



CAEP 2019 Consortia Directors Meeting “The 3-Year Plan Implementation Starts Now”



Welcome

- Introductions
- Overview of the 3-Year Plans
- Immigrant Integration



Introductions



Hanover 3 Year Plan Summary



Capacity and performance improvements:

Approximately one-fifth of consortia report expanding or improving student support staff or services and increasing program and service availability.

Internal areas for future development:

Approximately one-fifth of consortia want to improve or increase professional development and training, as well as partnerships and resources leveraged therein.



External areas for future development for students:

Approximately, 31 percent of consortia intend to improve student support services. Despite the numerous areas targeted for future development, only 9.4 percent of consortia report a need to increase staff.

Student demographics:

Consortia report serving 70.3 percent English language learners. In addition, Approximately two-thirds report serving a high volume of adults without a high school diploma. In general, consortia student demographics tend to be minorities or immigrants, low-income, and less-educated.



Consortia goals:

Approximately half of consortia want to expand or improve the delivery of adult education programs or support services. Nearly 40 percent want to improve student transitions to the workforce and academic success with regards to completions and retention.

Planned strategies:

Consortia propose a wide variety of approaches for achieving their planned goals. One area of commonality is the intention to increase trainings and professional development opportunities for instructors and staff (62.5 percent). Consortia plan to use student and graduate data to meet their goals (37.5 percent) and enhance marketing and outreach efforts (39.1 percent).



Progress indicators:

Fifty percent of consortia state that an increase in students served or student success outcomes would be an indicator of progress. Approximately 30 percent of consortia intend to adopt growth in professional development programs or transitions to post-secondary education as progress indicators.

New initiatives to pilot or implement:

Consortia list policies to align programming with partners (29.7 percent) or regional labor market data (20.3 percent). Consortia report plans to pilot integration of data with regards to outcomes and student data. Consortia indicate plans to improve career pathways and supports (18.8 percent) while also increasing CTE or non-credit course offerings (17.2 percent).



Immigrant Integration (AB2098)

The California Department of Education, the California Community College Chancellor's Office and the Governor's Office provided oversight of the field team, which consisting of ten members from K-12 Adult, Community College, the California State Labor and Workforce Agency, California Department of Social Services, California Immigrant Policy Center, and Chinese for Affirmative Action charged with developing recommendations that improve immigrant integration.



The field team held six facilitated meetings over six months. The culmination of those meetings resulted in five recommendations with action steps to be implemented over the next several months.



The foundational recommendation in this effort was to adopt the following definition of immigrant integration:

Immigrant Integration is a two-way process in which immigrants are embraced and welcomed by the receiving society with effective, culturally relevant and linguistically accessible programs and services that facilitate and provide: upward social and economic mobility, increased civic participation, and multigenerational integration to build secure, thriving, and inclusive communities.



The remaining recommendations provide what the CAEP office could implement. They include:

Provide each consortia aggregate data. The data should be organized by program areas on student demographic characteristics, barriers, and outcomes of immigrants in all CAEP program areas.

Develop policies and procedures regarding the use of data.

Adopt an array of Immigrant Integration Metrics, include COAAPS, allowing consortia the ability to select those which are best for the programs areas offered in the consortia.



The CAEP office will develop a short term and long term goals aligned to the recommendations in the report.



ANALYSIS OF EXPENDITURES AND HOURS OF INSTRUCTION



Hours of Instruction and Expenditures by Program Area and Provider Type

	ABE/ASE	AWD	ESL/EI Civics	K12 Success	Pre- Apprenticeship	Short Term CTE	Workforce Reentry	Grand Total
Community College	2,603,971	1,336,348	10,309,920	263,506	17,924	2,835,414	219,531	17,586,614
K12 School District	9,641,953	1,770,925	19,642,354	777,751	274,641	11,728,329	1,396,245	45,232,198
Other	358,196	65,213	363,971	6,778	0	774,225	40,165	1,608,548
Grand Total	12,604,120	3,172,486	30,316,245	1,048,035	292,565	15,337,968	1,655,941	64,427,360
Column Percentages	19.6%	4.9%	47.1%	1.6%	0.5%	23.8%	2.6%	100.0%



Expenditures by Program Area and Provider Type

	ABE/ASE	AWD	ESL/EI Civics	K12 Success	Pre- Apprenticeship	Short Term CTE	Workforce Reentry	Grand Total
Community College	39,227,896	7,254,267	106,062,157	1,965,542	1,104,162	26,443,800	6,591,359	188,649,183
K12 School District	147,685,064	21,992,610	224,571,730	10,408,305	3,735,421	164,876,481	21,161,270	594,430,881
Other	9,709,307	2,634,440	4,677,562	320,763	9,683	12,883,465	3,077,152	33,312,372
Grand Total	196,622,267	31,881,317	335,311,449	12,694,610	4,849,266	204,203,746	30,829,781	816,392,436
Column Percentages	24.1%	3.9%	41.1%	1.6%	0.6%	25.0%	3.8%	100.0%



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Questions