

California Adult Education Program : Annual Plan : 2019-20 Produced: Sep 19, 2019, 12:45 AM UTC Erica Jennings

35 Southwest Riverside County Adult Education Regional Consortium

Plans & Goals - Consortium Approved

Executive Summary

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 and 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, allows 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 this 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 to 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. For the 2019-2020 year, we are aggressively planning to implement the first year of our new three year plan. This includes new strategies to increase our progress over the last few years. One of our main goals for this first year includes a student tool for our counselors to use consortium wide, to assist our students in their career and educational planning. With this tool we will being to also work towards one of our additional goals which includes a focus on accelerating student progress with their personal goals and increase their desired outcomes. There also will be a region wide focus on increasing the career training and business partnerships we will continue to establish to support our student's career goals. Lastly there will continue to be a focus on improved and quality data collected throughout our consortium. Funding will continue to support collective programs to include ASAP's student data system, West -Ed for student survey data, CASAS materials and training and professional staff development opportunities. Funds are also aggressively being allocated towards career training programs. Over the last year we have been very successful in implementing our past annual plan. We have been able to double our career offerings throughout the consortium. We also have increased our staff development by offering numerous trainings and program opportunities throughout the year. We also were able to offer our first pre-apprenticeship program and on site credit classes through our community college.

Regional Planning Overview

Over the next year these are many of our short term goals as we being to implement our new three year plan:-Creation of a tool for student use with their counselor to set goals and outline the path toward them-Increased awareness by staff and students of the impact our programs have on the lives of our students-Increase in student progress towards career/educational goals-A schedule of courses region wide per term that support student needs on a timely basis-Building stronger community in our programs between support staff, instructors, students and partners-Data supports an increase in student attendance -An increase of counseling support-New courses will be created and submitted to be offered by fall 2019 and spring 2020-Child development -Construction -Business Communication -Culinary -Welding-Soft skills training-Graphics-Computer coding-An increase in staff knowledge in accessing and collecting of data-Better tools put in place to collect data-Consistency across our consortium in collecting data -Use of data to support student needs.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

We did not have a consortium wide way to track student goals and outcome progress or success.

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

We used our West-Ed surveys and student information from working with with our counselors to see this area of need.

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

-Creation of a tool for student use with their counselor to set goals and outline the path toward them-Increased awareness by staff and students of the impact our programs have on the lives of our students-Increase in student progress towards career/educational goals Our CASAS data and our West-Ed survey data will show progress and outcomes each term and each year.

Regional Need #2**Gaps in Service / Regional Needs**

Help students to achieve faster program completion and desired program outcomes

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

Looking at student data with regards to outcomes and program completion rates we saw this area as a need. This also was reinforced through West-Ed data and CASAS completion and outcome rate.

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

-Students will, on average, move through programs faster and transition to their next step sooner than in the past-More students will complete their programs-A schedule of courses region wide per term that support student needs on a timely basis-Building stronger community in our programs between support staff, instructors, students and partners-Data supports an increase in student attendance -An increase of counseling support

Regional Need #3**Gaps in Service / Regional Needs**

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

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

This is an area of our programs that we have been working on over the last few years. Data from West-Ed and student's counseling data collected showed areas of need to support student goals.

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

-Students will have viable local options to continue their post-secondary objectives with degree and certificate programs-A higher percentage of students will complete career and educational programs -Students will access higher levels of employment-New courses will be created and submitted to be offered by fall 2019 and spring 2020-Child development - Construction -Business Communication -Culinary -Welding-Soft skills training-Graphics-Computer coding

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

By fall 2019, we will have created the ILP tool collaboratively among all 10 Consortium members. By fall 2019, all Consortium members will be utilizing the ILP with a test group. This plan will allow us to look at increases in student progress and goal attainment while also tracking the rate they begin to transition into post-secondary or career training and employment.

Strategy #2

By June 2020, all Consortium members will create a program map visually representing their paths to completion for all programs offered. We hope that this will support us transitioning students from one program to another within our consortium and to build stronger bridges to support this matriculation.

Strategy #3

By fall 2020, all Consortium members will offer a CTE course that can matriculate into a post-secondary program or industry recognized certificate. This is a large area of need and we have plans to ensure every member increases course offerings in this area.

Seamless Transitions**New Strategies****Strategy #1**

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Student Acceleration**New Strategies****Strategy #1**

For the 2019-2020 year, we are aggressively planning to implement the first year of our new three year plan. This includes new strategies to increase our progress over the last few years. One of our main goals for this first year includes a student tool for our counselors to use consortium wide, to assist our students in their career and educational planning. With this tool we will be able to also work towards one of our additional goals which includes a focus on accelerating student progress with their personal goals and increase their desired outcomes.

Professional Development**New Strategies****Strategy #1**

As a consortium we have made the decision to increase staff development consortium wide. This includes not only paying for staff development as a consortium to include ASAP training and CASAS training but to also bring other opportunities to our consortium. This past year we began offering regional training days. This includes relevant workshops held for all staff members to support numerous areas of need. This includes classified staff, data collection, instruction, and leadership workshops. We are planning on two offerings each year that will each include over 25 different presentations. This will allow us to become more consistent, increase access for all staff and implement innovative and progressive strategies in the classroom.

Leveraging Resources

New Strategies

Strategy #1

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 AEP, 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 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 supported 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 weekly. 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. The American Job Centers of California (AJCC), in addition 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.

Fiscal Management

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

We are very specific in ensuring that our funds only go to support the program areas outlined under CAEP. As a consortium we meet monthly to ensure our funds accounted for and are approved by the team to ensure everything is aligned to our plan.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2019-20.

We continue to have carry-over funds as a consortium. We hold these funds to support collective ideas that come out of our monthly meetings. Some examples of these will include new career education programs and staff development. Primarily these funds are used as one time funds to support new classes and programs. These funds allow us to support each other and be creative with innovative ideas.

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