

California Adult Education Program : Annual Plan : 2021-22 Produced: Aug 11, 2021, 04:59 PM UTC Victor Herrera

# 35 Southwest Riverside County Adult Education Regional Consortium

## Plans & Goals - Consortium Approved

### Executive Summary

As a consortium our plan for this year of re-entry is very focused. We will spend our funds to support instruction primarily, with an emphasis on career training courses, strong online instruction and ensuring our students are progressing. This aligns with our last year of our current three year plan. Before COVID we were on track to accomplish our plans. and begin to transition into a new three year plan. The main focus will continue to be career training offerings for all members, stronger data being collected and focused on and support services that assist our students transitioning from our program. Along with a strong level of PD being offered consortium wide and implemented.

### Regional Planning Overview

We will be creating a new three year plan this spring. We have had some changes in administration this year, but we are staying consistent to our founding principles and are Re still moving forward with our plans.

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## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

The need for short term certificate training programs that assist students into employment or post-secondary.

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

Data from our partnering AJCC WIOA 1 partner, and data from regional unemployment data with an added lens on the impact of COVID in our region.

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

We will return to our commitment for each member to offer or in partnership support a career training program or class.

### Regional Need #2

#### Gaps in Service / Regional Needs

Additional HSE programs need to be offered to meet the need of displaced workers due to COVID.

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

Based on unemployment data for our region and the outpouring of requests for these offerings. We also are seeing a request for real time online classes. This type of course unlike online only programs offers the support and meet the needs of HSE students who are not always successful with online programs.

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

We will look at our HSE completion rates by program and collectively.

## Gaps In Service

### New Strategies

#### Strategy #1

Working with our partners and consortium agencies to offer more in person beginning level ESL classes as there was a gap in service for this population during COVID. Access to technology and knowledge of basic digital literacy skills were barriers this group faced.

**Strategy #2**

Expanding online course options for GED, Advanced ESL, and career training when applicable to service the growing interest/need for strictly online course offerings. We will also continue to offer wifi devices for students in need.

**Strategy #3**

We will continue to offer student development workshops to support our students' digital literacy and academic skills. These workshops can be embedded in classes, can be a separate offering, and they can run in person or online.

## Seamless Transitions

### New Strategies

**Strategy #1**

The consortium will continue to offer embedded counseling in all program areas with a focus on developing students' plans towards employment or post-secondary education. Our counselors use a planning tool specific to our agencies called the TAPAS plan which outlines/identifies steps needed to take towards students' goals. Counselors service all classes up to three times per semester and are readily available to support students via 1:1 appointments. Counseling services can be tailored to meet students needs based on teacher/and or agency assessment.

**Strategy #2**

We will continue to offer intro to career courses reflective of regional employment need consortium wide. Our consortium ensures there is no overlap in career trainings offered regionally. All career training courses include embedded counseling support with an emphasis on industry specific soft skills training and the potential for employment panels. All career training courses are taught by industry professionals or credit faculty from the college to promote the better transition of students into local employment opportunities and credit degree/certificate programs.

## Student Acceleration

### New Strategies

**Strategy #1**

We plan to use our TAPAS plan. This is a specific Adult Ed student goal planning tool that has all of our consortium students working with a career counselor to plot out their academic and career plans. We created this template to be used consortium wide with our push in counseling program. This program enables students to think ahead and schedule their goals with realistic and personal outcomes. This resource also assists with accelerating student goals and outcomes.

**Strategy #2**

We are offering a CCP class to assist students with plotting their academic and career goals. This course is taught by academic counselors who cover soft skills, career mapping, and implement career and personality surveys. These surveys are aligned with post secondary planning and give students substantial information on their own capacity, strengths and learning styles. This course will support our consortium goal to increase student outcomes and career and post-secondary transitions.

**Strategy #3**

Offering more online courses in real time and anytime. These opportunities we have found during COVID have supported our students who have struggled to fit their academic goals into their busy schedules. Even as we transition back to in person

programs, we realize there is not only a need for these online courses, but that they allow our students to accelerate their learning.

## Professional Development

### New Strategies

#### Strategy #1

This is one of our consortium wide three year plan objectives. We have systematically addressed this over the last three years and will continue to this academic year. We are planning to continue to offer our consortium wide staff development twice a year. We will include remote opportunities and options as well. We are proud of the fact that we did not stop these activities and this focus even during COVID. We also continue to have monthly meetings and training opportunities monthly as a consortium. Lastly, during COVID there was a lot of collaborating activities that occurred online. This is an area of staff development and professional development we will continue to support and offer. This focus as a consortium has created numerous PLC opportunities and activities out of our main PD plans.

## Leveraging Resources

### New Strategies

#### Strategy #1

We currently have a working relationship with our local library system. They are a true partner and attend our monthly meetings. We support and promote their resources and programs with our students and they allow us to partner with them to offer course at their local sites. Currently we are looking to increase the course offerings offered through our adult programs while also continuing to promote their supplemental activities and volunteer options in our community.

#### Strategy #2

We have a strong relationship with our local AJCC. They are present at all of our monthly meetings and at our PD activities as well. We have our counselors that serve all of our consortium members, attend their partner meetings and cross inform on all of the support programs and services that are available. We also have participated in the new service website that AJCC has put in place to ensure our students have access to all of these resources.

#### Strategy #3

Our community college member supports all of the K12 consortium members with additional support. This includes a career counselor with weekly onsite services, partnerships with career course offerings and ESL and HSE classes when needed to supplement the adult school programs. This enables us to offer a very broad course offering for each of our consortium members. It is an excellent example of partnership and braiding of 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 actually continuing to align to our annual and three year plans with these areas of focus. They are just more purposeful to meet additional needs with COVID. Our funding is consistent with prior and future plans to meet the need of career courses and training.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2021-22.**

With COVID it has been difficult to spend down carryover funds. 4000 and 5000 object code expenses were at a minimum with distance learning. Staff and program expansion were also held back. We plan to aggressively move forward with these plans now that we are moving to offer programs in person again.

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