

## Section 1: Consortium Information

### Southwest Riverside County Adult Education Regional Consortium

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## Section 2: Comprehensive Regional Three-Year Plan

### 2.1 Executive Summary

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The Southwest Riverside County Consortium has been committed to implementing and expanding our promising programs to help adults acquire the skills necessary to prepare for college, career, and the workforce. Our consortium has worked toward reaching this goal over the last three years by strengthening core academic skills through contextual learning, aligning resources to strategic goals, integrating career pathways framework into curriculum, including virtual learning if applicable, offering individualized multi-year professional development to adult educators, and providing student support services that reduce barriers to completion and advancement to higher levels of future education and employment.

The implementation and beginning of consortium wide career pathways benefited our entire region in providing comprehensive services (academic and vocational) while avoiding potentially unnecessary duplication of services. As we began developing these career pathways, we worked with our partners and regional workforce data to receive input from all stakeholders and to align to high need current and future employment areas in our region. We implemented our website that contained our career pathways and provided our students, partners and members with information about our consortium programs and potential career/higher education choices. We also offer many HSE, ESL, and CTE courses of study at three correctional facilities within our region to help reduce recidivism.

Our consortium steering committee members continue to meet monthly as we have over the last four years. This open communication has supported us through periods of growth and helped to strengthen our partnerships with all stakeholders. We continue to work cohesively, striving to improve our practice and push ourselves for the benefit of the students we serve. Annually over the last four years we have shared our progress and successes along with our future plans with our partners and community members by hosting a community forum. With our community forum, we are able to share our student successes while spotlighting upcoming plans and goals.

Over the last three years our consortium has been able to implement regional common assessments, a student information system, and professional development. Our consortium has also partnered with West-Ed, implementing entrance and exit surveys for all of our students to track student input and progress. These areas of consistency have supported growth, alignment of services, and data integrity. We are able to provide more seamless transitions for our students to move through the region within their educational goals. These

common practices have also enabled us to begin to offer concurrent coursework for our students transitioning into post-secondary education. Over the next several years we plan to focus on and expand this area throughout our region. We also have implemented and focused on student support services consortium wide. This includes counseling support provided through our community college member. These services, provided weekly to each member at their respective programs, allow us to ensure all students have access to career and educational counseling.

As we continue to move forward, we look to our student data through West-Ed, CASAS, ASAP and our academic counseling staff to help us meet the needs of our students and our region. We have been able to meet many of our initial goals, and keep student needs in mind as we implement long range goals for our next three year regional plan. Our strength remains in our ability to work as a team and continue to be student driven. From day one, our goal was not to just reinvent what we had been, but to evaluate what we needed to become.

## 2.2 Pre-Planning Assessment

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As we assess our capacity to support the adult population throughout our consortium, we look to evaluate our current 2018-2019 levels of service and gaps in service.

As a consortium, we have been very successful at building and sustaining a very strong offering of High School/ High School Equivalency (HSE) and ESL courses throughout our entire region. We are focused on aligning these programs purposefully to ensure student needs are met and that our programs remain as accessible and consistent through our consortium as possible. We have faced some challenges when aligning assessments, but overall by using CASAS as our form of assessment for the last few years, we offer standardized programs with similar placement and educational services. All of our consortium members offer HSE courses funded through CAEP, WIOA, CalWORKs, LCFF, and community partner funding.

ESL courses are offered through five of our consortium programs. When courses are not offered through one of the K12 adult schools, our community college, MSJC, steps in when asked to partner and provide ESL services. This partnership exists in four of our partnering consortium K12 districts. The funding to support ESL classes comes from WIOA and CAEP funding.

An ongoing area of focus for our consortium is within the area of workforce training programs and coursework. Career and workforce training courses and certificate programs over the last year have expanded throughout our consortium. We now offer courses within seven of our ten

member's programs. Although this was a large step forward in the last year, we still see this as a primary area of need to continue to grow and expand. Funding for these courses comes from CAEP, WIOA, LCFF and community partner funding.

Throughout our consortium, we have put an emphasis on workforce programs that lead into post-secondary certificate and degrees or completion certificates leading into employment or apprenticeships. These courses include, for example, basic automotive, medical training, and the building trades to name just a few. There was strategic planning used when creating these course and certificate programs. Our consortium as a whole committed funds to offerings that lead to post-secondary certificates and degrees, while also creating new courses that support areas of need that we had not previously offered (see Table 1). Funding decisions were consistently aligned to Regional Labor Market and Local Workforce Development Board data. We also ensure that there is a constant focus on not offering repetitive courses within our consortium.

Emphasizing support services to the students in our region has been a focus for us. Over a year ago, we implemented a model program of academic counseling consortium wide. We shared this program with the state as a Promising Practice.

Our model includes academic counseling through the community college, where each consortium member is supported with a counselor on a weekly basis. Each consortium program then has created a role for their counselor to support students as they finish their coursework with their individual adult programs and create educational and work plans for their future. This counseling support service has also increased capacity among our region for financial aid access, career planning, and the successful transitioning of students. We continue to track data for the number of students that successfully obtain their educational and career goals.

We are fortunate that our consortium members represent all of our feeder K12 adult schools, our county office of education and our local community college in the region. All of our schools in our consortia offer HSE courses and are aligned to our community college. Four of our members offer ESL programs, and seven of our members offer individual workforce training. In addition our Riverside County Office of Education offers programs that service our incarcerated population.

The Family Life Center, one of our strongest partners from the beginning, provides educational and employment services while also being available to support our students by paying for GED and HISET testing. They are able to provide these benefits for our students age 18-24. In addition, the American Job Centers of California (AJCC) also support our students with job

training and placement for all students in legal residence. Other partners include the Riverside County Sheriff's Association, which supports the jails with educational and career services and the Riverside County Probation Department which supports HSE and CTE training at a community corrections site.

Our consortium includes five members who are WIOA recipients. With these funding requirements, we find our entire consortium aligning within the WIOA guidelines. We have collectively partnered with our local AJCC to support students transitioning between the two programs and their respective services. Through our local MOU we have put in place support services and practices that allow us to support student needs within our region. We have put in a place a counseling liaison to ensure consistency and constant communication when students are dual enrolled in both programs.

MSJC, our community college member, is a recipient of Strong Workforce Program funding through their CE department. All of our consortium members are also feeder K12 programs with MSJC as their local community college and share in the benefits from this funding. As we plan for new non-credit course offerings as pathway courses into certificate and degree programs, we can align into some of the new growth due to this funding. There is also opportunity in the future for more outreach support services.

Key Partners:

<u>Partner</u>	<u>Organization</u>	<u>Contact Information</u>
Veronica Arana	City of Perris	varana@cityofperris.org
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Tricia White	CCI (Condensed Curriculum Institute)	trishiaw@condensedcurriculum.com
Jay Wright	Student Data Partner	jwright@casas.org



**Table 1. Regional Service Providers**

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
Murrieta Valley Adult School	K-12 District	24150 Hayes Ave.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hemet Adult School	K-12 District	831 E. Devonshire Ave.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Valley Adult School	K-12 District	520 Chaney Street Lake	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Perris Community Adult School	K-12 District	418 West Ellis Avenue	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
San Jacinto Adult Education – Mt.	K-12 District	1000 N. Ramona Blvd.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Temecula Valley Adult School	K-12 District	32225 Pio Pico Road	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mt. San Jacinto College	Com. College	1499 N. State St., San Jacinto	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Banning Adult School	K-12 District	1151 West Wilson St.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Beaumont Adult School	K-12 District	1575 Cherry Ave.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Riverside County Office of Ed.	County Office	3939 13 <sup>th</sup> St., Riverside	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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## 2.3 Community Need and Customers

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As illustrated in the following chart, the Southwest Riverside County region has 42% of its population with a high school diploma or below. Over 86,000 people over the age of 25 did not complete high school, so the need for a high school diploma/HSE is great. Across generations, 25% of each age group stopped going to school after high school. Another 28% started college but didn't achieve a degree. Together, 70% of the region's population does not hold a college degree. Our counselors that offer transitional services into post-secondary help the many potential customers here with weekly service and support.

This area has had 37% of its population receiving public assistance in the last 12 months. Though 10% in the region are consistently below poverty level, 18% of those who speak Spanish but little English are living consistently at or below poverty level. This is close to 11,000 people. 63% of those who speak Spanish at home have less than a high school diploma, but the unemployment rate is 4%. Therefore, the need is for ESL and ABE classes for these customers that work with their busy schedules so they can get better paying jobs. The region offers evening classes with counseling during these hours. Counselors have also created a resource guide that lists agencies providing other assistance. We align with the needs in this way. Career education options in the evening may be an area for growth.

Those aged 18 - 29 have the highest rates of unemployment, although more in their age groups have completed high school than their elders. This indicates an opening for college/career counseling, transition and support services, career technical education, on-the-job training, and apprenticeship opportunities. Our workforce readiness and range of career education offerings and certificate programs prepare students for employment. Our emphasis will be on the top five regional industry sectors; healthcare, manufacturing, logistics and transportation, construction, and renewable energy. Some of the region's top industry and job needs were met with our CTE programs in 2018, with more under development that target specific areas of need.

Of those who speak English less than "very well" -- 75,000 people -- the median age is around 40 years old. This shows a need for ESL classes for this age group, which includes parents of school-aged children. Regardless of the language proficiency, there are 61,000 people in our region who are not citizens of the United States. These potential students could utilize our classes to prepare for their naturalization interviews. Four agencies offer ESL classes during the day, including local community partners like elementary schools and libraries, and two offer citizenship courses.

This data shows that our programs are in the right areas of student need. Every consortium member offers a pathway to high school completion. We are increasing the number of Career Education options, with 7 of 10 agencies currently offering CTE training. The CTE courses currently support key industries such as health care with medical billing and certified nursing, and also the building trades with welding and carpentry. Areas to grow include hospitality and information technology. Employers across industries ask us to send them people with soft skills who make trainable employees. Our programs seek to align employer expectations by including these skills in our curricula. As we pursue taking a more individualized approach to tracking student goals through the implementation of the new individual learning plan (ILP), we will find out more accurately how well our career and educational programs align to the goals of students.

## 2.4 Identifying Goals and Strategies

Figure 1. Logic Model

**Goal Statement 1: Work toward the outcome of each individual student. Each student will have a student-identified goal Consortium-wide**

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
<ul style="list-style-type: none"> <li>-Agency commitment</li> <li>-Counselor appointments</li> <li>-Student communication</li> </ul>	<ul style="list-style-type: none"> <li>-Create and implement a student tool for planning their educational, personal, and career goals</li> <li>-Increase one-on-one activities for student support and transition</li> </ul>	<ul style="list-style-type: none"> <li>-Students will have accomplished their desired personal goals</li> </ul>	<ul style="list-style-type: none"> <li>-Creation of a tool for student use with their counselor to set goals and outline the path toward them</li> <li>-Increased awareness by staff and students of the impact our programs have on the lives of our students</li> <li>-Increase in student progress towards career/educational goals</li> </ul>	<ul style="list-style-type: none"> <li>-Increase in student buy-in and personal satisfaction</li> <li>-More student perseverance</li> <li>-Higher rates of student participation</li> <li>-Higher rates of student completion</li> </ul>	<ul style="list-style-type: none"> <li>-Increase in students achieving long-term outcomes</li> <li>-Creation and implementation of effective tool program-wide (ILP)</li> </ul>
<b>Assumptions</b>			<b>External Factors</b>		
<ul style="list-style-type: none"> <li>Students will be able to identify and communicate their needs and goals.</li> <li>Students will increasingly participate in one-on-one counseling appointments.</li> <li>The tool to plan will be user-friendly and include all information a student needs.</li> <li>All partners in our consortium will support this goal</li> </ul>			<ul style="list-style-type: none"> <li>Support from program staff members to move in this direction.</li> <li>Funding to support counseling staff and support services</li> <li>Data changes could impact our processes we put in place or identify as student success</li> </ul>		

**Goal Statement 2: Help students to achieve faster program completion and desired program outcomes**

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
<ul style="list-style-type: none"> <li>-Agency knowledge</li> <li>-Strong relationships program staff</li> <li>-Aligning services and program offerings</li> <li>-Increasing partnerships for additional programs and support services</li> <li>-Braiding services and program offerings</li> <li>-Consistency among consortium members</li> <li>-Articulation agreements</li> </ul>	<ul style="list-style-type: none"> <li>-Program mapping</li> <li>-Utilize the ILP for tracking education, personal, and career goals</li> <li>-Course offerings consortium-wide that bridge into certificate and credit tracks</li> <li>-Regional planning aligned to career sectors based on employment data for our region</li> <li>-Comprehensive scheduling options</li> <li>-Offering courses that align to recognized degrees and certificates through the state chancellor's office</li> </ul>	<ul style="list-style-type: none"> <li>-Students will, on average, move through programs faster and transition to their next step sooner than in the past</li> <li>-More students will complete their programs</li> </ul>	<ul style="list-style-type: none"> <li>-A schedule of courses region wide per term that support student needs on a timely basis</li> <li>-Building stronger community in our programs between support staff, instructors, students and partners</li> <li>-Data supports an increase in student attendance</li> <li>-An increase of counseling support</li> </ul>	<ul style="list-style-type: none"> <li>-Data supports students increasing academic levels</li> <li>-Data supports students progressing through their program at an accelerated rate</li> <li>-Increased counseling support to ensure planned outcomes are facilitated</li> </ul>	<ul style="list-style-type: none"> <li>-A larger number of students will complete their programs and transition into post-secondary or employment</li> <li>-More students will consistently attend and complete their programs</li> <li>-Student driven schedule to expedite student need</li> </ul>
<b>Assumptions</b>			<b>External Factors</b>		
<p>Students will identify their area of study or academic and career goals</p> <p>Core areas of study (ESL, HSE and career training) will be offered throughout our region at flexible times to support student need</p>			<p>New industries or occupations may arise that need research and piloting of new training programs</p>		

**Goal Statement 3:** Increase career education courses throughout the region that align to post-secondary, certificate, degree programs, and regional employment needs

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
<ul style="list-style-type: none"> <li>-Each agency will partner with their district to support growth in this area</li> <li>-Continue to ensure we do not overlap services unnecessarily but offer as many viable options as possible that align to employment sectors in our region</li> <li>-New partnerships with local training programs and other educational entities</li> <li>-Regional labor market data</li> </ul>	<ul style="list-style-type: none"> <li>-Ongoing involvement in partnering activities with AJCC and Workforce Development</li> <li>-A continued effort to participate with industry boards and partners</li> <li>-Regular presentations and updates with industry partners</li> <li>-Continue to create new curriculum through the state Chancellor’s office</li> <li>-Expand our pre-apprenticeship offerings</li> <li>-Increase more bridge non-credit academic and career courses to support successful student transitions</li> </ul>	<ul style="list-style-type: none"> <li>-Students will have viable local options to continue their post-secondary objectives with degree and certificate programs</li> <li>-A higher percentage of students will complete career and educational programs</li> <li>-Students will access higher levels of employment</li> </ul>	<ul style="list-style-type: none"> <li>-New courses will be created and submitted to be offered by fall 2019 and spring 2020</li> <li>-Child development</li> <li>-Construction</li> <li>-Business Communication</li> <li>-Culinary</li> <li>-Welding</li> <li>-Soft skills training</li> <li>-Graphics</li> <li>-Computer coding</li> </ul>	<ul style="list-style-type: none"> <li>-Data will show increases in the number of students completing non- credit career coursework and entering credit degree and certificate programs</li> <li>-Data increase for the number of students transitioning from Adult Education career classes into post-secondary CE degree and certificate programs</li> <li>-Community College will continue to create four new non-credit career training classes while their prior proposed career classes will be cleared through the state Chancellor’s office as approved non-credit courses</li> <li>Digital Media</li> <li>CAD</li> <li>Communications/Teamwork/Leadership certificate</li> <li>Real Estate</li> </ul>	<ul style="list-style-type: none"> <li>-Data will show an increase in the number of students completing post-secondary degree and certificate programs successfully</li> <li>-All consortium agencies will be offering career training courses or work with a partner to offer these courses throughout our region</li> </ul>

Assumptions	External Factors
<p>All programs within consortium are currently offering career and certificate training courses or are planning to in the near future.</p> <p>All members are using academic support services to assist student's post-secondary and career goals.</p>	<p>The state department supports our new course offerings.</p> <p>K12, The County Office of Education, and our community college administrators support the direction we are going as a consortium.</p>

**Goal Statement 4: Continuously Improve quality data collection practices**

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
<ul style="list-style-type: none"> <li>-CASAS data</li> <li>-ASAP data</li> <li>-MIS Chancellor’s office data</li> <li>-State AEP</li> <li>-NOVA</li> <li>-West-Ed</li> <li>-Launchboard</li> <li>-YSS</li> <li>-Labor market data</li> <li>-ILP data</li> </ul>	<ul style="list-style-type: none"> <li>-CASAS summer institute</li> <li>-WIOA PD plan</li> <li>-Staff development regional days bi-annually</li> <li>-Monthly data trainings</li> <li>-Monthly data focus e-mails</li> <li>-West Ed surveys</li> </ul>	<ul style="list-style-type: none"> <li>-Solid data reporting to the state AEP and CASAS</li> <li>-Increases in accurate student data</li> <li>-Identify student data patterns</li> <li>-Ability to compare programs with consistent data collection</li> <li>-An increase or decrease in course offerings based on data results</li> </ul>	<ul style="list-style-type: none"> <li>-An increase in staff knowledge in accessing and collecting of data</li> <li>-Better tools put in place to collect data</li> <li>-Consistency across our consortium in collecting data</li> <li>-Use of data to support student needs</li> </ul>	<ul style="list-style-type: none"> <li>-Accurate data will allow us to plan to increase students outcomes</li> <li>-Ability to increase student success based on data patterns</li> </ul>	<ul style="list-style-type: none"> <li>-Student success rates will increase</li> <li>-Student outcomes will increase</li> <li>-We will offer student driven schedules and course offerings</li> </ul>
<b>Assumptions</b>			<b>External Factors</b>		
<ul style="list-style-type: none"> <li>All consortium members will use our available data tools</li> <li>All members will participate in staff development opportunities</li> <li>All members will put a focus on data and data collection</li> <li>Funding based on data</li> <li>CASAS support with accurate data collection</li> </ul>			<ul style="list-style-type: none"> <li>Changes in staff</li> <li>Changes in data requirements from AEP at a state level</li> <li>MIS data collection challenges</li> <li>Member districts supporting our student information and data systems in addition to their own systems</li> </ul>		

### Table 3. Progress Indicators

*Provide three to five SMART (Specific, Measurable, Attainable, Realistic, and Time-bound) objectives by which your consortium will assess progress and impact during the next three-year cycle. These objectives should map directly to your Logic Model activities, outputs, and / or outcomes, as these will be a driving factor for annual plans throughout the funding period.*

*Example: By May 2019, increase the number of agencies that have aligned CTE pathways and developed comprehensive program maps from 2 to 10.*

1. By fall 2019, we will have created the ILP tool collaboratively among all 10 Consortium members.
2. By fall 2019, all Consortium members will be utilizing the ILP with a test group.
3. By June 2020, all Consortium members will create a program map visually representing their paths to completion for all programs offered.
4. By fall 2020, all Consortium members will offer a CTE course that can matriculate into a post-secondary program or industry recognized certificate.



## 2.5 Piloting and Implementation

**Goal 1: Work toward the outcome of each individual student. Each student will have a student-identified goal Consortium-wide**

Pilot or Prototype of New Strategies	Types of data used / Tools for data collection	Continuing Improvement Plan	Summative data strategies to access overarching impact
<ul style="list-style-type: none"> <li>-Implement Individual Learning Plan (ILP) tool</li> <li>-Develop a system to monitor and support the ILP</li> </ul>	<ul style="list-style-type: none"> <li>-Track number of students using ILP</li> <li>-West Ed surveys</li> <li>-Analyze student goals for projected needs throughout region</li> </ul>	<ul style="list-style-type: none"> <li>-Increase one-on-one support staff appointments</li> <li>-Offer relevant professional development</li> </ul>	<ul style="list-style-type: none"> <li>-West Ed Exit Surveys</li> <li>-CASAS data</li> <li>-Data from ILP</li> <li>-Success stories</li> </ul>

**GOAL 2: Help students to achieve faster program completion and desired program outcomes**

Pilot or Prototype of New Strategies	Types of data used / Tools for data collection	Continuing Improvement Plan	Summative data strategies to access overarching impact
<ul style="list-style-type: none"> <li>-Consortium wide master schedule</li> <li>-Program mapping consortium wide</li> <li>-Consortium website</li> <li>-Look at concurrent enrollment options</li> </ul>	<ul style="list-style-type: none"> <li>-CASAS data, ASAP data, YSS data and West Ed</li> <li>-Enrolled numbers in career courses</li> </ul>	<ul style="list-style-type: none"> <li>-Analyze student program progress</li> <li>-Sustained enrollment in programs</li> </ul>	<ul style="list-style-type: none"> <li>-Analyze student program progress</li> <li>-Analyze student transitioning to post-secondary</li> </ul>

**GOAL 3:** Increase career education courses throughout the region that align to post-secondary, certificate, degree programs, and regional employment needs

Pilot or Prototype of New Strategies	Types of data used / Tools for data collection	Continuing Improvement Plan	Summative data strategies to access overarching impact
-Construction pre-apprenticeship -Pilot online career classes  -Welding classes  -Community college non-credit career classes	-Course completion rate -Certificates earned -Enrollment data -Employment date -Attendance data -Number of students transitioning to career classes -Regional labor data -CASAS data	-Course completion rate -Certificates earned -Enrollment data -Employment date -Attendance data -Number of students transitioning to career classes -Regional labor data	-Employment rate after course completion -Post secondary transition data  -Launchboard

**GOAL 4:** Put in place quality data collection practices

Pilot or Prototype of New Strategies	Types of data used / Tools for data collection	Continuing Improvement Plan	Summative data strategies to access overarching impact
-Use a schedule of data management and clean-up, broken into monthly focus areas	<ul style="list-style-type: none"> <li>• WIOA</li> <li>• AEP</li> <li>• Error reports</li> <li>• West Ed</li> <li>• NOVA</li> <li>• Launchboard</li> <li>• ASAP</li> <li>• CASAS</li> <li>• YSS</li> <li>• Aeries</li> </ul>	-Data analysis  -Ongoing professional development  -A singular focus on data consortium wide	-Consortium professional development plan  -Consortium wide data analysis annually  -Monthly meetings  -West Ed annual reports