Consortium Annual Plan

This Annual Plan Form has been partially auto-filled for your Consortium based on your AEBG Consortium Fiscal Administration Declaration (CFAD). **Some text is locked** (　). Should you need to make changes to these sections, please contact the AEBG Office. Submissions are due by **August 15, 2016.**

> **Please Note:** Please use bullet-point lists where appropriate for clarity and concision and spell out acronyms that may not be readily understood by most readers.

Section 1: Consortium Administration　　　　　　　　　　　　　　−

Consortium Grant Number	Consortium Name
15-328-06	06 Southeast Los Angeles

Primary Contact(s)

The table below lists the current Primary Contact(s) for your Consortium. Each may identify up to **two**. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.

Name	Title	Phone	Email
Vasquez, Graciela	Director of Adult Education & Diversity Programs	(562) 860-2451	gvasquez@cerritos.edu

Funding Channel

The consortium has chosen direct funding

Fiscal Contact

The table below lists the current Fiscal Contact for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.To add or remove a Member Representative, click **Add / Remove Member Representatives.**

Name	Title	Phone	Email
Vasquez, Graciela	Director of Adult Education & Diversity Programs	(562) 860-2451	gvasquez@cerritos.edu

Member Representation

The table below lists the current Membership for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. To **add** or **remove** a Member Representative, click **Add / Remove Member Representatives.**

Name	Member Agency	Phone	Email	Approved
Dixon, Patrick	Bellflower Unified School District	(562) 356-9904	pdixon@busd.k12.ca.us	11/14/2013
Rochin, Blanca	Downey Unified School District	(562) 940-6201	brochin@das.edu	09/15/2015
Guo, PaoLing	ABC Unified School District	(562) 926-6734	paoling.guo@abcusd.us	11/06/2013
Todd, Sharon Renfro	Norwalk-La Mirada Unified School District	(562) 868-9858	stodd@nlmusd.k12.ca.us	09/14/2015
Vasquez, Graciela	Cerritos Community College District	(562) 860-2451	gvasquez@cerritos.edu	11/05/2015

Governance Plan

Your Governance Plan defines the policies and procedures that guide decision-making and operations for your Consortium. Your Consortium's current Governance Plan may be found below.

Has your Consortium changed how it manages operations since submitting the plan above? (Select Yes or No)

○ Yes
◉ No

If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan.

⬇ Download Governance Plan Template

Organizational Chart

In your 2016 – 17 CFAD, you were asked to submit an Organizational Chart. Your Consortium's current Organizational Chart may be found below.

Do you have changes to your Organizational Chart? (Select Yes or No)
○ Yes
◉ No

If there have been changes from what was submitted with your CFAD, please upload a new Organizational Chart below for submission with your Annual Plan. Organizational Charts must be in .jpg format.

Fiscal Management

In your CFAD you answered the following questions: 1) How will the consortium be fiscally managing your block grant in 2016 - 17? 2) How are you rolling up grant expenditures report to the State? Your response is included below for reference.

The PAACE consortium has decided to utilize the direct funding model. Collectively, the PAACE members have agreed to appropriate amounts to distribute to each member based on activities, objectives and goals set forth by all constituent groups. Fiscally, each member will be responsible for managing their individual allocation, certify and report back to the PAACE consortium. Fiscal reports and updates will be provided at each consortium meeting to ensure the PAACE is on task with stated plans. With regard to State reporting, grant expenditures will be provided by each member to the PAACE leadership and submitted to the State.

Does your Consortium have updates or changes to its approach to Fiscal Management to report? If so, click Yes and enter them in the textbox below. Otherwise, click No.
◉ Yes
○ No

Each individual member will be reporting directly to the State. PAACE members will continue to meet regularly and report on expenditures, discuss leveraging resources, and standardizing expenditures where appropriate. Consortium-wide quarterly meetings will continue to have PAACE fiscal reports for all constituents to gain awareness, comment, and provide input to fiscal management.

Consortium Allocation Schedule

In your CFAD, you submitted your Allocation Schedule for 2016-17. **This item is locked.** It is included here for reference only.

Member Name	Total Allocation
🔒 Norwalk-La Mirada Unified School District	$3,963,097
🔒 Downey Unified School District	$1,353,517
🔒 Bellflower Unified School District	$25,000
🔒 Cerritos Community College District	$491,812
Total	**$5,833,426**

Section 2: Plan Summary for Program Year 2016-17   −

The AEBG effort focuses on the purpose described in AB86: "... to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage." Your AB104 Adult Education Block Grant Three-Year Plan Update summarizes what your Consortium's vision and goals are for your

regional Adult Education system. The Annual Plans focus on what will be done to make progress toward that vision each year.

Executive Summary

Please provide an Executive Summary of your Consortium's implementation plan for the 2016 – 17 Program Year. In your summary, please be sure to provide a clear and concise description of your Consortium's vision, accomplishments made during the prior Program Year, and its primary goals for the the upcoming Program Year.

The Partnership for Adult Academic and Career Education (PAACE) regional Consortium aims to provide quality education in preparing adults in the Southeast Los Angeles Region to be College and Career Ready. The Consortium is pleased to present this plan to date to meet the needs of adult learners in Southeast Los Angeles County. Due to the state's severe budget shortfalls since 2008-09, the region is currently serving thousands fewer adult students than it once did in core programs identified as part of Adult Education Block Grant (AEBG): Adult Basic and Secondary Education, English as a Second Language and Citizenship, Career and Technical Education, Apprenticeships and Adults With Disabilities; however, 2015-2016 proved to be a year of progress and first steps in the right direction. PAACE has experienced success in providing more course offering and serving a larger number of adults in the areas of English as a Second Language and Career and Technical Education. The Consortium is committed to providing support and deliver services in high-need regional areas like the city of Bellflower. Due to the state's severe budget shortfalls since 2008-09, the school board in the city of Bellflower voted to close its adult school. Other K-12 districts in the Consortium and Cerritos College held on to much-needed adult education programs, but decreased class offerings. AEBG has brought the local college, Cerritos College, to the forefront in bridging the work that students may start at adult schools to larger goals of job success and academic progress. To this end, PAACE has created a multi-layered approach to streamline assessments and curriculum between the K-12 and community college system. The plan, which started in FY 2015-16, is not focused on simply getting by with adequate funding; the vision is to leverage existing community, county, state and federal resources to build a practical, effective network of adult education services. In the 2015-2016 academic year, the Consortium has been able to build needed partnerships with the Southeast Los Angeles County Workforce Development Board. This will aid the Consortium by tracking student's employability and success transitioning to the workforce. PAACE further seeks to harness the passion of local school administrators to turn attention toward adults needing basic literacy skills, Adults with Disabilities, and those who would benefit from English as a Second Language programs that are contextualized to tie into a roadmap for success. The plan falls into the three umbrella categories of Systems Alignment and Regional Equity; Counseling Services; and Data Management. Single-year operational costs are included alongside strategies in Objective tables to detail necessary funding for implementation. Seizing this opportunity to rethink and redesign adult education for the Southeast Los Angeles County region, the PAACE leadership has developed goals and activities that will build and enhance the level of services and programs currently being provided to adult learners in the region. However, PAACE is committed to the restoration of funding for critical adult education programs in the region. Currently, the region's K-12 partners offer adult education programs without a reliable funding source. Regional plans, goals, and activities cannot be implemented in an environment of adult education programs for which funding and resources have been eliminated. Should no funding become available to support the region's adult education programs, PAACE will prioritize support for our current successful adult education programs before meeting the larger demands of a regional adult education model.

Stakeholder Engagement

In the table below, please list your Consortium's Partner Agencies. These may include, but are not limited to, state, county workforce and / or educational agencies, community based organizations, corrections, advocacy and / or special interest groups, proprietary schools, charter schools, among others. Values may be entered directly into the table below. All changes are saved automatically.

Partner Name	Partner Type	Core Services
Art Research and Curriculum Associates Southern California	Non-Profit agency	This is a non-profit agency that assists schools to better serve students from diverse backgrounds and to improve race relationships.
Centro Latino For Literacy	Non-Profit agency	This non-profit teaches Spanish literacy skills with Leamos (Let's Read) Basic, as foundation to learn English. Leamos reduces tutoring/teaching time, and helps students transition into primary education with Plaza Comunitaria, or enroll in low-level ESL classes.
Field of Dreams Learning, Inc	Non-Profit Public Benefit Corporation	In partnership with YouthBuild Charter School of Calif., this organization offers on-site classes from 9th -12th grade in Norwalk. Students may earn an accredited high school diploma and participate in vocational training. Services include counseling and a college and career center.
Southeast Los Angeles County Workforce Investment Board	Not-for-profit public benefit corporation	SELACO WIB specializes in helping job seekers gain the skills and confidence necessary to set a path that leads to self-sufficiency and long-term employment. SELACO WIB's mission is two-fold. As a workforce development agency, we support a pool of quality job seekers in addition to promoting the growth of local businesses.

Briefly describe a promising practice that has emerged as a result of your collaboration with one or more of the partners identified above.

Currently, we partner with Field of Dreams, Art Research and Curriculum Associates Southern California, and Centro Latino for Literacy. All three organizations are non-profit agencies/corporation. One promising practice which has emerged from collaborating with these organizations is a referral process from our consortium to these agencies for additional opportunities to increase literacy, academic and vocational skills of the adult residents within the consortium. Through collaboration with our partners new and promising practices have emerged. The Centro Latino For Literacy currently helps support the needs of our community by providing basic literacy support for our Spanish Speaking students and helps with their transition to our Plaza Comunitaria and finally into Cerritos College ESL program. Another partnership which is currently helping our efforts in various areas of our Consortium is the Southeast Los Angeles County Workforce Development Board. This partnership is a meaningful factor in our Consortium's K-16 Adult bridge program. We are currently in a development phase with the Southeast Los Angeles County Workforce Development Board to create a system, which will track our students' job success. Lastly, the Southeast Los Angeles County Workforce Development Board was instrumental in the creation of our Disability task force. Our partners will be helping the Consortium identify and convene employer to identify and develop employment competencies.

Levels and Types of Services

Please provide a description of your Consortium's success expanding levels and types of programs within your region, as well as key challenges faced and / or overcome during the 2015 – 16 Program Year.

In the 2015-2016 program year, the Consortium experienced success in expanding two types of programs ASE and CTE. The Consortium also successfully expanded ESL course offerings across its region. It currently offers a total of 298 ESL courses as a Consortium. During the 2015-2016 academic year, the Consortium was able to serve 18,505 adults with English as a Second Language courses. Norwalk-La Mirada Adult School experienced great success in two programs: English as a Second Language and Career Technical Education. It was able to serve a total of 2,568 adults with course offering in Career and Technical Education. ABC Adult School and Downey Adult School, offer a total of 338 courses between them in the Career Technical Education program. Cerritos College Adult Education program adds equally strong programs in Adult Basic Education and Adult Secondary Education. As a Consortium, we were able to serve a total of 23,592 adults in the area of Career Technical Education program.

The challenges in the 2015-2016 program year, have been an equal distribution of services throughout the region. While some of our Consortium's members excel in providing CTE courses others lack these types of courses. Another challenge has been expanding a bridge between the Adult Secondary Education program and the college offerings. Lastly, the need to develop course offerings which target adults with disabilities and technology. The demand for Career and Technical Education courses is strong in our region. In 2015-2016, the Consortium was able to service 23,592 adult learners in the CTE program. The challenge of systems alignment and regional equity was assessed and given priority in the 2015-2016 academic year. To this end, the Consortium is in the developing stages of a common system for student registration. This will help the Consortium's members make use of all the resources provided in the region. Students can be referred to different agencies to receive the necessary services when their local agency is unable to provide such service.

Regional Needs

Please provide a description of your Consortium's success providing training and educational services to address the needs of adult learners within your region. Please also identify key challenges faced and / or overcome during the 2015 – 16 Program Year. Please also include descriptions of changes in the needs of your region, as appropriate.

The PAACE Consortium is moving forward with the coordination of services among partners and members. Each of the member schools work closely to ensure that students have opportunities to take courses at member schools when not available at their home school. All member schools work with the community college in recruiting students and facilitating the enrollment process by offering college enrollment opportunities and financial assistance workshops at each school. The implementation of K16 Bridge program used by the consortium members is to assist in providing seamless transitions for students between the adult education sites and community college. One of the adult school members in partnership with major company in the region offered a solar installation class which was open to any adult within the region. PAACE is also working with the SELACO WIB and AJCC to bring services to the local school sites. As part of Cerritos College's commitment to student success, students in K-16 Bridge have received step-by-step assistance in completing the college Early Success Program (ESP), enrollment in a Summer Connection course, counseling appointment, career exploration assistance, K-16 Bridge Workshops and a personalized (12-15 units recommended) schedule for their first Fall & Spring Semesters. Along with the K-16 Bridge program, the Consortium is in the developmental stages of My Mentor. My Mentor connects students to post-secondary institutions providing them with a proven process for increased successful college entry. Another priority for 2015-2016 academic year was to create a task force to create two pathways for adult students with disabilities. The task force is charged with developing a College and Technology pathway and a CTE pathway to address the needs of disable students. Cerritos College has added another ESL level course to help ESL students transition with greater ease into college level reading courses. The Consortium has offered and service students in the area of Adults Training for Child School Success through VESL courses.

PAACE faces the challenge of providing apprenticeship and pre-apprenticeship training programs within our area. As the Consortium develops course offerings to fill this need, it also struggles with adding class offerings for Adults Training for Child School Success. In the 2015-2016 academic year, only 1070 students received services in Adults Training for

Child School Success. The Consortium plans to use My Mentor to refer students to other agencies and help grow this program by adding new courses. Lastly, tracking job success has another challenge. However, the Consortium has successfully signed an Memorandum of Understanding (MOU) with the South East Los Angeles County Workforce Development Board agreeing to have all students tracked by the CalJOBS system. This will help the Consortia members track job success in the future.

Section 3: Consortium Expenditures by Program Area and Objective   −

Reflecting on what you submitted in your 2015 – 16 Annual Plan, as well as your 2015 – 16 expenditures by Program Area and Objective, estimate the funding that will go to support these efforts in the 2016 – 17 Program Year. Data collected include 2015 – 16 MOE and Consortium Allocations (Budgeted and Spent) by Program Area, Objective, and Object Code, as well as Planned Expenditures by funding source for the 2016 – 17 Program Year, as shown in the tables below.

Program Areas	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-		AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
	Budgeted			Spent					2016 - 17 Planned Expenditures							
3.1a Adult education (ABE, ASE, Basic Skills)	$0	$0	$0	$0	$0	$0	-		$0	$0	$0	$0	$0	$0	$0	$0
3.1b English as a second language	$0	$0	$0	$0	$0	$0	-		$0	$0	$0	$0	$0	$0	$0	$0
3.1c Pre-apprenticeship training	$0	$0	$0	$0	$0	$0	-		$0	$0	$0	$0	$0	$0	$0	$0
3.1d Career and technical training	$0	$0	$0	$0	$0	$0	-		$0	$0	$0	$0	$0	$0	$0	$0
3.1e Adults training to support child school success	$0	$0	$0	$0	$0	$0	-		$0	$0	$0	$0	$0	$0	$0	$0
3.1f Older adults in the workforce	$0	$0	$0	$0	$0	$0	-		$0	$0	$0	$0	$0	$0	$0	$0
3.1g Services to adults with disabilities	$0	$0	$0	$0	$0	$0	-		$0	$0	$0	$0	$0	$0	$0	$0
Total	$0	$0	$0	$0	$0	$0	-		$0	$0	$0	$0	$0	$0	$0	$0

Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-		AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
5.1a Obj. 3: Seamless Transition	$0	$0	$0	$0	$0	$0	-		$0	$0	$0	$0	$0	$0	$0	$0
5.1b Obj. 4: Gaps in Services	$0	$0	$0	$0	$0	$0	-		$0	$0	$0	$0	$0	$0	$0	$0
5.1c Obj. 5: Accelerated Learning	$0	$0	$0	$0	$0	$0	-		$0	$0	$0	$0	$0	$0	$0	$0
5.1d Obj. 6: Professional Development	$0	$0	$0	$0	$0	$0	-		$0	$0	$0	$0	$0	$0	$0	$0
5.1e Obj. 7: Leveraging Structures	$0	$0	$0	$0	$0	$0	-		$0	$0	$0	$0	$0	$0	$0	$0
Total	$0	$0	$0	$0	$0	$0	-		$0	$0	$0	$0	$0	$0	$0	$0

Object Code	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-
1000 Instructional Salaries	$0	$0	$0	$0	$0	$0	-
2000 NonInstructional Salaries	$0	$0	$0	$0	$0	$0	-
3000 Employee Benefits	$0	$0	$0	$0	$0	$0	-
4000 Supplies and Materials	$0	$0	$0	$0	$0	$0	-
5000 Other Operating Expenses	$0	$0	$0	$0	$0	$0	-
6000 Capital Outlay	$0	$0	$0	$0	$0	$0	-
7000 Other Outgo	$0	$0	$0	$0	$0	$0	-
Indirect / Administration	$0	$0	$0	$0	$0	$0	-
Total	$0	$0	$0	$0	$0	$0	-

Key
▼ = Under
▲ = Over

Expenditures data must be submitted for each participating Member agency as a single a comma-separated values (.csv) file for each Consortium. To help ensure the consistency and accuracy of data collected, as well as minimize the administrative burden on Consortium Members, the AEBG Office has developed tools to support collection and reporting of Consortium expenditures data. These include a Member Expenditures Form that Consortia may use to collect data from Member agencies, and a Consortium Expenditures Workbook with built-in automations to import and export Member / Consortium data with the click of a button. Instructions for use of these tools, as well as a sample workflow document and export file may be found in Consortium Expenditures Workbook.

While it is not required that Consortia use these tools, expenditures data must be submitted in the format produced by the Consortium Expenditures Workbook. Consortia using other tools to produce this report are strongly encouraged to reach out to the AEBG Office to ensure their files meet the specifications of the AEBG Office prior to submission. Once you have prepared your Consortium Expenditures file, upload it here for submission with your 2016 – 17 Annual Plan.

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Section 4: Consortium Action Plan Review and Update   −

Regional Assessment Plan Updates

Provide a description of your AEBG Regional Assessment Plan, i.e., how students will be appraised, placed, assessed, etc. into the regional adult system as they progress, and as they move among the various schools.

Students in the 2016-2017 academic year, will be appraised by ACCUPLACER and CASAS. The State CASAS assessment measures are utilized by all members and standardize understanding of appraisal and placement for students consortium-wide. The Cerritos College assessment tool is currently ACCUPLACER. As the community college system as a whole moves to a common assessment, the PAACE Consortium will adopt the assessment tool as a measure for all students transitioning to the college. My Mentor will track adult education enrollment for all of the Consortium's members. This will help all members

help guide students to the correct program or course by accessing prior enrollments, assessment data, progress data, and finally counseling information. The Consortium has also partnered up with Southeast Los Angeles County Workforce Development Board to help track students' job information. This partnership is integral for adequate placement into CTE programs.

What tools and vendors will you be using for these activities? Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
CASAS	Federal and Stage government	CASAS is the only assessment system whose reading tests are approved for NRS reporting for both Adult Basic Education programs and English As a Second Language programs.* CASAS math tests are approved for Adult Basic Education, and CASAS listening tests are approved for English As a Second Language.
My Mentor	Lewis Center for Educational Research	My Mentor connects students to post-secondary institutions providing them with a proven process for increased successful college entry.
Southeast Los Angeles County Workforce Development Board	Partner	Employment information, employability skills, support services, job search assistance, job placement, and training.

Student Data Tracking

Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student / classroom level? How will this system enable you to meet the targeted program outcomes?

The Consortium is currently developing a common system, My Mentor, to share student data across its members. Each member will continue to track student data using its own system and My Mentor will pull all needed data from each individual system. This will avoid duplication of data. This implementation will allow for two systems to check and balance student services.

List the systems used for student data tracking. Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
People Soft	Oracle Corporation	It provides human resource management systems (HRMS), Financial Management Solutions (FMS), supply chain management (SCM), customer relationship management (CRM), and enterprise performance management (EPM) software, as well as software for manufacturing, and student administration to large corporations, governments, and organizations
School Administration Software Platform	ASAP	Designed for youth enrichment, community ed, arts education and adult education programs.

2015 – 16 Annual Plan Review and Update

Considering the activities proposed and / or implemented this year, please evaluate your Consortium's effectiveness meeting the following student outcomes identified in AB104:

> *(A) Improved literacy skills*
> *(B) Completion of high school diplomas or their recognized equivalents*
> *(C) Completion of postsecondary certificates, degrees, or training programs*
> *(D) Placement into jobs*
> *(E) Improved wages*

In your responses, please include a description of your progress toward implementation of your 15 - 16 strategies. Please also be sure to highlight key successes, challenges, and any new strategies proposed as a result of lessons learned during the 15 – 16 program year.

Objective 3: Integration and Seamless Transition

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

The Consortium, based on ongoing evaluations and faculty work groups, proposed a transitions task force consisting of at least one faculty member per adult school and community college site to address agreed upon transitions in the 2015-2016 academic year. It was successful in developing such task force and it also created a separate task force to address the needs of our adults with disabilities. These transitions, within the major adult education program areas, will ensure access to classes and programs while making use of our community resources. Transitions and approaches are grouped below by major program area.

Develop and provide seamless transitions in curricula to provide students with the education needed for students to succeed in
the workforce.
Intensive career awareness
1) Implement counseling programs to assist students with ABE/ASE needs. In 2015-2016, Cerritos College was able to add a full-time counselor for its program. Implementing counseling programs continues to be a goal in the 2016-2017 academic year, students needs are best served when transitions between programs, schools, and the community are in place. In 2016-2017, the Consortium will continue to align its counseling programs to help transition students.
2) In 2015-2016, the Consortium was able to successfully integrate the K-16 initiative to ensure students meet ABE/ASE standards. This remains a goal in 2016-2017. We hope to involve more students into this program to help serve a larger number of adults.
3) Develop classes/courses to prepare students in Adult Basic Education/ Adult Secondary Education in alignment with common core standards.
4) In 2016-2017, the Consortium was able to develop and implement refresher courses to prepare students prior to assessment testing. This helped integrate the K-16 initiative to ensure students' college preparedness. In 2016-2017, this remains a goal. We look forward to serve a larger number of adult learners.
2) Assess, develop and provide seamless transitions in curricula to provide students with the education needed for students to be prepared and successful in post secondary education. Currently, the Consortium is working on aligning all of its ESL course offerings. This continues to be a goal for 2016-2017.

Objective 3 Activities

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

Response: (200 words max.)

Activity	Outcomes Expected	Method of Assessing Impact
Consortium meetings	Decision making as a Consortium. Input and participation by all members, partners and stakeholders. Introduction of planned activities, implementation, updates, and evaluation of procedures and action items.	Agenda and minutes of meetings. Implementations of developed activities and programs.
My Mentor launching	A system to document consortium-wide student information and activity.	Review of My Mentor system use and student tracking reports.
Staff training	Alignment of course offerings and new courses. Integration and use of My Mentor interface for students and staff. Presentations, awareness and knowledge of college transition processes including, financial aid, college application, assessment, counseling, and college course registration.	Implementation of common systems.
CAL jobs data system	Student information is integrated into the CalJOBS system	Review of student account reports.

Objective 4: Gaps in Services

Activities and plans to address gaps in programs and services within your region.

Some preliminary gaps identified include:
☐ Loss of adult education programs in Bellflower. In 2015-2016, the Consortium offered certain off-site ESL courses close to the Bellflower area to provide services for Bellflower residents. This remains a goal for 2016-2017.
☐ Work preparation and life skills course offerings for adults with disabilities. This continues to be a goal for 2016-2017, as the Consortium continues the work of the 2015-2016 academic year. The Consortium will continue to develop course offerings to target adults with disabilities.
☐ Student support services and pre-apprenticeship programs leading to apprenticeships.
☐ Transition services, including counseling (e.g., aptitude/interest/career pathway), systems (k-16 bridge program), tracking, IT and MIS systems. Many of these items were developed and rolled out during the 2015-2016 academic year. However, this continues to be a goal for 2016-2017. The implementation will continue in hopes of improving the services and growing the number of participants.
☐ Alignment of course offerings and infrastructure to support student transfer between programs/locations.
☐ Programs in healthcare, IT, and green job technologies for CTE.
☐ Processes to ensure curricula and course offerings are adaptable to the needs of the community and labor market.
☐ The Consortium is analyzing current wait lists for Adult Basic Education and ESL classes at its member adult schools to identify
areas of greater need in its communities. To date, ESL course offerings have been identified as a program area in need of

expansion with waiting lists across all member districts.
☐ Identify, evaluate, and implement programs and services for adults with disabilities

The Consortium seeks to establish a coordinated transitional support task force to leverage existing support services both inside the K-12 and community college systems and with the Southeast Los Angeles County Workforce Investment Board, Employment Development Department (EDD) officials, local chambers of commerce, public library system and area nonprofits. The goal of this multi-layered plan is to create clear pathways to educational programs and/or careers for adult learners in the Consortium. This will be accomplished through enhanced communication site to site, targeted professional development and a heightened role for guidance counselors and EDD partners.

Objective 4 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Monthly Consortium Meetings	Decision making and implementation timelines	Agenda and meeting's minutes
Continued course offerings in the City of Bellflower.	24-40 course sections offered for the Bellflower community.	Review Bellflower course scheduling, enrollments, and completion numbers.
Continue Consortium Taskforce on Adult with Disabilities Programs	Development of college transition course in technology for adults with disabilities. Research and initiate data collection for the development of a career ready CTE certificate in retail and service industry for adults with disabilities. Conduct employer meetings for input to Retail and Service Industry Certificate. Identify employment competencies for Retail and Service Industry Certificate.	Taskforce meeting notes with documented action items.
Development of Building Trades pre apprenticeship course	Develop and pilot Building Trades course at Norwalk or Downey Adult school.	Document scheduled course, student enrollment and completion
Continue college transition services and program activities consortium-wide.	Transition students from adult education to college programs. Provide application, assessment, counseling, financial aid presentations, and registration assistance for adult education students transitioning to Cerritos College.	Document and review adult education students transitioned to Cerritos College. Track, document, and review the number of adult education students having received application, financial aid, counseling, and registration services. Document the number of adult education students enrolled in Cerritos College courses.

Objective 5: Acceleration

Activities and plans to accelerate student progress toward academic and/or career goals.

Within PAACE, members already use and intend to use accelerated, competency-based and contextualized learning in the following ways:(These were developed in 2015-2016. There implementation will continue into the 2016-2017 academic year.
Across all Programs:
☐ K-16 Bridge program across all regional educational systems to provide
Student Education Plans which research shows keep students on target
to reach academic and career goals. This program will further provide
career readiness assistance and support services for students.
☐ The Consortium will develop and implement
refresher courses to prepare students prior to assessment testing.
☐ The Consortium will provide imbedded tutoring for basic skills courses to better prepare students and improve
successful course completion.
☐ Assessment Preparation in basic skills, condensed courses, etc.
Career and Technical Education / Adult Basic Education
☐ Contextualize concepts from key CTE programs in ABE/ASE course
content.
☐ As mentioned in Objective III, the Consortium will provide counseling to
assist students in CTE pathways with career needs, and will develop a
common process in evaluating employer needs and requirements to
increase student employability.
English as a Second Language (ESL)
☐ Institute contextualized curriculum for ESL students.
☐ Adopt Cerritos College's Student Education Plan form at all PAACE
agencies.
Adults with Disabilities
☐ Identify, evaluate and implement programs and services for adults with
disabilities

Objective 5 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Hire, train, and assign tutors to basic skills math, high school equivalency, basic English, and ESL courses.	20% of basic courses will imbed tutors	Document basic skills courses with imbedded tutors. Review retention and completion rates for basic skills courses with tutors.
Implement My Mentor database system to track students throughout consortium	100 students will be provided college transitions services 1,500 students will be provided consortium-wide program information as evidenced by established My Mentor accounts.	Document and review reports demonstrating transition services provided to PAACE students. Review My Mentor reports published tracking student accounts.
Offer Assessment Preparation courses and workshops at each consortium member district.	150 students will attend Assessment Preparation workshops or enroll in Assessment Preparation courses.	Documented attendance sheets and enrollment records will be reviewed.
Provide Cerritos College education plans for PAACE students.	100 PAACE students will complete college educational plans.	Documented student educational plans will be recorded and maintained for review.

Objective 6: Shared Professional Development

Activities and plans to implement collaborative professional development strategies designed to foster program alignment and support ongoing

assessment and improvement of student outcomes.

PAACE considers the following as priority areas for professional development in adult education: These were developed in 2015-2016, but will continue its implementation into the 2016-2017 academic year.
☐ Provide professional development for Common Core Adult Education ELD Standards.
☐ Practices in basic and secondary skills that build college readiness skills
☐ Team building, critical thinking, problem solving, study skills, soft skills, career assessment
☐ Technology use and integration to enhance and expand technology in instruction
☐ New models and instructional strategies for contextualized and/or accelerated teaching /learning
☐ Skills building intercultural competence
☐ Consortium members will continue to use existing professional development venues that are common to all members, such as California Adult Literacy Professional Development and Outreach and Teaching Assistance Network.
☐ Cerritos College's Center for Teach Cerritos College's Center for Teaching Excellence (CTX) provides ongoing faculty professional development opportunities. Plans are in place to target professional development trainings and miniconferences for the adult education regional Consortium members. Topics include: common assessment and transitioning to the college curriculum.
☐ The College's CTX will also cover faculty and staff trainings on issues of overall accessibility across all programs for individuals with disabilities, including topics such as learning styles, technology, instructional technologies and universal design for learning

Objective 6 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Provide training session for My Mentor K-16 A Bridge system	20% of basic courses will imbed tutors	Document participants at training. Document the use of My Mentor and student accounts.
Sponsor faculty and staff to attend professional development workshops and conferences	15-20 faculty and staff will attend Adult Education related workshop and conferences, such as ACCE (Association of Community and Continuing Education) and CCAE (California Council for Adult Education).	Document the number of participants attending Adult Education workshops and conferences
Provide training on SELACO WDB CalJOBS system	Support staff and faculty will be provided training on CalJOBS. Adult Education students will set up CalJOBS accounts.	Document the number of staff and faculty training on the CalJOBS system. Document the number of student CalJOBS accounts.

Objective 7: Leveraging Resources

Activities and plans to leverage resources to create or expand programs and services to adult learners in your region. Resources may include contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, county libraries, etc.

The Consortium will continue to partner with Southeast Los Angeles County Workforce Development Board to support our region with services in five main sectors (Professional & Business Services, Hospitality and Leisure, Health Care, Trade, Transportation and Utilities and Advanced Manufacturing). This partnership successfully developed in the 2015-2016 academic year, but its implementation will begin in 2016-2017 academic year. Cerritos College will continue to be a leveraging resource via the California Community College system, which has outlined eight main sectors for regional consortia in Los Angeles and Orange counties: Health, Hospitality, Advanced Transportation & Renewable Energy; Advanced Manufacturing; Small Business; Global trade, Information Communication and Technology/Digital Media; and Energy. The PAACE consortium continues to leverage and engage regional partners that are serving adults with disabilities. The Department of Public Social Services along with the SELACO WDB have been key in providing input and sharing resources toward the consortium goal of program development. Lastly, the Consortium plans to utilize EDD for job development services and WIB for counseling and library classes.

Objective 7 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Pilot the use of CalJOBS for PAACE consortium students	South East Los Angeles County Workforce Development Board	SELACO Workforce Development Board will provide training and online access to CalJOBS system.	PAACE consortium students will create CalJOBS accounts and employment activity tracked.	Document number of PAACE student accounts on CalJOBS. Review student CalJOBS accounts and employment activity.
Develop college transition course for adults with disabilities.	South East Los Angeles County Workforce Development Board and DPSS Department of Public Social Services	SELACO WDB (Workforce Development Board) will share information and assist with identifying resources and employers that assist adults with disabilities. DPSS (Department of Public Social Services) will identify referrals for program for adults with disabilities.	College ready course with emphasis on technology use will be approved.	College ready course for adults with disabilities will be submitted for approval, monitored and published in the Cerritos College catalog.
Identify key competencies and draft proposal for a CTE certificate for adults with disabilities.	South East Los Angeles County Workforce Development Board and DPSS Department of Public Social Services	SELACO WDB (Workforce Development Board) will share information and assist with identifying resources and employers that assist adults with disabilities. DPSS (Department of Public Social Services) will identify referrals for program for adults with disabilities.	Completed proposal for CTE Certificate with emphasis on retail and office services.	Review of CTE Certificate proposal by PAACE members, partners, faculty and staff.

Section 5: Annual Plan Submission −

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2016 – 17 AEBG Program Assurances Document.

Certification (Required)

☑ I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2016 – 17 Program Assurances Document.

☑ I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature

☑ Click here to confirm that you are ready to submit your Annual Plan.