



# Partnership for Adult Academic and Career Education Regional Consortium Plan

Submitted by  
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# Table of Contents

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Executive Summary	1
Introduction & Overview of Plan	3
Planning and Governance	6
<b>Consortium Membership and Organizational Structure</b>	<b>6</b>
<b>Consortium Partners</b>	<b>8</b>
<b>Communication</b>	<b>12</b>
Objective I: An Evaluation of Current Levels and Types of Adult Education Programs within the Region	13
<b>Elementary and Secondary Basic Skills</b>	<b>13</b>
<b>Classes for Immigrants (ESL, Citizenship)</b>	<b>16</b>
<b>Short-Term Career Technical Education (CTE)</b>	<b>18</b>
<b>Adults with Disabilities</b>	<b>22</b>
<b>Apprenticeships</b>	<b>22</b>
<b>Collection of Data</b>	<b>24</b>
Objective II: An Evaluation of Current Needs	26
<b>Overview and Description of Region</b>	<b>26</b>
<b>Labor Market Details</b>	<b>26</b>
<b>Current Needs</b>	<b>28</b>
Objective III: Plan to Integrate Existing Programs and Create Seamless Transitions	30
<b>Implementation Strategies/Creating Systems Alignment</b>	<b>30</b>
<b>CTE Work Group</b>	<b>30</b>
<b>Transition #1: CTE to the Workforce</b>	<b>30</b>
<b>Transition #2: CTE to ABE/ASE</b>	<b>31</b>
<b>Transition #3: CTE to ESL, VESL, and Citizenship</b>	<b>31</b>
<b>Transition #4: CTE to Community College</b>	<b>31</b>

Transition #5: CTE to CTE Industry Certification	32
<b>ABE Work Group</b>	<b>32</b>
Transition #1: Adult School or noncredit ABE to High School Diploma/GED among regional members	32
Transition #2: Adult School or noncredit ABE/ASE to college noncredit GED	33
Transition #3: Adult School or noncredit ABE/ASE to credit college programs in English, Math, CTE, and general programs per student educational goal	33
Transition #4: Adult School or noncredit ABE/ASE to workforce	33
Transition #5: Adult School or noncredit ABE/ASE to CTE among regional members	33
<b>ESL Work Group</b>	<b>34</b>
Transition #1: ESL, VESL, and Citizenship to the Workforce	34
Transition #2: ESL, VESL, and Citizenship to ABE/ASE	34
Transition #3: ESL, VESL, and Citizenship to CTE	34
Transition #4: ESL, VESL, and Citizenship to the Community College	35
<b>Objective IV: Plan to Address the Gaps Identified Pursuant To Objectives (1) and (2)</b>	<b>36</b>
Overview	36
Next Steps	37
All Programs	37
Adults With Disabilities	38
<b>Objective V: Plan to Employ Approaches Proven to Accelerate Student Progress</b>	<b>39</b>
Educational Approaches to Maximize Student Progress	39
Across all Programs:	40
Career and Technical Education / Adult Basic Education	40
English as a Second Language (ESL)	40
Adults with Disabilities	40
<b>Objective VI: Plans to Collaborate in Ongoing Professional Development</b>	<b>41</b>

<b>Priority Areas within PAACE for Collaborative Professional Development</b>	<b>41</b>
Objective VII: Plans to Leverage Existing Regional Structures	43
<b>Overview of Existing Relationships</b>	<b>43</b>
<b>Adults with Disabilities</b>	<b>43</b>
Appendix A: Meeting Schedules	45
PAACE Abbreviations	47
Appendix B: AB86 Tables	48
<b>Objective 1 Tables</b>	<b>48</b>
<b>Objective 2 Table</b>	<b>50</b>
<b>Objective 3 Table</b>	<b>51</b>
<b>Objective 4 Table</b>	<b>55</b>
<b>Objective 5 Table</b>	<b>59</b>
<b>Objective 6 Tables</b>	<b>61</b>
<b>Objective 7 Table</b>	<b>63</b>
Special Thanks	64

# Executive Summary

The Partnership for Adult Academic and Career Education (PAACE) regional 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 AB86: Adult Basic and Secondary Education, English as a Second Language and Citizenship, Career and Technical Education, Apprenticeships and Adults With Disabilities.

Difficult decisions followed the budget crunch in the tight-knit communities that make up the Consortium. 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 slashed class offerings. AB86 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 systems, evidenced in strategies outlined in Objectives 3 – 7.

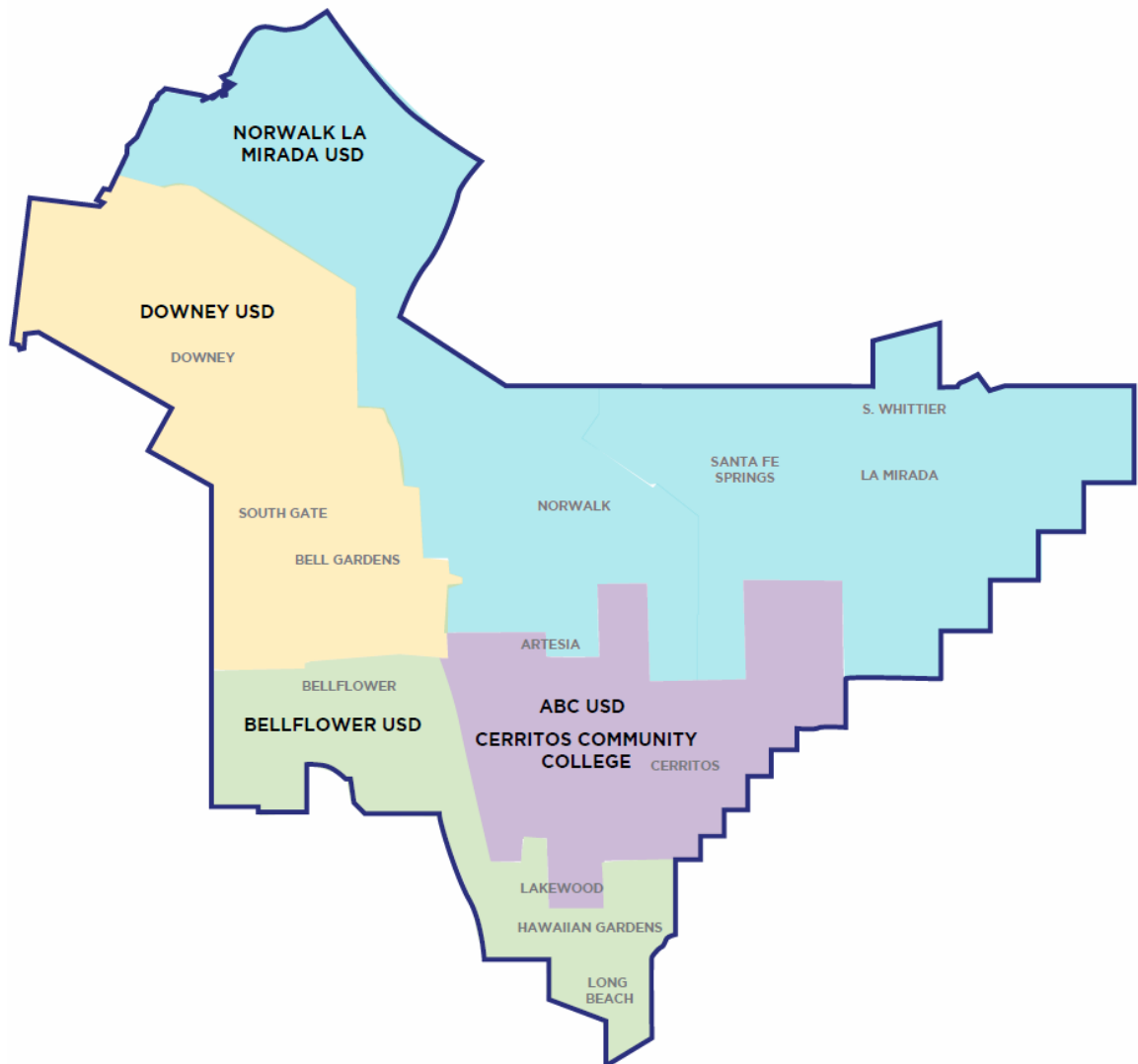
The plan, to be phased in starting in FY 2015-16, is not focused on simply getting by with adequate funding; the vision is to leverage existing community, county, state and federal resources to build a practical, effective network of adult education services. The Consortium recognizes the opportunity to seize the current political momentum backing workforce preparation programs at both the state and federal levels. 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 (See Appendix B) 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.

*PAACE Leadership Team*

# Introduction & Overview of Plan

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 more than 360,000 people 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. Bellflower, Norwalk, and Downey have additional demographics in common, as all are majority-Latino cities.



Adult learners in the region have long been underserved due to deep budget cuts and competing priorities for resources at the K-12 and community college districts. In some cases, politics have overpowered promising adult education programs. Though the region enjoys camaraderie within the educational community, pockets of greater wealth in La Mirada and Cerritos bring differing political views to the table related to adult learners.

The following chart outlines the Consortium's top priorities, which are detailed in supporting tables for Objectives 3-7 in the Appendix:

Priority	Goals
1	Reestablish and support additional program offerings in the City of Bellflower. Identify sites and offer programs for the community of Bellflower.
2	Build on basic literacy programs that have been identified as a severe gap for the region.
3	Coordinate a Transition Team to support college and career transitions. Transitional Support Taskforce. Develop systems to bridge student and program information (i.e., K16 bridge, marketing, outreach, information sharing). Transition Team will include all stakeholders (i.e., administration, staff, faculty, students, etc.) representing the 5 regional members.
4	Provide Student Services support across regional member programs. Develop a sustainable model across the region to provide academic and career advising, guidance, and counseling.
5	Assessment coordination. Identify adult learners seeking transition to the college and assess them with the current college assessment tool Accuplacer.
6	Alignment of Adult Education Programs. Year one will focus on alignment of ESL courses across region member programs.
7	Build awareness of CTE and career pathways among regional partners.

The city of Bellflower, the poorest in the Consortium with a 15.9% poverty rate, has not had an adult school since 2012 when the school board decided to close it citing a budget shortfall and focus on K-12 programs. However, the Consortium is laying out measures to strengthen existing programs and close gaps. Literacy programs have been identified as a gap to build on in Bellflower and throughout the region, with a focus on an existing model pilot.

The group proposes a coordinated transition team that will focus on supporting systems, strategies, and activities for successful transition to college and career. This includes sharing enrollment data and wait list information, class offerings and assessment information for educational and



career pathways throughout the region. **The goal is for all sites to evaluate, counsel and track students based on the same criteria.** The Consortium is also invested in engaging counselors and administrators at each site in new partnerships as part of this task force to provide services that will benefit students, whether in finding jobs or furthering their education through one of the Consortium's many existing pre-licensure and certificate programs. The Consortium sees the focus on transition services region-wide as a measurable initiative, where administrators will be able to track student success to a greater extent than now possible.

Regional professional development for adult education staff is a critical part of providing quality transition services to students. This effort necessitates deepening strategic partnerships with local organizations, including churches, the Southeast Los Angeles County Workforce Investment Board, Employment Development Department (EDD) officials, and chambers of commerce.

CTE bridge with college programs will recognize and continue to work with K-12 certificated and job generating programs that lead directly to employment, linking to partner workforce entities, build on best practices, support existing apprenticeship and provide pre-apprenticeship programs to support leading to certification and employment. The Consortium additionally seeks to build on the momentum at the federal level for a broader acceptance of fields that meet the rigorous criteria for apprenticeship programs in order to transition more students into the workforce. The Consortium will continue to offer, maintain, and support courses and programs that meet the existing needs of our local communities and in addition to enhancing, modifying and reconstructing programs and evaluate fees paid for critically needed programs.

The five Consortium members, which authorized and passed board resolutions related to PAACE, aim to leverage life-building activities that have long been a focus for Cerritos College and surrounding K-12 districts, aptly expressed by the Consortium's vision statement "to provide quality education in preparing adults in the Southeast Los Angeles region to be college and career ready." The Consortium will work to broaden this focus to include issues in adult education related to assessment, articulation agreements, professional development and career pathways. Momentum has been building for many years to tackle these tough issues, but AB86 will propel new initiatives forward to enhance delivery of adult education in this region.

# Planning and Governance

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*Regional planning, organizational structure, decision-making, shared leadership, partners, and representation*

## Consortium Membership and Organizational Structure

The PAACE consists of five members: Cerritos College, ABC Unified District Adult School, Norwalk- La Mirada Unified District Adult School, Bellflower Unified School District, and Downey Unified School District Adult School. Graciela Vasquez, Associate Dean of Adult Education & Diversity Programs at Cerritos College, serves as the Consortium's project director with a 15% release time from her current position. She oversees the AB86 planning project with shared input, direction, and decisions asserted by PAACE members. The Consortium has also employed administrative and research staff to provide support for planning and committee meetings, data collection and input and other activities. Consultants have been secured to assist with regional planning areas such as coordinating the regional planning document, facilitating constituent meetings and input, research coordination and marketing and outreach.

Regular reports to PAACE member Superintendents and College President have also been held this first quarter. The Cerritos College/K-12 Partners in Education Joint Council has received two update reports on PAACE AB86 regional planning (October 29, 2013 and April 29, 2014 updates). This Council meets regularly with the President of Cerritos College and consists of Superintendents and Board of Trustee members from all the school districts in the Cerritos College service area.

In addition to monthly meetings, the PAACE has developed Workgroup Committees that have met throughout the summer and will continue to meet to provide input to the regional plan objectives. Schedules for these meetings may be found in Appendix A of this plan. The Workgroup Committees are:

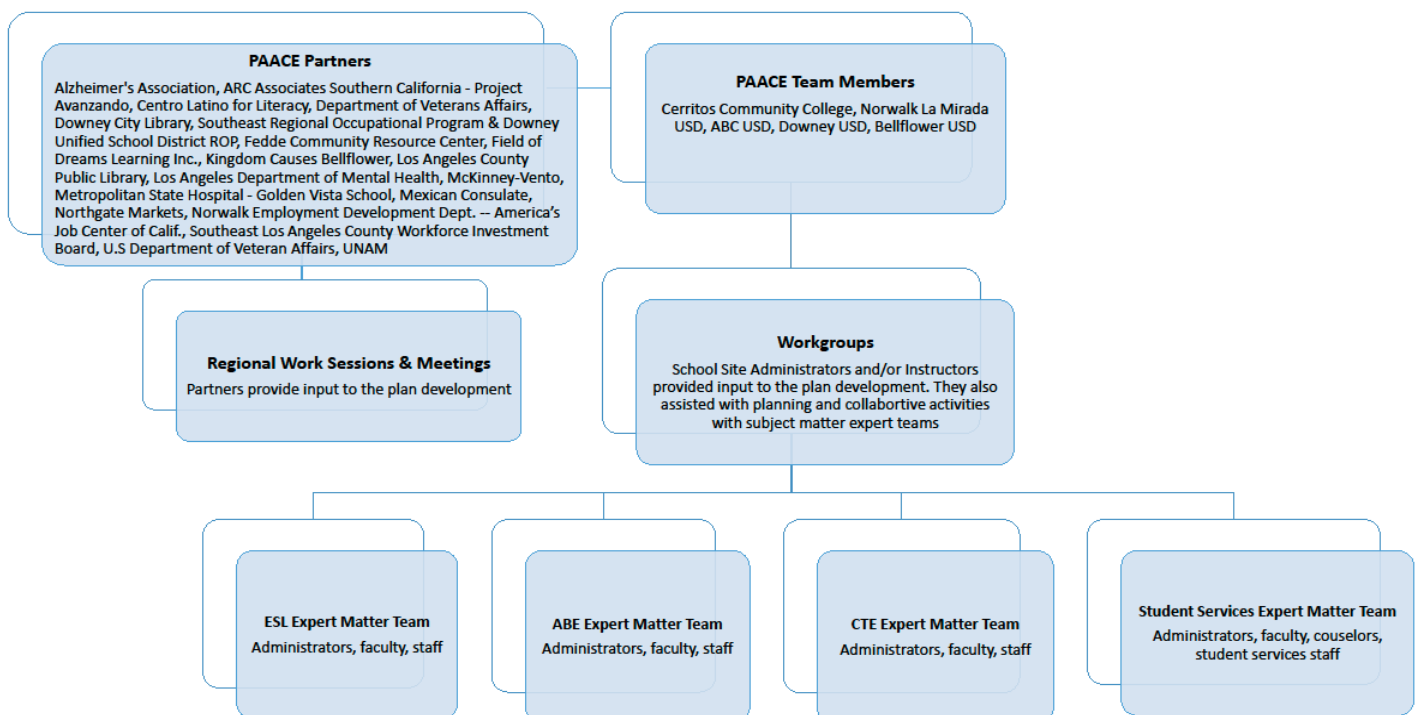
- Program and Pathway Development for CTE and Apprenticeship

- Program and Pathway Development for ABE, including basic skills, high school diploma, GED, ESL, and adults with disabilities programs
- Student Services including counseling, intake and application, orientation, assessment, and financial aid information
- Communication and Outreach
- Finance and Budget

Faculty members have been actively engaged in the Workgroup Committee process and represent faculty from all five AB86 program areas and from all college and school district member partners.

Consortium members identified and invited faculty to participate in workgroup planning meetings that have been held throughout these summer months. An orientation was held May 15, 2014 to provide detailed information to any faculty, partner, student or other constituent interested in contributing to the regional plan. A follow-up Workgroup Committee meeting was held on June 4, 2014 to clearly identify tasks and deliverables for the regional plan. During this meeting, separate meetings by program area were scheduled and were held throughout the summer months to discuss and provide input to the objectives set forth by the AB86.

#### Partnership for Adult Academic and Career Education Consortium



## Consortium Partners

Monthly Consortium meetings with members and partners have been held since the initiation of the grant in March 2014. Of the partners listed below, Centro Latino for Literacy, Field of Dreams Learning, Inc., and the Art Research and Curriculum Associates Southern California (Projecto Avanzando) have provided data requested by the AB86 Certificate of Eligibility (CoE). Consortium partners include:

***Field of Dreams Learning, Inc.:*** In partnership with YouthBuild Charter School of Calif., this organization offers on-site classes from 9<sup>th</sup>-12<sup>th</sup> 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.

***Art Research and Curriculum Associates Southern California (Projecto Avanzando):*** This is a non-profit agency that assists schools to better serve students from diverse backgrounds and to improve race relations.

***Kingdom Causes Bellflower:*** A faith-based organization that seeks to empower residents through job training and employment, youth development and affordable housing.

***Northgate Markets:*** This business, with a location in Norwalk, runs the Gonzalez Reynoso Family Foundation to provide community support to local schools.

***U.S. Dept. of Veteran Affairs – Vocational Rehabilitation & Employment (VR&E):*** The VR&E program assists veterans with service-connected disabilities prepare for, obtain and maintain suitable employment, and/or live as independently as possible. The Consortium is also using the Veterans' Program<sup>1</sup> as a resource.

***Centro Latino for Literacy:*** This non-profit teaches Spanish literacy skills with *Leamos*<sup>™</sup> (Let's Read) Basic, as foundation to learn English. *Leamos* is a self-paced, Web-based curriculum that teaches basic literacy skills to Spanish speakers who never had an opportunity to attend school. *Leamos* reduces tutoring/teaching time, and helps students transition into primary education with Plaza Comunitaria, or enroll in low-level ESL classes.

***Southeast Regional Occupational Program & Downey Unified School District ROP:*** These programs seek to provide students with rigorous

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<sup>1</sup> The Veterans' Program provides two staff members who coordinate with partner agencies and provide a variety of employment services.

career and technical education to support academic achievement, enhance economic success and provide business and industry with skilled workers.

***Fedde Community Resource Center:*** The resource center offers support for families in the ABC Unified School District in partnership with Cerritos College. Services include parenting classes, community education classes for computer literacy and GED preparation, and internship opportunities for individuals seeking experience and/or employment in early childhood education programs for ages 2-4. Participants must be enrolled in a minimum of 6 units in Child Development or related field.

***Southeast Los Angeles County Workforce Investment Board (SELACO WIB):*** America's Job Centers of California. SELACO WIB operates three job centers equipped to assist job seekers conduct a successful job search. Centers include computers, job listings, internet access, printers, phones fax, copy machines, labor market information and more. Job seekers have access to a series of workshops that support resume writing, enhancing interviewing skills, eliminating barriers to success and more. In addition to job search assistance, job seekers in need of skills upgrade may be eligible for training assistance in one of the five growing industry sectors: Health Care, Business and Professional Services, Advance Manufacturing, Transportation and logistics and Hospitality and Leisure. Centers locations:

- Cerritos- America's Job Center of California – 10900 E 183rd St, Suite 392, Cerritos California
- Norwalk – America's Job Center of California – 12715 South Pioneer Avenue, Norwalk, Ca.
- Youth Job Center (Community Youth Corps) -12440 East Firestone Blvd, Suite 100 Norwalk, Ca.

***Community Youth Corps (CYC):*** CYC is an employment and training program designed to assist young adults (17-22) develop the skills needed to complete in today's labor market. CYC ensures that young adults are skilled and knowledgeable regarding their career interest, aware of current hiring trends, given information on occupational outlooks, and understand educational and/or training requirements needed to satisfy their employment and educational goals. Current providers include ABC School District and the Norwalk La Mirada School District.

***Business Services:*** SELACO WIB addresses the needs of business by providing no-cost staffing assistance, recruitment, screening and referral

of qualified job applicants, customized and on-the-job training, workforce training for incumbent workers and new hires, employee skills assessment, labor market information and professional transition and downsizing assistance.

**In School Youth Services:** SELACO WIB provides funding to local service providers who can assist in-school youth at risk of dropping out of school. The funding support development of job readiness skills and work base learning.

**LA County Department of Mental Health:** LA County Department of Mental Health is one of the largest public mental health systems in the United States. It serves over 150,000 individuals, adults and children, through a network of contracted and County-operated mental health clinics and hospitals. The annual budget is over 770 million dollars and funds administrative/operational functions, directly operated services, and contracted mental health service providers. The majority of funding is provided by the State of California, with additional funds provided by the Federal Government, the county and specialized grants.

The Department's primary services include case management, inpatient care, outpatient services (including crisis intervention/emergency response) and day treatment programs. The Director of Mental Health also serves as Public Guardian, acting as public conservator for persons gravely disabled by mental illness, and also acts as the County's Conservatorship Investigation Officer. In addition, the Director has the responsibility to assure that patients' rights are protected in all public and private hospitals and programs providing involuntary assessments, care and treatment, as well as in all community programs.

The mission of the Department of Mental Health is to continue to provide world-class mental health care to the severely and persistently mentally ill residents of the County or those who suffer from serious emotional disorders. The Department covers the County, dividing it into 8 geographical areas, providing mental health services in each area. Also there are countywide programs that provide free trainings to the entire community, such as Suicide Prevention, Stigma Reduction, etc.

**Metropolitan State Hospital - Golden Vista School:** Golden Vista School is the academic component of Metropolitan State Hospital. We serve patients from 18 to 22 years old, located on the grounds of the Hospital. The school provides specially designed academic instruction for students with disabilities. In addition, the school provides GED preparation and

basic computer skills for work preparation. Based upon individual needs the school focuses of preparation for transitioning to the community.

The purpose of Vocational Services is to provide an in-depth knowledge based vocational skills building opportunity, as patients endeavor to meet and maintain job skills and effective work habits in preparation for re-integration into the community. Vocational Development must be voluntary, as an Industrial Therapy worker, a patient receives training, supervision by a Site-Supervisor, and a wage for working.

***Norwalk Employment Development Dept. -- America's Job Center of***

***Calif.:*** This agency provides self-serve resources for job seekers, as well as staff-assisted services, including: reemployment, workshops, and referral to education, training and supportive services. Workshops include: Job Search Workshop (English and Spanish), CalJOBS<sup>SM2</sup> Navigation Workshop, CalJOBS<sup>SM</sup> Résumé Workshop, Youth Employment Opportunity Program (YEOP) Workshop, Introduction to Computers (Spanish), and Labor Market Information Workshop.

**EDD Fidelity Bonding Program:** This program provides bonding services at no cost to employers, employees and job seekers. Bonding protects against possible theft and dishonest or fraudulent acts, and helps alleviate employers' concerns about hiring ex-offenders and at-risk job applicants.

**Unemployment Insurance Program (UI):** This program provides complimentary phones, computers, and brochures for UI services.

**Trade Adjustment Assistance (TAA):** This was established to help American workers who lost their jobs as a result of increased imports or shift in production to foreign countries.

**Rapid Response (RR):** Rapid response teams are available to assist employers and affected employee transitioning through a layoff period.

**Work Opportunity Tax Credit (WOTC):** This program may provide a claim of federal tax credits against wages paid if they hire members of a target group such as: short-term recipients of temporary assistance to needy families, veterans, ex-felon, designated community resident, vocational rehabilitation referral, summer youth employee, food stamp recipient, supplemental security income recipient, or long-term family assistance recipient.

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<sup>2</sup> CalJOBS is an online labor exchange system that increases the public's access to employment services.



**Employer Advisory Council:** This council is formed in local areas to develop strong partnerships between the local business communities and the Employment Development Department.

**Youth Employment Opportunity Program (YEOP):** This program provides services such as peer advising and referrals to support services and job training programs for youth ages 15 through 25.

**Public Libraries:** Los Angeles County libraries are located in Bellflower, La Mirada and Norwalk, and city libraries are located in Cerritos and Downey. These libraries offer basic literacy skills and transition to college support to a critical need population.

## Communication

Consortium meetings are open to the public with an agenda and minutes from previous meetings. Occasional presentations will be made to each Consortium member's Board of Trustees or Board of Education, or as requested by the college or district superintendent. A website will be created and linked to the AB86 state site, as well as to Consortium member Web sites where regular updates will be posted. In addition, correspondence and emails will be regularly disseminated on the status of work. Town hall meetings will be held twice a year to gather input from the region's adult learners or others interested in this process. These meetings will be held within the region.

A marketing and outreach plan will be developed to communicate information to a general audience. The communication and outreach workgroup committee will initiate the development of this plan and identify community needs, outreach strategies, advertising and public relations.



# Objective I: An Evaluation of Current Levels and Types of Adult Education Programs within the Region

*Overview of services and programs the consortium members and partners are currently providing in the consortium's region and narrative evaluation of their adequacy and quality*

## PAACE Consortium Cost

Consortium Member	Total Operational Costs*
ABC Adult School	\$ 9,936,440.00
Cerritos Community College	\$ 2,718,177.00
Bellflower Unified School District	\$ 3,851,569.00
Downey Adult School	\$ 10,714,140.00
Norwalk La Mirada Adult School	\$ 4,945,562.00
<b>Total Operational Costs*</b>	
<b>Grand Total Of The Cost For The Region</b>	<b>\$ 32,165,888.00</b>

**\*2008-2009 program cost plus 15% as baseline for total cost**

## Elementary and Secondary Basic Skills

At Cerritos College (CC), Basic Skills Instruction is an integral part of educational programs. More than 80% of students entering the college lack basic skills. Through its programs, career pathways, and workshops, however, CC students can gain basic skills knowledge (Cerritos College Self Study, Pg. 130). From 2007 to 2012, the success rate of basic skills courses rose from 58% to 65% (Cerritos College Self Study, Pg. 21); from 2008 to 2011, the completion rate for basic skills courses grew by 3.7% (Cerritos College Self Study, Pg. 81). Such statistics evidence the critical role of using

Student Learning Outcome (SLO) data to improve the efficacy of basic skills education at Cerritos as well as the importance of offering non-credit and credit avenues towards achieving basic skills competency.

The Cerritos Assessment Center uses several evaluation processes in order to help students identify both strengths and weaknesses in the realms of math, reading, and writing (Cerritos College Self Study, Pg. 126). Through its 100 Directed Learning Activities, the Student Success Center seeks to address gaps in basic skills education within contextualized content areas (Cerritos College Self Study, Pg. 30). Accelerated basic skills include research, writing, grammar, study, and math skills (Cerritos College Self Study, Pg. 135) and relate to content areas such as psychology and pharmacology (Cerritos College Self Study, Pg. 135). The Student Success Center also offers “Tune-Up” workshops that enable students to develop targeted educational plans that incorporate reviews of basic skills (Cerritos College Self Study, Pg. 130). Students also may access an Assessment Preparation program offered through Adult Education. They may enroll in the college’s Assessment Preparation noncredit course to review and improve basic skills. Students in this course take ACCUPLACER’s diagnostic component of the test to determine strengths and weaknesses, and receive results immediately. This open-entry course gives the student a personalized learning pathway to strengthen their area(s) needed. They may retake a placement test as needed (Cerritos College Student Success and Support Program Plan 2014-15).

ABC Adult School ABE/ASE program offers courses for adults returning to finish their high school diploma, credit recovery for concurrent high school students, as well as preparation for and administration of the California High School Exit Exam (CAHSEE) and the High School equivalency which includes General Education Development Test (GED), High School Equivalency Test (HiSET), and Test Assessing Secondary Completion (TASC). Academics students may take courses in traditional classrooms, directed labs, or online high school subject courses. ABC Adult School Cuesta Learning Center is open Monday-Thursday from 8:00 am to 7:00 pm for self-paced instruction in a lab setting. Direct instruction courses are offered weeknights, and an online independent study option exists in all subject areas for students who prefer online method of study.

Basic Skills had been a cornerstone of Bellflower Adult School’s mission before the local school board closed the school due to budget shortfalls within the Bellflower Unified School District. Eighty (80) percent of students obtained a GED or adult school diploma during their time at Bellflower (Bellflower Adult

School Self Study, Pg. 6). Bellflower previously offered a variety of programs, learning resources, and courses designed to increase competency in basic skills: student success was evaluated based on the goals and outcomes students set during their orientation at school (Bellflower Adult School Self Study, Pg. 11). The district currently offers two classrooms at the Bellflower Adult Re-Entry site where students may take GED preparation classes or work toward a high school diploma following similar graduation requirements as traditional high school students.

Currently, Norwalk-La Mirada Adult School's High School Diploma (HSD) Department has been charged with analyzing California High School Exit Exam (CAHSEE) data in order to develop strategies to foster competency in math, reading, and writing (Norwalk-La Mirada Adult School Self Study, Pg. 24). The program provides students with the opportunity to pursue higher education within both classroom environments and independent learning centers. Credit recovery, high school credit courses, and preparation for the GED are available via these avenues (Norwalk-La Mirada Adult School Self Study, Pg. 7). Additionally, analysis of CAHSEE data has inspired Norwalk to integrate new tutorials into its basic skills instruction programs (Norwalk-La Mirada Adult School Self Study, Pg. 72). As such, GED processes are continually being evaluated; currently, teachers are administering diagnostic tests as well as individualized study plans in order to help students gain proficiency in math, reading, and writing (Norwalk-La Mirada Adult School Self Study, Pg. 73). Academic counseling on high school diploma completion is also available (Norwalk-La Mirada Adult School Self Study, Pg. 79).

A principal mode of outreach utilized by Norwalk-La Mirada's HSD Department has been its counseling offices. Counselors help place students in Adult Basic Education (ABE), High School Diploma (HSD), and GED courses relevant to their skill set (Norwalk-La Mirada Adult School Self Study, Pg. 81). As data from 2012 illustrate, the success of HSD's basic skills instruction has continued to multiply, with 647 adult students obtaining credit (Norwalk-La Mirada Adult School Self Study, Pg. 19).

Adult literacy and high school diplomas made up just 3.7% of Downey Adult School's (DAS) program attendance during the 2008-09 year, based on a 2010 self-study. However, DAS did issue 161 General Education Development certificates during 2008-09, along with 33 adult high school diplomas. DAS Adult Basic Education provides students with individualized lessons on the computer in reading and mathematics at the middle school level. DAS secondary education programs offer students the chance to complete their secondary education goals (completing a high school diploma,

preparing for the GED, enhancing academic skills, etc. DAS self-study report 2010, Ch. 4b, p. 2).

## Classes for Immigrants (ESL, Citizenship)

ABC Adult School English as a Second Language program operates on a trimester system with six instructional levels and offers literacy, beginning, intermediate and advanced courses in English as well as citizenship classes to prepare students for the revised citizenship test. Other specialized skills classes are also offered, such as News Headlines, News for You, Daily News, Movie/Idioms, Grammar, Pronunciation, Speaking and Introduction to Computers. The Language Media Center offers individualized teacher assisted learning to strengthen the listening, speaking, reading and writing skills. ESL classes at the Helen Rosas Center began as a working partnership with the California Childhood Development Program, Head Start, in Hawaiian Gardens. Each year ABC Adult School ESL department hosts an International Day on the ABC Adult School Cuesta Campus. The celebration includes a stage presentation of the cultures and ethnicities of the diverse student population. Staff, students, family members and community are invited. In 2013, the International Day received a “Making the Difference” award from the Department of Education.

ESL makes up the largest area of instruction at Downey Adult School, at 33.32% of DAS students (DAS self-study report 2010, Ch. 1, p. 12). The primary language other than English in the city of Downey is Spanish, with half of all city residents reporting Spanish spoken at home (“Language” 2010 DAS self study, Ch. 1, p. 8). DAS divides its ESL coursework into six programs: ESL, EL Civics, EL Citizenship, distance learning and Community-Based English Tutoring (CBET), which are English classes for parents or community members who need English language instruction and pledge to tutor school age children with limited English skills.

Cerritos College serves ESL learners through several venues. The Success Center offers extensive opportunities for ESL students to improve their basic skills through workshops, courses, and group projects; the Language Center provides targeted ESL support programs (Cerritos College Self Study, Pg. 95). The Diversity and Adult Education programs also promote ESL education through conversational-skill focused training (Cerritos College Self Study, Pg. 173).

Recently, Cerritos adopted a Developmental Education program designed to meet the needs of students requiring support within the realm of basic skills education as well as ESL (Cerritos College Self Study, Pg. 81). This program emphasizes collaborative learning and study skills, as well as has laid the foundation for attempts to sequence ESL courses in order to better meet student needs (Cerritos College Self Study, Pg. 167). Additionally, Cerritos is transitioning several ESL programs to the Adult Education department in order to offer students flexible entryways into improving ESL competency via non-credit courses (Cerritos College Self Study, Pg. 73).

Through the Adult Education department, Vocational ESL (VESL) courses are also offered and provided at business and agency off sites. These courses are contextualized to the vocabulary and skill set needs of the business and agency. The VESL program is successful in transitioning students to additional postsecondary education and/or advanced training. In some instances where VESL programs were offered at retail businesses, participants have been able to upgrade their current positions or apply and secure new, higher paid positions.

As the immigrant population of Bellflower has grown -- particularly the Hispanic population -- Bellflower Adult School worked to develop its English Language Development classes (Bellflower Adult School Self Study, Pg. 3). As of 2012, the completion rate for English Language Development courses was 70% (Bellflower Adult School Self Study, Pg. 6). ESL students typically would devote 10 hours to class each week over the span of ten months (Bellflower Adult School Self Study, Pg. 6). The district currently refers residents to the parent education specialist through the subsidized Community-Based English Tutoring (CBET) program for ESL classes. The goal is for parents to learn English skills that they can then use to help their children and other members of the community enhance English literacy skills (addition from district, 9.23.14, BUSD Technology Plan 2010-2013, p. 61, [http://www.busd.k12.ca.us/PDF/Bellflower%20Tech%20Plan%2010\\_13.pdf](http://www.busd.k12.ca.us/PDF/Bellflower%20Tech%20Plan%2010_13.pdf)).

ESL is also the largest program at the Norwalk-La Mirada Adult School, making up 33.5% of the student population. The school's trimester-long ESL program is designed to enhance literacy and language skills through integrating courses on Citizenship Preparation, oral communication skills, and reading and writing across six instructional levels (Norwalk-La Mirada Adult School Self Study, Pg. 7). ESL students receive extensive information about institutional support services during class as well (Norwalk-La Mirada Adult School Self Study, Pg. 82). In 2012, 1,525 students were enrolled in ESL classes (Norwalk-La Mirada Adult School Self Study, Pg. 13). That same

year, the completion rate for ESL classes was 77% (Norwalk-La Mirada Adult School Self Study, Pg. 21), markedly higher than it was for ABE and Adult Secondary Education (ASE) courses.

## Short-Term Career Technical Education (CTE)

ABC Adult School offers 12 career pathways that support accelerated learning. The school is fully accredited by WASC (Western Association for schools and Colleges) and COE (Council on Occupational Education). The CTEC program includes courses designed to prepare students for Industry Certification and employment. Classes are organized into Career Paths. Students who finish a Career Path are issued a Career Technical Education Diploma from the ABC Unified School District. To receive a Career Technical Education Diploma, students must have a high school diploma or High School Equivalency. Students are also qualified to sit for various Industry Certification Exams including IC3, MOS, Adobe, A+, Medical Assisting, Medical Billing and Coding, and Pharmacy Technician. Currently, ABC Unified offers career paths in: Medical Insurance Specialist, Medical Assistant, Pharmacy Technician, Office Clerk, Office Assistant, Administrative Assistant, Accounting Clerk, Web Design, Graphic Design, Computer Aided Drafting, IT Technician, and Movie Animation. CTEC courses are offered on a quarter and semester system.

ABC Adult School has responded to the needs of the community as demographics and employment trends change. The CTE department in ABC has increased community support and involvement using the school's Open House, the school website, Internship/ Externships, Advisory Committee, Leadership Committee, flyers and brochures, emails to students and businesses, Job Fair, Job Day, Advertisements, Facebook, Twitter, and presentations at board meetings. ABC Adult School has strengthened its partnership with Southeast Los Angeles County Workforce Investment Board (SELACO WIB). Two staff members are Chamber of Commerce ambassadors. The CTE department has partnered with The Health Care Specialist to provide a new Phlebotomy Technician course. The adult school is now allied with the CCN "Community Collaborative Network," a group of non-profit organizations and the University of Southern California that offers social services to students and local residents. Each quarter, ABC Adult School sends out 12,000 flyers to advertise course offerings to every district elementary school parent. Departments regularly host guest speakers from the community. CTEC hosts monthly JOB (Join Our Business) Days for



businesses to share information about their function, service and structure. These presentations educate students and introduce a wider range of markets to consider in their job hunt. In addition, other outside speakers have offered presentations on workplace skills and consumer finance as well as information about purchasing, upgrading, maintaining, and troubleshooting personal computers. CTEC has enhanced the relevance and confirmed the usefulness of assessment results by updating all course outlines, implementing new classes (CS5 and Windows 8), updating the syllabi, reviewing assessment and test results, as well as Skills and TOPS reports. Based on these assessments, curriculum is continually modified. Assessments are also used to promote students from one level to another.

Cerritos College's CTE program seeks to evaluate success based on educational rather than departmental goals in order to reflect the experiential diversity of its graduates (Cerritos College Self Study, Pg. 80). Cerritos has identified competencies that are integral to CTE's mission, including work ethics and personal integrity, problem solving skills and industry knowledge (Cerritos College Self Study, Pg. 91). The CTE/Perkins program collaborates with local community groups, businesses, and government agencies to offer career-specific educational opportunities (Cerritos College Self Study, Pg. 95). Cerritos provides career counseling as well as organizes career fairs to inspire student participation within its CTE services. Career pathways addressed by CTE courses at Cerritos include nursing, automotive repair, physical therapy, and dental assistance (Cerritos College Self Study, Pg. 91). Apprenticeship programs with organizations such as the Painters and Decorators California Association offer technical education and mentorship opportunities to students as well (Cerritos College Self Study, Pg. 84). As of 2010, the Automotive Technology Program has extended specialized technician services to students (Cerritos College Self Study, Pg. 16).

CTE programs convene biannually with its advisory boards—comprised of representatives in the fields of Health Occupations and Technology--to assess whether students are meeting employer expectations through such measures as job placement (Cerritos College Self Study, Pg. 106). In conjunction with the CTE Teacher Pathway Program, responsible for increasing the number of teachers able to guide CTE courses (Cerritos College Self Study, Pg. 16), these opportunities serve as vital contributions to the success of Cerritos CTE programs.

Norwalk-La Mirada's CTE program comprises a Career Technical Education Center (CTEC), a number of computer courses and corresponding industry certifications, as well as classes in such fields as Floral Design and Real

Estate (Norwalk-La Mirada Adult School Self Study, Pg. 7). The Career Resource Center, in conjunction with CTEC, keeps students informed about industry developments and job opportunities (Norwalk-La Mirada Adult School Self Study, Pg. 80).

Norwalk-La Mirada is developing “Pathway Links” programs that seek to connect students to opportunities in the workplace (Norwalk-La Mirada Adult School Self Study, Pg. 104). Through the support of a job developer and leadership team, Norwalk-La Mirada is working to establish industry partnerships and create career-educational paths that are responsive to the varied needs of adult students (Norwalk-La Mirada Adult School Self Study, Pg. 105).

In addition to the above programs, Norwalk-La Mirada CTE department has spearheaded efforts to introduce innovative practices. CTE faculty maintain partnerships with community organizations throughout the region to meet not only students’ technological needs to achieve job success, but also to provide the social and networking opportunities essential for employment in the workplace (Norwalk-La Mirada Adult School Self Study, Pg. 96).

Downey Adult School (DAS) offers 10 different Career Technical Education (CTE) Programs, which provide short term career training opportunities for students, in addition to making Financial Aid available for those in need. DAS has been stable in the community for over 75 years and is fully accredited by both the Western Association of School and Colleges (WASC) and the Council on Occupational Education (COE). CTE classes are offered on a rotating schedule, many through a 5-week module delivery model. DAS currently offers the following programs: Clinical Medical Assistant, Phlebotomy, Court Reporting, Dental Assistant, Orthodontic Assistant, Massage Therapy, Medical Biller and Coder, Paralegal, Pharmacy Technician, and Vocational Nursing. To enroll as a student in the aforementioned programs, a high school diploma or high school equivalency certificate is required and offered on site if needed.

Downey Adult School is constantly reviewing community and industry needs and adjusting program offerings in direct response to those needs. DAS has a unique relationship with the Southeast Los Angeles County Workforce Investment Board (SELACO WIB), which conveniently occupies an office on campus, as well as regularly scheduled SELACO WIB counselors to assist the student population. Programs such as “On the Job Training”, serve as an added bonus to encourage collaboration with local employers and DAS students. One of DAS’s goals is to continue to foster the partnerships with



local community members, industry, and prospective employers for our students, staying abreast of the current market needs and demands. DAS hosts a bi-annual community advisory committee meeting, which serves as a forum to review curriculum and provide recommendations on industry trends and needs

Each trimester, DAS works diligently to publicize and distribute catalogues and fliers to the surrounding communities and local schools to share information about the school and its current programs. In addition, we hold orientations to provide financial and program orientated information. DAS is a fixture on the internet, using social media as a tool to reach new students and to keep current students updated on activities and programs.

Downey Adult School is very proud of the progress made in the completion, placement, and licensure rates for COE. The process has been enhanced by calling prospective employers and conducting classes that help in obtaining employment, as well as expanding externships. DAS has found added success in providing students with the soft skills necessary to be successful on the job. When students are ready to enter an externship or are completing their training for employment, they hone their skills which make them a perfectly polished candidate for employment. In the career planning workshops, offered regularly to all DAS students, they are taught interviewing skills, appropriate dress attire, and basic customer service skills, to name a few. This has proven to be an invaluable component of the educational program, equipping our students with the knowledge and soft skills necessary for success, as the following completion and placement rates indicate.

Of the 10 CTE programs Court Reporting has the highest completion and placement rate, with a 97% completion rate and a 100% placement and licensure rate. All programs demonstrate significant success in the completion rates of their students. The very popular and highly successful Vocational Nursing program has a 90% completion rate, a 76% placement rate, and a 78% licensure rate. The Clinical Medical Assistant program boasts of a 98% completion rate and an 88% placement rate. The Medical Biller/Coder program reports a 96% completion rate for the program and a 79% placement rate. The Massage Therapy, Pharmacy Technician, and Dental Assistant programs report an 86%, 86%, and 93% program completion rate. The three programs also report a 79%, 81%, and 87% placement rate, respectively.

## Adults with Disabilities

The DAS Adults with Disabilities program serves 28.83% of its students as its third largest program (DAS self-study 2010, Ch. 1 p. 12). The program serves students at eight facilities, including the ARC facility and convalescent/skilled nursing facilities in the city of Downey. The ARC facility provides instruction in reading, writing, math, money management, communication, computer skills, community awareness and access, independent living skills, exercise, health and hygiene and food service job training skills. Special services are offered at ARC of Southeast Los Angeles County, including counseling, pre-employment skills assessment, on-site and community job training and job coaching (DAS self-study 2010, Ch. 4C, p. 2)

Residents in convalescent or skilled nursing facilities receive instruction in mental and physical fitness, grooming, nutrition, crafts and leisure time skills. Many of these residents need special classes due to severe mental illness or neurological disorders.

The Norwalk-La Mirada Adult School currently serves 283 students with cognitive, developmental, physical or medical disabilities. Students work on individual academic and social skills that promote independence through training for proper health, hygiene, socialization and use of technology.

Cerritos College Disabled Students Programs & Services (DSPS) provides mandated accommodations to students with physical, mental, learning, and intellectual disabilities. The services and courses provided by DSPS provide equal access and promote diversity by encouraging students with disabilities participate in academic, support services, and campus activities. DSPS course offerings incorporate universal design for learning concepts and provide student advocacy.

## Apprenticeships

The main apprenticeship sponsors in the Consortium are: Associated Builders & Contractors in the electrical industry; Field Ironworkers Apprenticeship & Training Program in structural/reinforcing; and Painting and Decorating Contractors of America. The Consortium recognizes that the state lays out guidelines for how apprenticeships operate, but takes a more inclusive view in defining these programs as any relationship with a business partner that results in more training for students. This includes internships, job shadowing,

pre-apprenticeships and pathways leading to apprenticeships, as well as pre-apprenticeship programs that incorporate ESL and basic skills.



Cerritos College Apprenticeship Industry Preparation program

Below are local apprenticeship programs, as defined by the state:

**Field Ironworkers Apprenticeship & Training Program** offers applicants the opportunity to learn a craft in:

- **Structural Steel**, erecting and installing iron parts using bolts and by welding to form the skeleton of a structure
- **Reinforced Concrete**, ironworkers fabricate and place steel bars in concrete forms to reinforce concrete structures, such as freeways, buildings, bridges and drainage channels
- **Ornamental Ironworkers** install metal stairways, cat walks, gratings, iron ladders, metal window sash, glass, metal curtain walls, window walls, doors, gates, fence screens, elevator fronts, platforms and railings

**Associated Builders & Contractors Apprenticeship Program** offers the student entry-level training and journeyman upgrade training in:

- **Electrical** (all phases of electrical training to become a licensed electrician)
- **Electrician Certification Training** (classes offered to employees of member contractors who need to become licensed)

**SC/PDCA Painters and Decorators Apprenticeship** program offers the apprentice the opportunity to learn all phases of commercial and residential painting including and not limited to:

- Wall Covering
- Process and Technology
- Specialized Technology
- Spray and Texture



Cerritos College PDCA Apprenticeship Class

In addition to the above mentioned apprenticeship programs, the Allied Health department at Downey Adult School offers externships conducted at medical facilities under the supervision of instructors (DAS self-study 2010 Ch. 4b, p. 19). These types of health-related programs offer the potential for further study as possible apprenticeships. The federal government has recently encouraged community colleges to formalize agreements with businesses to allow students immersed in training programs to earn academic credit. The goal is for struggling Americans to be able to go to school and earn income at the same time. (<https://www.insidehighered.com/news/2014/04/08/biden-announces-new-consortium-promote-apprenticeships-pathway-college-degree>, 10.4.14). The Consortium sees the potential for its existing pre-licensure programs to be bridged into apprenticeships as defined by the state, provided that industries connected to these programs adopt apprenticeship requirements. Consortium members provide “apprenticeship-like” programs, with job training, internships, pre-apprenticeship, job shadowing, externships and services that offer students exposure to the real world of work.

## Collection of Data

Initial data were obtained from all Consortium members as part of the requirements for the AB86 grant. Required data collected-to-date for members may be found in Tables 1.1A, 1.1B, 1.2 and 2.0 of the workbook accompanying this report. All Non-credit information came from the California Community College Chancellor’s Office (CCCCO) Data Mart Non-Credit Courses/Sections. Credit course information came from the Management Information System (MIS) files downloaded from the CCCCCO Data-on-Demand. Enhanced non-credit information came from CCCCCO Data Mart-Non-Credit Courses/Sections further spliced down to Non-Credit Category and six digits TOP codes.

For this progress report, the College has included the operational costs for Cerritos College by FTE for each type of funded course. The College district does not collect the data in the manner requested by the AB86 COE and has not determined a satisfactory method to specify operational costs by program area, noncredit, credit, and enhanced credit. For the total operational costs, the College used the FTE funded rate to determine the total in these columns. In calculating by FTE, each course type was estimated at specified rates:

- Credit: \$4,564.83

- Noncredit: \$2,744.96
- Enhanced Noncredit: \$3,232.07

Tabulating costs this way provides the Consortium a consistent way to derive total operational costs, though it does limit the Consortium's ability to breakdown operational costs further. Consequently, costs provided are not broken out by program area or type of course funded. The Consortium looks forward to receiving additional guidance in this area from the Chancellor's Office.

# Objective II: An Evaluation of Current Needs

*Description and assessment of current needs for each program area, including needs that are currently unmet*

## Overview and Description of Region

The Consortium areas of Artesia, Bellflower, Cerritos, Downey, Lakewood, La Mirada and Norwalk post differing levels of income depending on the neighborhood, but share similar growth patterns. Each of the cities grew slightly between 2013 and 2014, with a 0.5% increase. Poverty rates in each city were lower than the Los Angeles County average of 17.1%. The Consortium city with the highest level of poverty was Bellflower, with 15.9% of residents living below the poverty level, followed by Artesia (12.7%), Norwalk (12.3%), Downey (12.1%), Lakewood (7.6%), La Mirada (6.2%) and Cerritos (5.7%) (CA Dept. of Finance 2008-12 American Community Survey, Poverty). The latest unemployment rates from May 2014 show that all cities in the Consortium had lower unemployment than that of LA County (8.0%), with the exception of Norwalk (8.4%). The city with the lowest unemployment rate was Cerritos (4.3%) (CA Dept. of Finance, American Community Survey 2008-12). Cerritos was also the best educated city in the Consortium, with 31.7% of its residents over age 25 earning a bachelor's degree, compared to 19.3% of residents countywide. Education rates for bachelor's degrees were the lowest among Consortium cities in Bellflower, where 12.4% of residents hold bachelor's degrees (CA Dept. of Finance, American Community Survey 2008-12, Educational Attainment).

## Labor Market Details

Many of the fastest growing jobs forecast in Los Angeles County through 2020 are in the health industry. Students who finish some college may pursue certificates or job skills awards in the following fast-growing areas: emergency medical technicians and paramedics, licensed practical and licensed

vocational nurses, nursing aides, orderlies, and attendants, medical records and health information technicians, and skincare specialists (2010-2020 Comparison of Growing Occupations by Entry Level Education Los Angeles County, CA Employment Development Dept.). For those with a high school diploma or equivalent, the fast growing occupations are projected to be: gaming dealers, glaziers (glass window and skylight installation), bicycle repairer, physical therapist aides and food service managers (2010-20 Comparison of Growing Occupations by Entry Level Education Los Angeles County, CA Employment Dev. Dept. Fastest Growing New Jobs from Industry Growth).

The largest number of jobs for those completing post-secondary certificates or job skills awards are expected to be in these fields: nursing aides, orderlies and attendants; licensed practical and licensed vocational nurses; dental assistants; hairdressers, hairstylists and cosmetologists; and firefighters (Largest Growing New Jobs and Replacement Needs, CA Employment Dev. Dept. LA County).

Countywide, the 10 categories of occupations projected to have the most openings due to growth from 2010-2020 are: office and administrative support occupations (9,026 openings); food preparation and serving related occupations (8,106 openings); personal care and service occupations (5,892 openings); other personal care and service workers (4,925 openings); business and financial operations occupations (4,101 openings); personal care aides (4,029); food and beverage serving workers (3,950 openings); healthcare practitioners and technical occupations (3,863 openings); education, training and library occupations (3,274); management occupations (2,921). (CA Employment Dev. Department "Occupational Projections of Employment"

<http://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/occprjReport.asp?menuchoice=occprj>)

Economists have defined Los Angeles County's major industries as: aerospace and defense; apparel design and manufacturing; computer and electronic product manufacturing; professional and business services; financial services; health care services and biomedical; international trade/goods movement; motion picture/TV production; real estate and construction; retail trade and travel and tourism (LA Economic Development Corp. "2014-15 Economic Forecast & Industry Outlook", p. 64-74 <http://laedc.org/wp-content/uploads/2014/02/LAEDC-2014-15-February-Forecast-Report.pdf>).



The Southeast Los Angeles County Workforce Investment Board defines the following regional industry sectors: Professional and Business Services; Hospitality & Leisure; Health Care; Trade, Transportation and Utilities; and Advanced Manufacturing. Additionally, Cerritos College via the California Community College system 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. These sectors are further addressed under Objective VII.

## Current Needs

As stated in the opening Planning and Governance section of this plan to date, 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, detailed in Objectives 3-7, 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. Some preliminary gaps identified include (**addressed in Objective IV**):

- Loss of adult education programs in Bellflower.
- Work preparation and life skills course offerings for 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.
- 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.

# Objective III: Plan to Integrate Existing Programs and Create Seamless Transitions

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*Overview of services and programs the consortium members and partners are currently providing in the consortium's region and narrative evaluation of their adequacy and quality*

## Implementation Strategies/Creating Systems Alignment

The Consortium, based on ongoing evaluations and faculty work groups, proposes a transitions task force consisting of **at least** one faculty member per adult school and community college site to address agreed upon transitions. These transitions, within the major adult education program areas, will also take into account Adults with Disabilities to ensure access to classes and programs. Transitions and approaches are grouped below by major program area.

## CTE Work Group

### ***Transition #1: CTE to the Workforce***

- 1) Assess, develop and provide seamless transitions in curricula to provide students with the education needed for students to succeed in the workforce.
  - Implementation of soft skills training.
  - Thorough job exploration to assist students in deciding which career path to pursue.
- 2) Intensive career awareness.
  - Counseling to assist students with career needs. Develop a common process in evaluating employer needs and

requirements to increase student employability (Networking with Community Business Organizations)

### ***Transition #2: CTE to ABE/ASE***

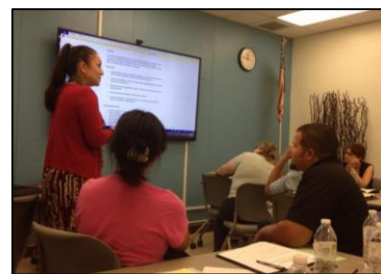
- 1) Implement counseling programs to assist students with ABE/ASE needs.
- 2) Investigate and integrate K-16 initiative to ensure students meet ABE/ASE standards.
- 3) Develop classes/courses to prepare students in Adult Basic Education/ Adult Secondary Education in alignment with common core standards.
- 4) Develop and implement refresher courses to prepare students prior to assessment testing.

### ***Transition #3: CTE to ESL, VESL, and Citizenship***

- 1) Early identification of language assets and barriers.
- 2) Build upon prior education and experience.
- 3) Institute contextualized curriculum for ESL students.
- 4) Develop multilingual students based on community need.
- 5) Contextualized computer-assisted language application.
- 6) Identify careers that require US citizenship and necessary courses to obtain.

### ***Transition #4: CTE to Community College***

- 1) Investigate and integrate K-16 initiative to ensure students' college preparedness.
  - Examine common core implications.
- 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.
  - Credit by exam
  - Stackable certificates
  - Articulation Agreements. For a template of existing articulation agreements in the region, see:



PAACE CTE Workgroup Meeting

<http://www.statewidepathways.org/showagreements.php?sn=Ceritos&schoolid=2565&go=Show+Agreements+by+School>

- 3) Develop and adopt a process, which fully prepares a student in their CTE Career Pathway.
  - Investigate and identify educator qualifications and requirements.
  - Establish and initiate a CTE Faculty Consortium Committee.
  - Priority enrollment for CTE students.

#### ***Transition #5: CTE to CTE Industry Certification***

- 1) Align and Maintain accreditation compliance of educational institutions in order to meet industry certification standards regionally.
- 2) Analyze and develop curriculum that meets industry certification standards.
  - Implement faculty certification to ensure curriculum standards are met.
  - Develop a system for the timely institution of programs, which meet industry certification standards.
- 3) Examine third-party certification as it relates industry certification standards.
- 4) Provide supplemental programs for students to complete and/or maintain industry certification.

### **ABE Work Group**

#### ***Transition #1: Adult School or noncredit ABE to High School Diploma/GED among regional members***

- 1) Identify new educational and motivational support strategies to aid and accelerate student transitions from ABE to ASE/GED).
- 2) Identify an effective tool (CASAS, TABE, Gates McGinnity) to use as a common assessment for ABE/ASE.

***Transition #2: Adult School or noncredit ABE/ASE to college noncredit GED***

The Consortium is currently evaluating options to facilitate this transition.

***Transition #3: Adult School or noncredit ABE/ASE to credit college programs in English, Math, CTE, and general programs per student educational goal***

- 1) Develop a blended learning in math and English that combines classroom instruction with individualized adaptive software to build students foundational skills.
- 2) Evaluate the effectiveness of study skills programs at Cerritos College with an eye towards introducing them at other Consortium schools.
- 3) Increase awareness among Consortium schools about academic levels necessary for college credit classes and designing curriculum to insure students obtain necessary skills to score at a desired range on college placement tests to be placed into college credit classes.

***Transition #4: Adult School or noncredit ABE/ASE to workforce***

- 1) Develop a career preparation elective course to be offered at all 5 campuses. This includes contacting local businesses to assess skills needed. The Consortium will use successful practices at Downey Unified School District and Cerritos College classes as models. Course will include workplace specific content such as: interview skills, resume building, professionalism, workplace etiquette, how to fill out an application, learning how to search for jobs, employer behavior expectations, how to identify the right job for you, information about the local job market.
- 2) Use local job market data for high school graduates to determine what skills are in demand and necessary to inform course content and increase direct communication between students and employers.

***Transition #5: Adult School or noncredit ABE/ASE to CTE among regional members***

- 1) Design a roadmap that shows sequence and requirements needed to transition to Consortium CTE programs.
- 2) Contextualize concepts from key CTE programs in ABE/ASE course content.
- 3) Create career interest transition groups at each campus. Host workshops at each campus to inform students about career options

and pathways available to them. Once a semester CTE transition workshops for students from all schools at Cerritos College to provide transition support and information to adult students.

## ESL Work Group

### ***Transition #1: ESL, VESL, and Citizenship to the Workforce***

- 1) Utilize a common performance assessment to determine student workforce readiness.
- 2) Train counselors, job developers and voc. ed. support staff to guide and direct ESL/VESL students to resources available to successfully transition into the workforce.
- 3) Integrate more soft skills in preparing for workforce readiness.
- 4) For the purpose of articulation, agencies will identify and align the skills, knowledge, and competencies that a student must possess in each level of ESL, VESL, and citizenship to transition to the workforce.
- 5) Utilize common language to facilitate alignment of ESL and VESL courses.
- 6) Investigate partnerships with existing businesses to provide opportunities for ESL and VESL at the work site for active employees.

### ***Transition #2: ESL, VESL, and Citizenship to ABE/ASE***

- 1) For the purpose of articulation, agencies will identify and align the skills, knowledge, and competencies that a student must possess in each level of ESL, VESL, and Citizenship to transition to ABE/ASE.
- 2) Utilize common language to facilitate alignment of ESL courses.
- 3) Provide professional development for Common Core Adult Education ELD Standards.
- 4) Establish a comprehensive "one stop" transitional center for ESL students.

### ***Transition #3: ESL, VESL, and Citizenship to CTE***

- 1) For the purpose of articulation, agencies will identify and align the skills, knowledge, and competencies that a student must possess in each level of ESL, VESL, and Citizenship to transition to CTE.

- 2) Identify existing VESL classes and develop a flowchart of CTE pathways in our region.
- 3) Determine and increase VESL classes and technology based on job market forecast/demand in our region.
- 4) Utilize common language to facilitate alignment of ESL courses.



PAACE CTE Workgroup Meeting

#### ***Transition #4: ESL, VESL, and Citizenship to the Community College***

- 1) Develop a flowchart focusing on step-by-step process to help students transition into credit community college classes.
- 2) Utilize a universal tracking system to provide evidence of courses taken and student progress.
- 3) For the purpose of articulation, agencies will identify and align the skills, knowledge, and competencies that a student must possess in each level of ESL, VESL, and Citizenship to transition to the Community College.
- 4) Utilize common language to facilitate alignment of ESL courses.
- 5) Establish a comprehensive "one stop" transitional center for ESL students.
- 6) Adopt Cerritos College's Student Education Plan form at all PAACE agencies.

See Objective 3 Table in Appendix B.

# Objective IV: Plan to Address the Gaps Identified Pursuant To Objectives (1) and (2)

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*Description of how the consortium intends to respond to the gaps identified in the region.*

## Overview

During summer 2014, PAACE has been gathering input from key stakeholders and integrating their feedback into their decision making process to increase opportunities for adult learners within the region to meet their educational goals. To determine preliminary needs and gaps in the region's adult education system, PAACE has collected and synthesized feedback from meetings and activities conducted with key faculty and administrators. Some preliminary gaps identified include (as identified in Objective 2):

- Loss of adult education programs in Bellflower.
- Work preparation and life skills course offerings for 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.
- Alignment of course offerings and infrastructure to support student transfer between programs/locations.
- Additional courses needed to meet current and future demand in healthcare, IT, and green job technologies for CTE, as well as manufacturing.



- 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.
- Career planning work preparation and life skills course offerings for adults with disabilities.
- Service options for apprenticeships.
- Processes to ensure curricula and course offerings are adaptable to the needs of the community and labor market.



Cerritos College ABC Electrical Apprenticeship program

## Next Steps

Some areas targeted for further investigation include:

### *All Programs:*

- Research and assess strategies to streamline curriculum and minimize duplication of course offerings across PAACE regional adult schools and community colleges.
- Explore opportunities to leverage existing services, facilities, programs, and other resources among Consortium members and partners.
- Examine possibilities to develop or expand economies of scale with existing facilities, equipment, staffing, other resources across the PAACE region.
- Assess current offerings and develop strategies to create more seamless transitions for adult learners to move from adult school to community colleges and beyond.

- Examine strategies for how best to utilize technology, delivery and management systems to enhance and support the regional plan.

*Adults With Disabilities:*

- Evaluate technology being used and ensure that all technology is accessible for students with disabilities and supports varying learning styles.
- Examine strategies for collaboration with Special Education and Cerritos Community College DSPS. Assess current adults with disabilities transition to work needs and community life and design course offerings for career preparation and training.

Concurrent with this aspect of research, the 4.1 worksheet will be utilized as an organizing tool for insights into solutions. Discussions have ongoing among the Consortium members to identify some needs and gaps and how to address them. Strategies, methods of assessment, timelines, and costs will evolve from further research and data collection with key stakeholders in early fall.

See Objective 4 work plan in Appendix B.

# Objective V: Plan to Employ Approaches Proven to Accelerate Student Progress

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*Plans to expedite and improve student achievement*

## Educational Approaches to Maximize Student Progress

The Consortium will review and leverage existing “best practices” to accelerate and maximize adult learners’ progress toward educational and career goals. Some of these based on national research include providing assessment/testing at facilities convenient and/or familiar to students and offering re-test opportunities to increase accurate course placement; training adult school and community college counselors to work together, if needed, to help create student educational plans; ramping up offerings of dual enrollment courses to allow more adult students to take courses relevant to career and educational goals while enrolled in an adult education program; enhanced contextualized learning to link basic skills education for adult learners to career and educational goals; working with those administering the county’s new Career Pathways Trust grants to maximize program completion for adult learners. The Consortium may also assess accelerated and/or compressed classes. In accelerated classes, students who would normally take two semesters to complete pathway courses are able to move through two classes in one semester if they receive passing grades in their coursework. National research shows that accelerated classes allow students to meet learning outcomes in a shorter amount of time, decreasing “stopping out points” and increasing student retention and success. In compressed format classes, students may move from lower-level classes to higher level ones more quickly by taking two semesters worth of work in one semester.

These approaches may be applied differently depending on the program area (elementary and secondary basic skills, ESL classes, Adults With Disabilities, short-term CTE and apprenticeships).

Within PAACE, members already use and intend to use accelerated, competency-based and contextualized learning in the following ways:

***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.
- Noted in Objective III, the Consortium will develop and implement refresher courses to prepare students prior to assessment testing.
- 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

See Objective V work plan in Appendix B.

# Objective VI: Plans to Collaborate in Ongoing Professional Development

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*Consortium priorities for developing an effective professional  
development system*

## Priority Areas within PAACE for Collaborative Professional Development

Need to match table activities with narrative below:

PAACE considers the following as priority areas for professional development in adult education:

- Provide professional development for Common Core Adult Education ELD Standards (as outlined in Objective III).
- 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 Teaching Excellence (CTX) provides ongoing faculty professional development opportunities. Plans are in place to target professional development trainings and mini-conferences 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.

See Objective VI work plan in Appendix B.

# Objective VII: Plans to Leverage Existing Regional Structures

*Overview of existing relationships with regional partners and a description of plans to improve services to adult learners*

## Overview of Existing Relationships

PAACE will leverage the relationships and resources of its current relationships to ensure strong support across all five target program areas. These relationships include:

- The Southeast Los Angeles County WIB, which outlines five main sectors (Professional & Business Services, Hospitality and Leisure, Health Care, Trade, Transportation and Utilities and Advanced Manufacturing)
- Chambers of Commerce
- Libraries
- County Office of Education
- Employer groups
- Literacy coalitions
- Economic development regions
- Los Angeles County social services
- Calif. Employment Development Dept.
- Cerritos College 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.



## Adults with Disabilities

Further, the Consortium plans to utilize EDD for job development services and WIB for counseling and library classes. Other ways the Consortium will leverage regional resources are:

- Facility sharing: utilizing all districts' facilities, programs, classes and meetings.
- Providing services and classes at businesses
- Providing services and classes at faith organizations
- Stronger marketing within the community, as well as a focus on sustainability for the region's K16 Bridge program through enhanced student data collection.
- Involving school district leaders through communication with school boards, superintendents and principals.
- Leveraging Consortium members' key roles in local districts and in statewide education and professional organizations, as well as involvement in community meetings.

The Consortium has identified and will engage regional partners serving adults with disabilities. These partners will share resources and identify unmet need and develop a plan to overcome the need. These agencies include:

- County Mental Health Providers
- Rancho Los Amigos National Rehabilitation Hospital
- Regional Centers
- Calif. Dept. of Rehabilitation
- Braille Institute
- Greater Los Angeles Council on Deafness
- California Committee on Employment for Persons With Disabilities.

See Objective VII work plan in Appendix B.

# Appendix A: Meeting Schedules

PAACE REGIONAL CONSORTIUM		
MEETING SCHEDULE		
DATE:	TIME:	LOCATION:
Tuesday April 1, 2014	1pm-3pm	<b>Cerritos Community College</b> 11110 Alondra Blvd. Norwalk, CA 90650 Room: AP-11
Tuesday May 6, 2014	1pm-3pm	<b>ABC Adult School</b> 12254 Cuesta Drive Cerritos, CA 90703
Tuesday June 3, 2014 (Partners Invitation)	1pm-3pm	<b>Downey Adult School</b> 12340 Woodruff Ave. Downey, CA 90241
Tuesday July 1, 2014	1pm-3pm	<b>Norwalk-La Mirada Adult School</b> 15711 Pioneer Blvd. Norwalk, CA 90650
Tuesday August 12, 2014	1pm-3pm	<b>Cerritos Community College</b> 11110 Alondra Blvd. Norwalk, CA 90650 Room: AP-11
Tuesday September 2, 2014	1pm-3pm	<b>ABC Adult School</b> 12254 Cuesta Drive Cerritos, CA 90703
Tuesday October 14, 2014	1pm-3pm	<b>Downey Adult School</b> 12340 Woodruff Ave. Downey, CA 90241
Tuesday November 4, 2014	1pm-3pm	<b>Norwalk-La Mirada Adult School</b> 15711 Pioneer Blvd. Norwalk, CA 90650
Tuesday December 2, 2014 <b>(No Meeting)</b>	1pm-3pm	<b>Cerritos Community College</b> 11110 Alondra Blvd. Norwalk, CA 90650 Room: AP-11
Tuesday January 6, 2015	1pm-3pm	<b>ABC Adult School</b> 12254 Cuesta Drive Cerritos, CA 90703
Tuesday February 3, 2015	1pm-3pm	<b>Downey Adult School</b> 12340 Woodruff Ave. Downey, CA 90241
Tuesday March 3, 2015	1pm-3pm	<b>Norwalk-La Mirada Adult School</b> 15711 Pioneer Blvd. Norwalk, CA 90650
Tuesday April 7, 2015 <b>(No Meeting)</b>	1pm-3pm	<b>Cerritos Community College</b> 11110 Alondra Blvd. Norwalk, CA 90650 Room: AP-11
Tuesday May 5, 2015	1pm-3pm	<b>ABC Adult School</b> 12254 Cuesta Drive Cerritos, CA 90703
Tuesday June 2, 2015	1pm-3pm	<b>Downey Adult School</b> 12340 Woodruff Ave. Downey, CA 90241

REVISIED LAST 3/6/2015

## PAACE REGIONAL CONSORTIUM Workgroup Meeting Schedule

	<u>Time:</u>	<u>Location:</u>	<u>Room:</u>
<b>ESL Schedule</b>			
Friday, June 20	12:30PM – 5:00PM	Cerritos College (No Meeting)	
Friday, June 27	12:30PM – 5:00PM	ABC Adult School	*Room: E-7
Tuesday, July 1	1:30PM – 5:00PM	Downey Adult School	
Monday, July 7	1:00PM – 5:00PM	Norwalk La Mirada	
Friday, July 11	10:30AM – 2:30PM	Cerritos College	*Room: AP-11

### ABE Schedule

Wednesday, June 25	1:00PM – 6:00PM	Norwalk La Mirada	
Wednesday, July 2	1:00PM – 6:00PM	ABC Adult School	
Wednesday, July 9	1:00PM – 6:00PM	Downey Adult school	
Wednesday, July 16	1:00PM – 6:00PM	Cerritos College	*Room: AP-8
Wednesday, July 23	1:00PM – 6:00PM	Norwalk La Mirada	
Wednesday, July 30	1:00PM – 6:00PM	ABC Adult School	

### CTE Schedule

Wednesday, July 9	9:00AM – 3:00PM	Cerritos College	*Room: HS 105
Wednesday, July 16	9:00AM – 3:00PM	Downey Adult School	
Wednesday, July 23	9:00AM – 3:00PM	Cerritos College	*Room: HS 105
Wednesday, August 06	9:00AM – 3:00PM	Cerritos College	*Room: HS 105
Wednesday, August 20	9:00AM – 3:00PM	Cerritos College (No Meeting)	

REVISED 7/14/14

# PAACE Abbreviations

ESL	English as a Second Language
CTE	Career Technical Education
ABE	Adult Basic Education
ASE	Adult Secondary Education
VESL	Vocational English as a Second Language
GED	General Education Development
PAACE	Partnership for Adult Academics and Career Education
K-12	Kindergarten through 12 <sup>th</sup> grade
AB86	Assembly Bill 86
FY	Funding Year
K16	Kindergarten through 16 <sup>th</sup> grade
EDD	Employment Development Department
USD	Unified School District
SELACO WIB	Southeast Los Angeles County Workforce Investment Board
CC	Cerritos College
SLO	Student Learning Outcomes
HSD	High School Diploma
CAHSEE	California High School Exam
DAS	Downey Adult School
CBET	Community Based English Tutoring
BUSD	Bellflower Unified School District
WASC	Western Association for Schools and Colleges
COE	Council on Occupational Education
CTEC	Career Technical Education Center
CCN	Community Collaborative Network
JOB	Join Our Business
DSPS	Disabled Student Programs & Services
CCCCO	California Community College Chancellor's Office
MIS	Management Information System
FTE	Full-Time Equivalent
CASAS	Comprehensive Adult Student Assessment Systems
TABE	Test of Adult Basic Education
ELD	English Language Development
CTX	Center for Teaching Excellence

## Appendix B: AB86 Tables

### Objective 1 Tables

Note: Objective Table 1.1A is available in Excel format as attachment.

Table 1.1B: Total Dollar Amount by Funding Source for Consortium Members.										
<b>Directions:</b>	total dollar amount for each funding source by consortium member. Note, this is a data table, you can add more rows by simply entering data on the next line once you have entered information into all of the existing rows.									
Region (select your region from drop down):	Cerritos									
		Apportionment 12-13	WIA I 12-13	WIA II 12-13	VTEA 12- 13/Perkins 12-13	Fees 12-13	State Categorical Basic Skills Initiative (CCC) 12-13	SSSP (CCC) 12-13	Other Grants 12-13	Other 12-13
Total For Consortia Members:		3221327	83413	837651	179241.47	1275617	0	66058	0	0
Funding Source - Total Dollar Amount 2012-2013										
Member Name	Region	Apportionment 12-13	WIA I 12-13	WIA II 12-13	VTEA 12- 13/Perkins 12-13	Fees 12-13	State Categorical Basic Skills Initiative (CCC) 12-13	SSSP (CCC) 12-13	Other Grants 12-13	Other 12-13
ABC Adult School	Cerritos			389605	79980	1089617				
Bellflower Unified School District	Cerritos									
Cerritos Community College	Cerritos		83,413		\$19,322.47			66058		
Downey Adult School	Cerritos									
Norwalk-La Mirada Unified School District	Cerritos	3,221,327	n/a	448,046	79,939	186000	n/a	n/a	n/a	n/a

**Table 1.2: Evaluation of Existing Adult Education Programs Offered by Consortium Partners**

<p><b>Directions</b></p> <p>Complete this worksheet by first selecting your region in B5 from the drop down menu. This will automatically populate row B. Next, enter data for each consortium partner listing program areas 1-5 separately. Select the program area from the drop down menu. Note, this is a data table, you can add more rows by simply entering data on the next line once you have entered information into all of the existing rows.</p>										
Region (select your region from drop down):	Cerritos									
					FY 12-13 Unduplicated Enrollment	FY 12-13 ADA or FTES (if applicable)	FY 12-13 Operational Cost for Instructional Program	FY 13-14 Unduplicated Enrollment	FY 13-14 ADA or FTES (if applicable)	FY 13-14 Operational Costs for Instructional Program
Total for Partners:					492	49	963205	449	69	1113615
Consortium Partner Name	Region	Program Area (select from drop down menu)	Type of Organization (select from drop down)	Source(s) of Funding e.g. State, Federal, Fees, Private Donations, Other. List all that apply	FY 12-13 Unduplicated Enrollment	FY 12-13 ADA or FTES (if applicable)	FY 12-13 Operational Cost for Instructional Program	FY 13-14 Unduplicated Enrollment	FY 13-14 ADA or FTES (if applicable)	FY 13-14 Operational Costs for Instructional Program
Centro Latino for Literacy	Cerritos	2- Classes and Courses for Immigrants	Community Based Organization	Private/Corporate foundations and individual donations	281	4	\$273,515	237	4	\$255,915
Field Of Dreams Learning Inc.	Cerritos	4- Short Term CTE	Community Based Organization	Private	15		\$76,500	25		\$142,500
YouthBuild Charter School of California	Cerritos	3-Adults with Disabilities	Charter School	Federal	30	45	\$153,000	40	65	\$228,000
Crossroads	Cerritos	5-Programs for apprentices	Community Based Organization	Federal, State, Private				2		\$12,200
Art Research and Curriculum Associates Southern California	Cerritos	1-Elementary and Basic Skills	Community Based Organization	Federal, Donations	166		\$460,190	145		\$475,000
County of Los Angeles Public Library	Cerritos	2- Classes and Courses for Immigrants	Other Type							



## Objective 2 Tables

Table 2: Evaluation of Existing Adult Education Enrollment

<p><b>Directions</b></p> <p>Complete this worksheet by first selecting your region in B5 from the drop down menu. This will automatically populate row B. Next, enter data for each consortium member and partner listing program areas 1-5 separately. Select the program area from the drop down menu. Note, this is a data table, you can add more rows by simply entering data on the next line once you have entered information into all of the existing rows.</p>					
<b>Region (select your region from drop down):</b>	Cerritos				
			<b>FY 2008-09 Unduplicated Enrollment</b>	<b>FY 2012-13 Unduplicated Enrollment</b>	<b>FY 2013-14 Unduplicated Enrollment</b>
<b>Total for Members and Partners:</b>			75,751	38,567	37,217
<b>Consortium Member or Partner Name</b>	<b>Region</b>	<b>Program Area (select from drop down menu)</b>	<b>FY 2008-09 Unduplicated Enrollment</b>	<b>FY 2012-13 Unduplicated Enrollment</b>	<b>FY 2013-14 Unduplicated Enrollment</b>
ABC Adult School	Cerritos	1- Elementary and Basic Skills	3,717	1,768	1,399
ABC Adult School	Cerritos	2- Classes and Courses for Immigrants	7,727	2,478	1,593
ABC Adult School	Cerritos	3- Adults with Disabilities	1,101	0	0
ABC Adult School	Cerritos	4- Short Term CTE	7,863	3,721	2,996
ABC Adult School	Cerritos	5- Programs for apprentices	13	164	184
Bellflower Unified School District	Cerritos	1- Elementary and Basic Skills	1,354	0	0
Bellflower Unified School District	Cerritos	2- Classes and Courses for Immigrants	613	0	0
Bellflower Unified School District	Cerritos	3- Adults with Disabilities	141	0	0
Bellflower Unified School District	Cerritos	4- Short Term CTE	1,540	0	0
Bellflower Unified School District	Cerritos	5- Programs for apprentices	0	0	0
Cerritos Community College	Cerritos	1- Elementary and Basic Skills	25,553	15,305	20,281
Cerritos Community College	Cerritos	2- Classes and Courses for Immigrants	3,675	1,984	2,022
Cerritos Community College	Cerritos	3- Adults with Disabilities	773	721	825
Cerritos Community College	Cerritos	4- Short Term CTE	847	1,175	661
Cerritos Community College	Cerritos	5- Programs for apprentices	4,246	4,383	4,952
Downey Adult School	Cerritos	1- Elementary and Basic Skills	226	0	0
Downey Adult School	Cerritos	2- Classes and Courses for Immigrants	2,164	2,133	0
Downey Adult School	Cerritos	3- Adults with Disabilities	0	0	0
Downey Adult School	Cerritos	4- Short Term CTE	1,744	1,662	0
Downey Adult School	Cerritos	5- Programs for apprentices	519	825	0
Norwalk-La Mirada Unified School	Cerritos	1- Elementary and Basic Skills	1,285	0	0
Norwalk-La Mirada Unified School	Cerritos	2- Classes and Courses for Immigrants	3,298	1,525	1,483
Norwalk-La Mirada Unified School	Cerritos	3- Adults with Disabilities	1,039	266	283
Norwalk-La Mirada Unified School	Cerritos	4- Short Term CTE	2,581	1,601	1,236
Norwalk-La Mirada Unified School	Cerritos	5- Programs for apprentices	0	0	0



## Objective 3 Tables

<b>Transition to be Addressed</b>	<b>Strategy/Approach to be Employed</b>	<b>Resources Needed</b>	<b>Estimate of the Cost</b>	<b>Responsible Parties (specific school districts and/or community colleges)</b>	<b>Methods of Assessment</b>	<b>Timeline</b>
CTE to ABE/ASE	Implement refresher courses	Faculty, Facilities	\$37,000	ABC Adult School	Class registration and attendance	Year 1
CTE to Community College	Initiate a CTE Faculty Consortium Committee	Faculty	\$2,000	ABC Adult School	Agenda, minutes	Year 1
CTE to CTE Industry Certification	Implement faculty certification to ensure curriculum standards are met	Faculty	\$10,000	ABC Adult School	Certifications	Year 1
Adult School or noncredit ABE/ASE to credit college programs	Develop a blended learning approach in math and English	Faculty	\$266,400	ABC Adult School	Course outlines, class registrations and positive attendance and outcomes	Year 1
CTE to Community College	Facilitate and target cohort enrollment for CTE students	Administrators	\$9,000	All Members	Student tracking of enrollment and successful completion	Year 2
CTE to the Workforce	Seamless transitions and implementation of soft skills training, offer occupational preparation course.	Faculty, Facilities	\$14,000	Cerritos College	Instruction and student classroom evaluation of learned skills. Pre and post testing	Spring 2016 Year 1

**Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants**

CTE Workplace	Create a website page to develop entrepreneurial projects from each Consortium member	Web designer and staff	\$15,000 webpage development	Cerritos College	Review and evaluate webpage feasibility and use	Year 2
CTE to ABE/ASE	Counseling programs - visiting at each site	Career Counselors	\$60,000	Cerritos College	Student evaluations	Year 2
*CTE to ABE/ASE	Integrate K-16 initiative	Software, IT support, Administrators, Faculty training	\$200,000 1 classified staff, staff training, and software	Cerritos College	Tracking of product delivery. Evaluation of use and partner customer satisfaction survey	Year 1
CTE to ESL, VESL, and Citizenship	Research contextualized computer-assisted language application	IT staff, Faculty, Software	\$1,000	Cerritos College	Review an evaluation of identified programs	Year 2
CTE to Community College	Prepare students for a CTE Career Pathway (preparatory math)	Faculty	\$5,000 per course	Cerritos College	Student and faculty evaluation of courses	Year 1
Adult School or noncredit ABE to High School Diploma/HSE	New educational and motivational support strategies (K-16 bridge)	Counselors, Faculty	Included in prior transition	Cerritos College	Online survey of K-16 bridge	Year 2
*Adult School or noncredit ABE to High School Diploma/HSE	Use a common assessment for ABE/ASE	Counselors, assessment technicians, software	\$1,466,400	Cerritos College	On-going assessment and staff support	Year 2

**Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants**

CTE, ESL, ABE to Apprenticeship	Provide orientation and pre-apprenticeship programs at each members site	Staff, lease space, and faculty	\$125,000	Cerritos College, ABCUSD, DUSD, industry partners	Student and faculty evolutions and placement in job or apprenticeship program	Year 1 and 2
CTE, ESL, ABE to Apprenticeship	Provide pre-apprenticeship training at two members' sites	Cost of instruction, coordination, facilities	\$60,000	Cerritos College, ABCUSD, DUSD, industry partners	Tracking of student participants, enrollment, successful completion, and job placement.	Year 1
CTE, ESL, ABE to Apprenticeship	ABC electrical program at Cerritos College will host Apprenticeship Day	Busses for each district member and materials	\$499 for 5 hours x 4 sites = \$1,996 + materials = \$3,496	Cerritos College	Student survey of event, track student participation	Year 1 Spring 2016
CTE, ESL, ABE to Apprenticeship	Coordinate Build Your Future conference for youth	Lease space	\$20,000	Cerritos College, ABCUSD, DUSD, industry partners	Conference program	Year 1
*CTE to ESL, VESL, and Citizenship	Institute contextualized curriculum	Faculty, Facilities	\$179,500	Cerritos College, Downey Adult School	Provide pre and post testing	35 hour staff and staff development
CTE to the Workforce	Intensive career awareness workshops	Faculty, Facilities,	To be determined	Downey Adult School	To be determined	To be determined
*CTE to Community College	Credit by exam	Faculty	\$2,099,954	Downey Adult School	To be determined	10 Career Paths Exam Prep courses
CTE to Community College	Stackable certificates, articulation agreements with all Consortium members	Faculty	To be determined	Downey Adult School	To be determined	To be determined
*CTE to CTE Industry Certification	Examine third-party certification	Administrators, Industry	\$560,000	Downey Adult School	To be determined	Assessment Ctr, Pearson, Certipro, NHA, Vouchers

**Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants**

CTE to CTE Industry Certification	Provide supplemental programs for students to complete and/or maintain industry certification	Faculty, Facilities	To be determined	Downey Adult School	To be determined	To be determined
*CTE to the Workforce	Counseling and evaluating employer needs and requirements	Faculty, Facilities	\$133,200	Downey Adult School	To be determined	36 hr staff
CTE to ABE/ASE	Develop classes in alignment with common core standards	Faculty, Facilities	30 faculty x 16 hrs x \$50 = \$24,000; \$500 supplies; Total = \$24,500	Norwalk La Mirada Adult School	CTE Standards for Career Ready Practice; CTE Industry Sector Standards; Faculty oversight panel reports to Consortium; Student surveys	Year 1
CTE to ESL, VESL, and Citizenship	Develop multilingual students based on community need	Assessment tools, Faculty	30 faculty x 24 hrs x \$50 = \$36,000; \$5000 assessment research and training; \$500 supplies; Total = \$41,500	Norwalk La Mirada Adult School	CA ELD CCSS; Faculty oversight panel reports to Consortium; Student surveys	Year 1
CTE to Community College	Examine common core implications	Administrators, Faculty	25 faculty x 16 hrs x \$50 = \$ 20,000; \$500 supplies; Total = \$25,000	Norwalk La Mirada Adult School	CTE Career Ready Standards; Accuplacer; Faculty oversight committee reports to Consortium; Student surveys	Year 1

**\*One-year operational budget per ABC Unified.**

## Objective 4 Table

<b>Table 4.1: Implementation Strategies to Address Identified Gaps</b>						
<b>Description of the Gap</b>	<b>Strategies to Address the Gap</b>	<b>Resources needed</b>	<b>Estimate of the Cost</b>	<b>Responsible Parties (Specific school district(s) or college(s))</b>	<b>Methods of Assessment</b>	<b>Timeline</b>
Processes to ensure curricula and course offerings are adaptable to the needs of the community and labor market	Develop or expand economies of scale with existing facilities, equipment, staffing, other resources	Facilities, Faculty, Administrators, Support Staff	\$1,282,200	Bellflower Adult School	Course listings, enrollment records	Fall 2016
Career planning, work preparation, and life-skills course offerings for adults with disabilities	Technology is accessible for students with disabilities and supports varying learning styles	Faculty, Facilities, Equipment	In-kind	Cerritos College	Develop standard for technology accessibility	Year 1
Research data - inventory of students by program background, objective, profile, and goals	Develop data student reports by program	Administrators, IT Staff, Research Staff	\$50,000 staff time	Cerritos College	Publish data summaries with student enrollment, retention, and progression information	Year 1
Low level literacy programs to meet the need and industry demand	Expand basic literacy programs	Administrators	Add 8 sections at NLMAS. Faculty and materials; Total = \$155,600	Cerritos College	Student data: attendance, assessments, and test scores.	Sep-15

**Table 4.1: Implementation Strategies to Address Identified Gaps**

Lack of student retention and successful transition beyond one or two courses at the college	Offer noncredit or credit counseling class to support student transition and success in first year of college	Administrators, Faculty	\$5,000 x 5 sites = \$25,000	Cerritos College	Track student enrollment, retention, and course completion. Student survey provided	Year 2
Career planning work preparation and life-skills course offerings for adults with disabilities	Assess current adults with disabilities transition to work needs and design course offerings for career preparation and training	Faculty, Facilities, DSPS staff, Administrators	\$120,000 faculty and staff time	Cerritos College	Develop plan of activities and educational pathways for students with disabilities	Year 1
Programs in healthcare	Develop or expand economies of scale with existing facilities, equipment, staffing, other resources	Administrators	\$200,000	Cerritos College, Downey Adult School, ABC adult school	To be determined	Year 3
Service options for apprenticeships	Leverage existing services, facilities, programs, and other resources	Cerritos College Administrators	Lease site, staff time, orientation	Cerritos College, NLMUSD, ABCUSD, DUSD	Document and track new sites with appropriate services and programs	Year 2
Career planning work preparation and life-skills course offerings for adults with disabilities	Collaboration with adults with disabilities programs and Cerritos Community College DSPS	DSPS staff, Administrators	Included in cost of prior activity	Cerritos College, Norwalk La Mirada Adult School	CTE Standards for Career Ready Practice; Faculty oversight panel reports to Consortium	Year 1

**Table 4.1: Implementation Strategies to Address Identified Gaps**

Loss of adult education programs in Bellflower	Reintroduce ESL instruction through offering courses in various school district sites in bellflower (4 sites, 12 courses, 3 ESL levels)	Faculty, Facilities, Administrators	\$201,600	Cerritos College, Norwalk La Mirada, Downey, Bellflower & ABC Adult Schools	Data collection of student enrollment, retention, and progression	Year 1
Loss of adult education programs in Bellflower	Locate space to offer additional services and classes (Kingdom Causes Bellflower available to offer space)	Facilities	\$10,000	Cerritos College, Norwalk La Mirada, Downey, Bellflower & ABC Adult Schools	Track course offerings, student enrollment, retention, and success at offsite.	Year 1
Transition services, including counseling, systems (K-16 bridge program), tracking, IT and MIS systems	Utilize technology, delivery and management systems to enhance and support the regional plan	IT staff, Software system	Included in cost of K-16 bridge activity	Cerritos College, Norwalk La Mirada, Downey, Bellflower & ABC Adult Schools	Document use of K-16 bridge portal and process	Year 1
Transition services, including counseling, systems (K-16 bridge program), tracking, IT and MIS systems	Create more seamless transitions from adult school to community colleges and beyond	Administrators	Included in cost of prior activity	Cerritos College, Norwalk La Mirada, Downey, Bellflower & ABC Adult Schools	Document process to streamline student information and services	Year 1
Transition services, including counseling, systems (K-16 bridge program), tracking, IT and MIS systems	Cerritos College school relations will provide assistance and an orientation with applying to the college (will pay to have presentation and materials translated in other languages)	Faculty	\$30,000	Cerritos College, Norwalk La Mirada, Downey, Bellflower & ABC Adult Schools	Track and document number of orientations and completed student college applications	Year 1
Alignment of course offerings to support student transfer between programs/locations	Streamline curriculum and minimize duplication of course. Align ESL classes with CASAS	Faculty, Administrators	200 hours x \$50/hr = \$10,000	Cerritos College, Norwalk La Mirada, Downey, Bellflower & ABC Adult Schools	Develop ESL alignment cohort across all member programs	Year 1

**Table 4.1: Implementation Strategies to Address Identified Gaps**

Region wide awareness of programs	Develop staff and faculty orientations	Administrators	2 trainings per year \$40,000	Cerritos College, Norwalk La Mirada, Downey, Bellflower & ABC Adult Schools	Assessment: agenda, minutes and survey results	Year 1
Region wide awareness of programs	Create website and shared marketing materials	Faculty, Staff, IT Staff, Software and Hardware	\$15,000 staff maintenance	Downey Adult School	To be determined	To be determined
Career planning work preparation and life-skills course offerings for adults with disabilities	Create task force with representatives: educational, mental health, and support services agencies	To be determined	15 faculty x 9 hrs x \$50 = \$6750; 20 hrs staff for outreach/coordination = \$700; \$250 supplies; Total = \$7,700	Norwalk La Mirada Adult School	CTE Standards for Career Ready Practice; Faculty oversight panel reports to Consortium	Year 1
Low level literacy programs to meet the need and industry demand	Contextualize basic literacy programs in healthcare	Faculty, Industry	15 faculty x 20 hrs x \$50 = \$15,000; \$500 supplies; Total = \$15,500	Norwalk La Mirada Adult School, Literacy Partners	CASAS; Faculty oversight panel reports to Consortium	Year 1

**\*One-year operational budget per ABC Unified.**



## Objective 5 Table

<b>Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals</b>						
<b>Description of the Approach</b>	<b>Tasks/Activities Needed to Implement the Approach</b>	<b>Resources needed</b>	<b>Estimate of the Cost</b>	<b>Responsible Member (Specific school district(s) or college(s))</b>	<b>Methods of Assessment</b>	<b>Timeline</b>
Identify similar regional pathway programs	Develop task force to review CTE programs (6 meetings per year, includes 10 people)	Administrators	\$5,000	ABC Adult School	Meeting agendas and minutes	Year 1
Implement region wide counseling	Implement Cerritos College's Student Education Plan form at all PAACE agencies and training	Faculty, Facilities	15 faculty x 8 hrs x \$50 = \$6000; \$500 supplies; Total = \$6,500	All Members	Faculty and student surveys	Year 1
Offer dual enrollment courses	Create taskforce to explore process	Instructors, Administrators	100 per hr x 4 persons x 2 meetings per month for 10 months; Total = \$8000	Bellflower Adult School	Taskforce roster, agenda, minutes	Fall 2015
Provide assessment/testing at convenient facilities	Proctor common assessment testing	Administrators, Facilities, Assessment staff	Cerritos College In-kind	Cerritos College	Report total number of student assessments to all districts	Year 1

**Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals**

Offer re-test opportunities to increase accurate course placement	Implement refresher courses to prepare students prior to assessment testing	Staff lab fees, Staff, Facilities	\$32,500	Cerritos College	Assessment preparation, diagnostic testing	Year 1
Enhanced contextualized learning to link basic skills to career and educational goals	Create and revamp existing courses to imbed career and educational skill sets	Faculty, Facilities	To be determined	Downey Adult School	To be determined	To be determined

## Objective 6 Tables

<b>Table 6.1: Current Professional Development</b>			
<b>Topic</b>	<b>Professional Development Strategy</b>	<b>Program Area(s) Addressed</b>	<b>Estimated Cost to Implement Consortium-Wide</b>
Utilize existing common professional development activities	Identify and promote activities of interest with: CALPRO (California Adult Literacy Professional Development), ACCE (Association of Community and Continuing Education, OTAN (Outreach and Technical Assistance Network)	All	\$100,000
Cerritos College CTX (Center for Teaching Excellence) create needed and specific professional development for regional members	Identify professional development activities specific to topics related to the regional model, such as competency based teaching in adult education	All	\$100,000

<b>Table 6.2: Collaborative Professional Development Plan</b>			
<b>Topic</b>	<b>Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)</b>	<b>Program Area(s) Addressed</b>	<b>Estimated Cost to Implement Consortium-Wide</b>
Common Core Adult Education ELD Standards	Workshop, instructors from the region, once a year	All	\$50,000
Basic and secondary skills that build college readiness skills	Workshop, ABE and ASE instructors from the region, twice a year	ABE, ASE	(50 teachers/4 hours)
Team building, critical thinking, problem solving, study skills, soft skills, career assessment	Workshop, instructors and student services personnel from the region, once a year	All	(50 teachers/4 hours)
Technology use and integration to enhance and expand technology in instruction	Workshop, instructors from the region, once a year	All	\$20,000
Understanding assessment tools used across the region	Formulation of taskforce and trainings regarding use of CASAS among each member – aligning scores, universal understanding of assessment, guiding principal for what student could expect, and tracking of last CASAS score test among regional members.	All	\$20,000
New models and instructional strategies for contextualized and/or accelerated teaching /learning	Workshop, instructors from the region, once a year.	All	In-kind
Skills building intercultural competence	Workshop, instructors from the region, once a year	All	In-kind
Introduction to regional programs including detailed descriptions, pathway, skill set needed and developed, and any new, upcoming programs	Workshops highlighting member programs. Faculty or program administrators to conduct on rotating basis once a year	All	(50 teachers/3 hours)

## Objective 7 Table

<b>Table 7.1 Leverage of Existing Regional Structures from Partners</b>					
<b>Partner Institution Supporting Regional Consortium</b>	<b>Program area to be addressed</b>	<b>Tasks/Activities Needed to Implement Support of the Program</b>	<b>Member Counterpart(s) *</b>	<b>Partner Contribution**</b>	<b>Timeline</b>
Employment Development Department	4	Provide staff in regional location to counsel students on services	All (Rotating sites)	In-kind	Jan-16
SELACO WIB	4	Provide staff in regional location to counsel students on services	All	In-kind staff	Year 3
Projecto Avanzando	1	Provide literacy classes	All	To be determined	Year 1
Los Angeles County Public Library	2	Provide ESL classes	All	To be determined	Year 3
Los Angeles Department of Mental Health	3	Coordinate with regional taskforce to asses programs and service needs	All	To be determined	Year 1
Downey City Library	2	Provide ESL classes	All	To be determined	Year 2

## Special Thanks

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