

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 15, 2018, 11:36 PM UTC Action Taskman

45 Rio Hondo Region Adult Education Consortium

Plans & Goals - Consortium Approved

Executive Summary

For the past four years RHRAEC has served thousands of adult students as they pursue education and career success and will continue to do so. Although there have been many reductions in funding due to district demands such as union negotiations, facility needs and expansion and growth, RHRAEC continues to work together leveraging resources and supporting each member agency. RHRAEC holds monthly public meetings to share information, include stakeholders input and support each other in expanding and improving services to adults in the region. From 15-16 through 17-18 RHRAEC has expanded instructional hours, added programs and increased counseling services to better serve adult students. RHC has provided counselors at member agencies which has resulted in adult students enrolling in the community college. This practice will continue. RHRAEC has and will continue to hold professional development in alike departments, creating a venue for sharing curriculum and best practices; always with adult student success in mind. The successful day-long tour of member agencies held in 16-17 will be implemented in 18-19 to continue to inform counselors, new staff, and stakeholders of RHRAEC programs and services offered. These tours also increase leveraging of services and bring dialog of gaps in services as well as regional needs. RHC will continue to offer and increase classes on the adult school campuses. These classes are well received and an excellent way to introduce adult students to higher education creating seamless transitions. Articulation agreements are a priority for 18-19. RHC has committed to facilitating articulation agreements with the RHRAEC member agencies. CTE courses are continuing to be added, reviewed and aligned for pathways to ensure adult student success. Tri-Cities ROP has been approved to begin a CNA program. EMRAS has begun its construction program and is investigating logistic and manufacturing programs which industry advisory partners are requesting for immediate employment. WAS has added an Introduction to Construction Fundamentals class. EMRAS and RHC are developing a referral protocol to eliminate EMRAS's ESL Wait List of adult students. RHRAEC members continue to hold advisory meetings, review labor markets and dialog with business industry partners for regional employment needs. The 4.1% COLA was instrumental in maintaining most programs and was much appreciated.

Regional Planning Overview

In 2018-2019 RHRAEC as an agenda item in our public monthly meetings will be reviewing and analyzing performance outcome data. As a continued supportive team, members will share best practices, resources and strategies for adult student success. Members will review past best practices and support new innovative and creative implementation of program and services, no more doing business as usual. The past three-year plan was ever evolving, changes in funding and/or lack of funding made for difficult expansion of programs. Having a fiscal agent was cumbersome for meeting financial needs of each member organization. Maintaining financial obligations and still operate in serving students was difficult. RHRAEC is committed to our California Adult Education guidelines and Seven (7) program areas. Allocation funding will be used to serve adult students; thus providing the best industry supported programs and services. RHRAEC members will continue to be prudent in budgeting and expenses, ever mindful of student success. As a result of the past three year's success, members will: 1) share resources; 2) support each other in seamless transitions; 3) closing gaps that have been identified; 4) hold consortium wide professional developments in alike departments; 5) provide one-day tour(s); 6) and continue to provide college counselor for our adult students – (an RHC counselor at each adult school/ROP). RHRAEC has learned what works and what does not work. First and foremost, we are committed to adult student success. We are committed to holding each other accountable and at the same time respecting each-others diverse community needs. We are a committed Consortium to all adult students we serve and to each agency.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Rio Hondo Region Adult Education Consortium (RHRAEC) uses many methods to identify the regions needs and Gaps in services. ESL continues to be one of the greatest needs for the region. As the result four of the five, Tri-Cities ROP does not offer ESL, member agencies will continue to expand ESL offerings as feasible. Off-site ESL Classes and/or adjusted times, members are committed to meeting student's availability needs.

How do you know? What resources did you use to identify these gaps?

EMRAS's CTE Industry Advisory Committees have recommended the changes in logistics, medical, trades, to redesign manufacturing as well as automation and robotics. EMRAS has a large waiting list in ESL. Their data reports indicate that students need additional support to complete programs. ERAEC conducts community surveys for adult student needs. They also monitor CASAS data. ERAEC is in discussion with students and teachers for certificates of completion in their CTE course. All members use job market study for employment opportunities. RHC has developed no articulation agreement with the adult school partners. RHC is dedicated to establishing articulation agreements to better serve the needs of students in transitioning to higher education. RHC community partners have expressed desire for additional noncredit courses for their community. RHC is new to CASAS and as a result staff must be properly trained. Tri-Cities ROP's Industry Advisory Meetings keep programs current and relevant to employment needs. Their staff track phone calls from the community in regards to programs. WAS created a needs assessment during their 17/18 WASC visit. They addressed their gaps in a WIOA grant application and in collaborating with the WDB. Each member of RHRAEC is aware of their community needs and is committed to serving those needs.

How will you measure effectiveness / progress towards meeting this need?

RHRAEC adult schools and Tri-Cities ROP will measure effectiveness through CTE completion data and employment data. EMRAS and ERAEC will monitor the number of CTE certificates issued. EMRAS and WAS will monitor graduation and high school diploma rates data. RHC will be monitoring number of courses signing articulation agreements and the number of agreements with adult students. RHRAEC adult schools and RHC will measure effectiveness by increased enrollment in ESL courses. Adult students transferring to post-secondary training.

Regional Need #2

Gaps in Service / Regional Needs

CTE courses will be added and/or restructured to meet Industry Partner's needs and realign career pathways. EMRAS will explore growth opportunities in logistics, medical, and trades. They will redesign manufacturing to meet current and expected industry needs regarding automation and robotics. They will also help student's complete credits in fine arts for their high school diploma. EMRAS will offer Fine Arts and Music. ERAEC is developing a CTE completion in Business Pathway Certificate.

How do you know? What resources did you use to identify these gaps?

ERAEC is in discussion with students and teachers for certificates of completion in their CTE course. All members use job market study for employment opportunities. RHC has developed no articulation agreement with the adult school partners. RHC is dedicated to establishing articulation agreements to better serve the needs of students in transitioning to higher education. RHC community partners have expressed desire for additional noncredit courses for their community. RHC is new to CASAS and as a result staff must be properly trained. Tri-Cities ROP's Industry Advisory Meetings keep programs current and relevant to employment needs. Their staff track phone calls from the community in regards to programs. WAS created a needs assessment during their 17/18 WASC visit. They addressed their gaps in a WIOA grant application and in collaborating with the WDB. Each member of RHRAEC is aware of their community needs and is committed to serving those needs.

How will you measure effectiveness / progress towards meeting this need?

RHRAEC adult schools and Tri-Cities ROP will measure effectiveness through CTE completion data and employment data. EMRAS and ERAEC will monitor the number of CTE certificates issued. El Rancho Adult Education Center (ERAEC) is developing for CTE completion in current Business Pathway Certificates. EMRAS and WAS will monitor graduation and high school diploma rates data.

Regional Need #3

Gaps in Service / Regional Needs

Rio Hondo College (RHC) will continue to develop articulation agreements with the adult schools. They will be marketing noncredit courses and services in the community. ESL noncredit courses will be added. RHC help student access to academic programs. They will train staff outside the colleges main campus to administer CASAS testing. Tri-Cities ROP will continue to provide medical and dental CTE courses. Whittier Adult School (WAS) will increase completion rate of HSD and equivalency program

How do you know? What resources did you use to identify these gaps?

All members use job market study for employment opportunities. RHC has developed no articulation agreement with the adult school partners. RHC is dedicated to establishing articulation agreements to better serve the needs of students in transitioning to higher education. RHC community partners have expressed desire for additional noncredit courses for their community.

How will you measure effectiveness / progress towards meeting this need?

RHC will be monitoring number of courses signing articulation agreements and the number of agreements with adult students.

Regional Need #4**Gaps in Service / Regional Needs**

Tri-Cities ROP will continue to provide medical and dental CTE courses. Whittier Adult School (WAS) will increase completion rate of HSD and equivalency programs.

How do you know? What resources did you use to identify these gaps?

EMRAS's CTE Industry Advisory Committees have recommended the changes in logistics, medical, trades, to redesign manufacturing as well as automation and robotics. EMRAS has a large waiting list in ESL. Their data reports indicate that students need additional support to complete programs. ERAEC conducts community surveys for adult student needs. They also monitor CASAS data. ERAEC is in discussion with students and teachers for certificates of completion in their CTE course. All members use job market study for employment opportunities. RHC has developed no articulation agreement with the adult school partners. RHC is dedicated to establishing articulation agreements to better serve the needs of students in transitioning to higher education. RHC community partners have expressed desire for additional noncredit courses for their community. RHC is new to CASAS and as a result staff must be properly trained. Tri-Cities ROP's Industry Advisory Meetings keep programs current and relevant to employment needs. Their staff track phone calls from the community in regards to programs. WAS created a needs assessment during their 17/18 WASC visit. They addressed their gaps in a WIOA grant application and in collaborating with the WDB. Each member of RHRAEC is aware of their community needs and is committed to serving those needs.

How will you measure effectiveness / progress towards meeting this need?

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Gaps In Service**New Strategies****Strategy #1**

EMRAS will provide CTE and Trades programs to support local businesses in their lack of trained employees. ERAEC plans to hire part-time teachers to accommodate adult student needs. They will counsel adult students on career pathways on their

first visit to school. They will update curriculum to meet current industry needs. Adult Schools to articulate with RHC. RHC to create community advisory committee to assess their needs.

Strategy #2

. Tri-Cities ROP to increase Certified Nurses Assistant (CAN) class offerings. WAS will implement 243 cohort classes. They will restructure CTE master schedule to maximize certificate completion. They will target support for adult students with disabilities. Marketing to all consortium members and stakeholders is a continued priority. RHC will continue to provide counselor to consortium member agencies.

Seamless Transitions

New Strategies

Strategy #1

EMRAS will begin ESL student transition to CTE at level 4. They will transition High School Diploma (HSD) students using RHC counselor on campus. They will expand externships and internships for CTE students. They will provide an adult school counselor to the career center to provide assistance with transition to work. ERAEC is committed to referring adult students they are unable to serve to RHRAEC member agencies that provide the needed educational and employment services.

Strategy #2

RHC to continue to offer college level courses at the adult schools. They will continue to provide transitional counseling services. They will provide college fair at the adult school facilities to increase community awareness.

Strategy #3

Tri-Cities ROP, as well as EMRAS, ERAEC and WAS, will work with RHC to ensure CTE courses are articulated, as well as, tracking the number of adult students earning post-secondary training. WAS will work with RHC counselor to complete classroom presentations.

Student Acceleration

New Strategies

Strategy #1

EMRAS will consolidate adult student cohorts to reduce the length of time for CTE completion. They will offer direct instruction as well as labs and individualized instruction to meet adult student needs and allow for acceleration. ERAEC will maintain and expand increased instructional hours. They will provide online software to several classes to enhance individual learning.

Strategy #2

. RHC will continue to provide transitional counseling services to adult students so they may make informative decision to transfer to RHC. RHC to establish noncredit program to ESL sequence for student acceleration to higher education.

Strategy #3

Tri-Cities ROP will offer short-term classes. EMRAS and WAS will continue to work with RHC in offering college courses in the adult school campus. WAS is restructure CTE master schedule to accelerate adult student completion of certificates and pathways. The will implement 243 cohorts to support ESL adult students in CTE courses.

Professional Development

New Strategies

Strategy #1

RHRAEC member agency opens “in house” professional development for all agencies. Conduct Consortium wide counselor, alike department and TAP workshops. Provide regional ASAP/Data meetings three times per year. Consortium 1-day caravan tour. Consortium members to include member agencies to advisory meetings and Tri-Cities ROP Counselor Breakfast.

Leveraging Resources

New Strategies

Strategy #1

Strategy #1: EMRAS will regularly schedule AJCC and EDD to present in Career Center. EMRAS provide classroom for RHC classes for HSD students. EMRAS collaboration with RHC to provide limited ESL classes for wait list adult students. ERAEC is working with AJCC. ERAEC sharing facilities and equipment with Tri-Cities.

Strategy #2

RHC providing adult schools with on-site transitional counselor. RHC will continue collaborating with College and Career Readiness Standards (CCRS) at RHC to increase adult student transition to the college. RHC will continue to provide conference room to hold consortium wide meetings. Tri-Cities ROP to continue to work with AJCC. WAS will continue to partnership with AJCC, SPIRITT, Whittier Chamber of Commerce and Santa Fe Springs Chamber of Commerce.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your AEBG 3-year plan.

All activities of RHREAC fall within the 7 approved program areas. The largest portion of funding is allocated to personnel. This does not allow for anymore growth and development except when a reduction is made in another area. However, the COLA did help.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19.

There will be no carry-overs for RHRAEC.

Certification

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2018-08-14

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2018-08-15

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2018-08-15

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2018-08-14



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