium will assess marketing across agencies to reach potential AE students. Common enrollment data will be used to determine effectiveness of outreach.

Piloting and Implementation

The PAACE Consortium will work toward the following recommendations to enhance services for adult learners:

(1) Data Management

- (a) Set up a formal audit of ASAP student information system. Consortium sites are working across multiple platforms. As a pilot, take a sampling of students at one or more sites that use ASAP, and check that data against back-up data over a specific period of time. It is a basic expectation that agencies should be able to rely on their student information system to provide timely, reliable information that can be used to inform program planning, reporting program outcomes, and compliance reporting. There is enough consistency among reports of issues by those we spoke with to indicate, however, there may be problems with the ASAP data system that could impact data integrity. Conducting a formal audit of ASAP could provide insight into the root cause(s) of the issues reported, as well as unearth potential solutions and / or best practices to ensure data quality that could be leveraged across Consortium agencies.
- (b) Formalize ABC Adult School data lead as a resource for all sites within the Consortium to ensure the Consortium is adequately funded. The lead would meet with data specialists from each site as a group once a month for one hour to analyze data and determine what changes are happening month to month in collaboration with an assessment center team and secretary in charge of attendance and data reporting. Discussion may include how the Consortium incorporates data management in communities where resources do not exist, such as Bellflower.
- (c) Recognizing that different agencies have different needs, aligning forms and procedures used for student intake and updates can help ensure data quality and consistency across the Consortium. Shared documentation minimizes the likelihood of inconsistencies among agencies, while also promoting collaboration and accountability. Some forms used by PAACE members inspire more complete answers from students based on their easy-to-follow format, and every site will benefit from user-friendly forms to document student goals and progress.

(2) Program Needs & Enhancements

- (a) Conduct targeted marketing of ESL, ABE/ASE and short-term CTE within PAACE sub-regions based on where the greatest proportion of potential adult students

reside. The PAACE Website is under-utilized as a community resource and its content and delivery will be evaluated.

- (b) Create new transitions for adult students through California College Promise. Guiding ESL students into college courses for further advancement toward career goals is a priority. Looking ahead, PAACE proposes to track a cohort of Downey Adult School ESL students as they enroll in the College Promise program in partnership with Cerritos College. Students who meet the program qualifications will be tracked as they move through College Promise, complete postsecondary work and enter or reenter the workforce. This effort dovetails with new state requirements for assessing college readiness, and locally with existing college and career readiness workshops and student support for transition to college-level work.
- (c) Build on a close relationship with SELACO WDB to maximize adult student outcomes in industry-certified programs and job placement in priority industry sectors that align with students' chosen career technical paths. There is significant potential need for short-term career technical programs for adult residents across the Consortium. PAACE will implement new career technical programs, pre-apprenticeships and industry certification for adult students that align with high priority regional sectors. MOUs and alignment among agencies are priorities, and PAACE will continue active participation in the Strong Workforce Program LA County regional plan. PAACE will continue to monitor updates to local regional sector priorities established by the regional SWP group.
- (d) Within Bellflower Unified School District, which has the lowest percent of adult residents in PAACE with an Associate's degree, develop a formal plan to postsecondary and/or careers for adult reentry students. PAACE will use Naviance college and career planning software currently in use at many of the region's comprehensive high schools to develop a formal plan for adult reentry students. Staff training, dual enrollment, and marketing to broaden services to more adults in the Bellflower area are priorities to impact this region.