

California Adult Education Program Produced: 05/24/2022 10:41 AM PDT Steve Rausa

35 Southwest Riverside County Adult Education Regional Consortium: Certified

Details

Consortium Information

Consortium Name:

35 Southwest Riverside County Adult Education Regional Consortium

Consortium Short Name:

35 Southwest Riverside

Address:

28237 La Piedra Road | Menifee, CA | 92584

Website:

<http://www.adulteducationriversidecounty.com>

Funding Channel 2022-23:

Fiscal Agent

CAEP Funds 2022-23:

\$5,424,774

CAEP Funds 2021-22:

\$5,150,266

CAEP Funds 2020-21:

\$4,949,797



Consortium Contacts

Responsibility	Name	Email	Title	Phone
Consortium Co-Chair	Joyce Johnson	jjohnso@msjc.edu	Dean, Career Technical Education	(951) 639-5350
Primary Contact	Jasmine Port	jport@msjc.edu	Interim Director of Adult Ed and Non-Credit Programs	(951) 487-3707
Primary Contact	Gail Jensen	gjensen@msjc.edu	Dean of Administrative Services/Controller	(951) 487-3023
Primary Contact	Nancy Carr	ncarr@msjc.edu	Clerical IV	(951) 639-5708
Fiscal Contact	Kim Haldeman	khaldeman@msjc.edu	Accountant	(951) 487-3018
Primary Contact	Tatyana Dmitriyeva	tdmitriyeva@msjc.edu	Accountant	(951) 465-8251
Primary Contact	Riana Seto	rseto@msjc.edu	Financial and Technical Analyst	
Primary Contact	Nohora Vazquez	nohora.vazquez@leusd.k12.ca.us	Principal/Co-Director of Southwest Adult Ed Consortium	(951) 742-0549
Fiscal Contact	Patrick McGee	patrick.mcgee@leusd.k12.ca.us	Interim Director - Fiscal Support Services	(951) 253-7019

Member Agencies

Member Agency	Member Type	Contact	Phone
Banning Unified	Unified School District	Victor Herrera	(951) 663-9109
Beaumont Unified	Unified School District	Debbie Flores	(951) 797-5362
Hemet Unified	Unified School District	Hemet Unified School District Erica Jennings	(951) 765-5100 ext: 5717
Lake Elsinore Unified	Unified School District	Nohora Vazquez	(951) 742-0549
Mt. San Jacinto CCD	District	Joyce Johnson	(951) 639-5350
Murrieta Valley Unified	Unified School District	Matt Bean	(951) 696-1409 ext: 5199
Perris Union High	High School District	Brianna Camarillo	(951) 943-6369 ext: 80221
Riverside Co. Office of Education	County Office of Education (COE)	Julie Carter	(951) 826-6453
San Jacinto Unified	Unified School District	Ken Swanson	(951) 487-7710
Temecula Valley Unified	Unified School District	Tim Dignan	

Executive Summary

Executive Summary *

The Southwest Riverside County Adult Education Consortium (SRCAEC) consists of ten Member districts: Banning USD, Beaumont USD, Lake Elsinore USD, Murrieta USD, Perris USD, San Jacinto USD, Temecula USD, Riverside County Office of Education, and Mt. San Jacinto College. In keeping with the collective impact approach and the high level of collaboration in all decision-making, this Three-Year plan has supported our vision and goals of working together to strengthen the region's adult education programs and services. By aligning our efforts and leveraging resources with community service providers and the Riverside Workforce Development Board, our Consortium continues actively contributing to a comprehensive regional effort to advance the educational and career goals for all the students served throughout the Riverside Southwest region.

The Consortium implementation of services during the 2019-2022 program years was based on regional assessment, data from Member Districts, LMI data, and strategies designed to directly impact the unmet academic needs of adult learners living within the region. The Consortium leadership chose priority areas to address the most significant gaps in program area offerings to adult students. In the last three years, SRCAEC has been committed to expanding its programs to prepare adults to acquire the skills necessary to prepare for college, career, and the workforce. All members have strengthened core academic skills through contextual learning, integrating career pathways framework into the curriculum, and providing flexible and equitable offerings. Members have increased students' support services (child care, electronic devices, online tutoring, and HSE vouchers) to reduce barriers to participation and support the acceleration of completion and advancement to higher levels of education and employment.

Another priority for SRCAEC was to expand the offerings of CTE courses across the region. The community college has been a vital member and partner that has facilitated the implementation of sustainable career pathways in Child

Development, Construction, and Culinary. In addition, counselors specialists were hired to assist each Adult school in transitioning students from academic programs (HSD, HSE, ESL) to regional CTE offerings and college and workforce pathways. The region will work together to continue implementing a Consortium-wide professional development calendar, strengthen the role of our transitional counselors and build additional relationships with more community partners to better leverage existing resources.

For the 2022-2025 period, SRCAEC will primarily address gaps in services and seamless transitions as demonstrated in the selected Metrics of the 2022-2025 Three-Year Plan. Additionally, the Consortium will engage in ongoing analysis of LMI data and alignment with the Riverside WDB to expand consortium-wide career pathways in targeted industries for our region. As we continue to move forward, we will engage in an ongoing analysis of students' data to regularly assess the needs and gaps of our programs and implement appropriate strategies that support students and the completion of their programs and transitional goals. Our consortium members will work together on improving our data collection practices, increasing staff capacity, and aligning the intake processes to increase our level of student persistence and completion.

As we emerged from the COVID-19 global pandemic, our strength remains in our ability to work as a team and continue being student-driven. The SRCAEC steering committee is committed to providing the highest quality adult education programs and services to the adult learners we serve and will continue to contribute to rebuilding the Riverside region's economy.

Assessment

Overview and Preparation *

The Southwest Riverside County Adult Education Regional Consortium initialized the pre-planning process for the 3-Year Plan in fall 2021. All our Consortium members were involved in the evaluation of the Consortium's effectiveness and as well as the assessment of the region's needs, programs, and services. Guidance was provided by the CAPE office in the form of webinars, training, and reports that assisted with strategic planning.

The leadership team held monthly workgroup meetings to determine the guiding questions and data sets needed to evaluate the required sections in the Plan. TOPSpro and Launchboard were used as data sources to establish our baselines, analyze our progress and establish our targets for the upcoming three years.

The SRCAE Consortium members engaged in a series of activities that led to the development of the 2022-2025 Three-Year Plan:

1. Each of the Consortium members utilized the CAEP Program Quality Self-Assessment Tool to identify needs and growth areas. The Self-Assessment tool includes questions in five key areas: Capacity, Connection, Entry, Progress, and Completion/Transition.
2. Surveys were used to gather input from students, teachers, support staff, and counselors in regards to the same 5 areas addressed in the CAEP assessment tool.
3. Virtual Focus groups were conducted to validate the collected survey data and consolidate areas of need and gaps in our region.
4. A community meeting was held to present demographic data gathered from the CAEP 2020 Factsheet. In addition, a consultant from the Riverside Workforce Development presented LMI data that helped us identify industry trends and inform educational program offerings.

5. Facilitated Steering Committee monthly meetings were held to gather input from the Member District administrators and partners and guided the process to define objectives and activities to target in the next three years.

Regional Alignment and Priorities *

The Southwest Riverside Consortium, in partnership with the Riverside County Workforce Development Board (RCWDB) and local providers, has implemented and aligned adult education and literacy activities that accelerate the achievement of diplomas and credentials and assist adult education students in obtaining the knowledge and skills necessary for employment and economic self-sufficiency. The adult education programs in our region play an integral role in the workforce development system by providing access to educational services through the American Job Center (AJCC) delivery system. To achieve the priority of increased access for individuals with barriers to employment, we have leveraged the expert knowledge of our Consortium's members to develop career pathways that foster demand-driven skill attainment with a focus on the sectors specified in the RCWDB plan that include: Construction, Transportation and Warehousing, Healthcare and Social Assistance, Manufacturing and Retail Trade. For example, our Consortium offers free Pre-Apprenticeship Construction, Welding, and business programs that prepare students with specific job-skills sets for a seamless transition into the targeted workforce pathways.

Collaboration has been the key in the efforts to promote continued alignment among services. As an educational partner, our Consortium has actively collaborated with our region's AJCC partners to align services by participating in monthly meetings to ensure that issues impeding co-enrollments are addressed. Some of the processes include implementing a common referral form that has improved the co-enrollment and tracking efforts and cross-trains staff on partners' services and available career pathways. We support the workforce system as all our members offer the administration of the Comprehensive Adult Assessment System (CASAS) testing. In the local workforce planning process, RCWDB developed Goal #3, to continue improving access to services supported by technology. In order to support this goal, the RCWDB and the AJCC partners have launched Connect IE, a free one-stop website that allows all partners to list their programs and services offered in their communities. Connect IE facilitates job seekers' access across the county and provides Inland Empire residents community resources 24/7 such as housing services, job training, food pantries, transportation, and educational programs. Our Consortium has joined this new online platform to facilitate making referrals and tracking co-enrollments, expanding our outreach strategies, and getting analytics about the programs or services people are searching for in our region.

At the request of Adult Education partners in the last local workforce plan modification process, RCWDB has been sharing more information about how partners can qualify as Eligible Training and training about workforce services available to partner organizations who serve ELL. They included eligibility information, referring customers to AJCC services, opportunities for collaboration among partners, and protocols for co-enrollment. Our Consortium is committed to continuously seeking new resources to expand supportive services and has assigned a designated counselor as a liaison with our local Workforce Development Center. The counselor participates in the monthly AJCC MOU meetings, visits the center for cross-training, and facilitates the enrollment of our adult students in workforce activities.

The Southwest Riverside Consortium focused on delivering contextualized EL and Basic skills instruction, High School Diploma, digital literacy, soft skills, and short-term IET classes necessary to support ties to the workforce system. We are committed to joint and continuous planning to strengthen the connection between adult education, postsecondary education, and workforce development and establish a quality-focused, employer-driven, and customer-centered system. The AJCC delivery system has many benefits that support the students served by the Southwest Riverside Consortium. We intend to continue strategically creating new career pathways and services planning to eliminate duplicated services and increase access to the aligned continuum of educational and workforce opportunities. We will continue with active conversations with the local Workforce Center to improve partners' access to systems like Caljobs to facilitate co-enrollment.

Evaluate the Educational Needs of Adults in the Region *

The SRCAERC members undertook a series of activities to understand better the customers, demographics, and educational needs of the adults served by the Consortium.

▪ **Analysis of the regions' demographic data:**

Using the 2021 CAE Fact Sheets, the data reported d by the American Community Survey 2020 for our Regional Consortium indicates that:

- The overall adult population of the area is roughly 634,000, with a breakdown of 51% female and 49% male.
- Hispanic residents make up 40% of the residents, with 41% white, 6% African American, 7% Asian, and the remainder comprising American Indian and Pacific Islander.
- 16% percent of the population speak English "less than well," and 27% are Spanish speakers.
- 23% of the population has below high school level education (105,000 people).
- The current unemployment rate is 6%, representing 35,000 residents, with 40% opting out of the labor force.
- The poverty rate shows 114,000 people near or below the poverty line.
- There are approximately 96,000 adults with disabilities in the service area.

▪ **Analysis of the regions' LMI Data:**

- Using the partnership with the Riverside Workforce Development Board, focus meetings were conducted to evaluate unemployment levels, Post-Covid employment recovery, and top industries and employers in the Southwest Riverside region. The following key points were concluded from the workgroup meetings:
- Partners recognize that they must work together to maximize the supportive services available. Co-enrollments are utilized to leverage resources and provide services that meet the needs of their mutual customers and job seekers.
- As of March 2022, the unemployment rate in Riverside County was 4.3% (49,600 of 1,165,800 in the labor force) compared to 8.5 percent in March 2021.
- Hemet (6.7), San Jacinto, and Banning (5.3%), Perris (5.4%) are the cities within the Southwest Riverside Consortium with unemployment rates above the county average level of 4.3%.
- The pandemic significantly impacted the labor market and how work is done. Aligned with RWDB, action steps addressing current region needs include: (1) The need to expand access to childcare, (2) target displaced workers for upskilling, (3) expand access to technology and related skills, and (4) the need to increase career pathways in top growth industries.
- Industries were not impacted equally by the pandemic in our region. While the Transportation and Logistics sectors gained jobs during that period, the Accommodation and Food Services industry suffered the most, accounting for almost 48% of all jobs lost. Retail Trade also lost over 13,000 jobs during that same period. There is a need to support these industries with skilled employees by increasing educational offerings with contextualized courses that improve the transition of adult students to these industries.
- The need to leverage resources with the region WIOA partners to create sustainable career pathways in the industries identified by the RWDB as growth sectors in Riverside County:

Construction ---- 13.1%

Transportation and Warehousing --- 14.5%

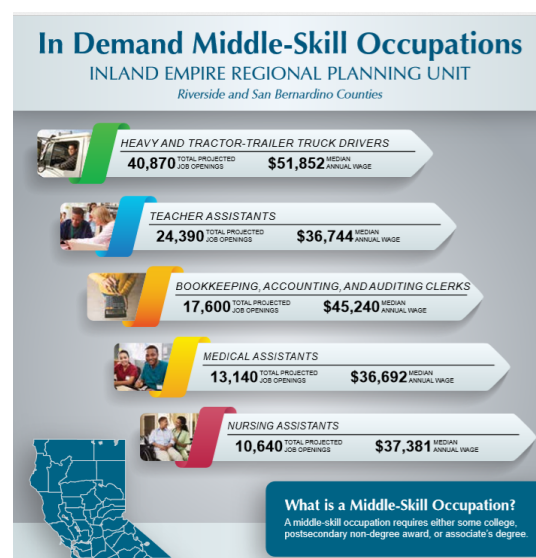
Healthcare and Social Assistance --- 16%

Manufacturing ---2.3%

Retail Trade ---- 12%

Leasure and Hospitality --- 12.1%

Growth Projections 2018-2028-source: EDD-<https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html>)



These jobs require English language skills, basic skills, and high school equivalency, meaning that they have a lower barrier to entry, however, their median hourly wage is between ~\$13.00-\$17.00 per hour, which does not provide a self-sufficient income in our region. Therefore, an emphasis on bridging these skills to programs that allow access to Middle Skill Occupations is critical to supporting economic mobility. These programs can only be accessed by accelerating students beyond ESL and ASE skills programs as these occupations require some post-secondary programming, CTE certificates, and on-the-job training.

Closing the gap can be achieved by offering short-term CTE in relevant industries based on the opportunities available in our Region. Alignment of Programs to ensure smooth transitions between ESL and ASE and CTE. Creation of relevant Career Pathways- aligns with industry skills, includes counseling, offers concurrent workforce preparation.

Contributions by Entities *

The Southwest Riverside Steering committee held monthly meetings open to all members and community partners to inform and gather input from all stakeholders about the 3-year plan planning process.

The members who contributed to the plan included administrators from the 10 consortium agencies, fiscal leads, support staff, instructors, counselors, students, and representatives of community partners such as California Family Life Center, Riverside American Job Center, and Workforce Development Board, and the County Library, and regional employers.

Entry and Exit Surveys developed by WestEd have been used annually to gather input from students. In addition, the Consortium Leds created another survey to gather input from instructors, support staff, and counselors in order to evaluate regional needs and gaps and consortium effectiveness in the areas of Capacity, Connection, Entry, Progress, and Completion/Transition

Facilitated focus groups helped the Steering Committee to validate the data collected from the surveys and allowed Consortium members to provide input on areas of focus and activities that foster collaboration and increase the leverage of resources.

In May 2022, the Southwest Consortium Steering committee held its annual Community Forum to inform all stakeholders from our region of the Consortium's progress and success in serving students, along with our defined objectives for the next 3 years.

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
*Banning Unified	Member Representative	41	74	0	0	0	0	0	0	0
*Beaumont Unified	Member Representative	209	405	204	0	0	0	198	198	0
*Hemet Unified	Member Representative	295	333	295	0	0	6	0	0	0
*Lake Elsinore Unified	Member Representative	104	430	448	557	0	0	0	0	0
*Mt. San Jacinto CCD	Member Representative	509	509	714	476	0	0	197	59	32
*Murrieta Valley Unified	Member Representative	116	230	93	75	0	0	0	0	0
*Perris Union High	Member Representative	0	87	0	0	0	0	22	1	0
*Riverside Co. Office of Education	Member Representative	56	502	29	0	0	0	188	47	0
*San Jacinto Unified	Member Representative	158	152	0	0	0	3	1	1	0
*Temecula Valley Unified	Member Representative	0	86	0	0	0	0	0	0	0
Total Participants		1488	2808	1783	1108	0	9	606	306	32

* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
AJCC	Workforce Development Board	×	×	×	×	×	×	✓	✓	×
California Family Life Center	Community Organization	✓	✓	×	×	×	×	✓	×	×

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

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 have systems in place that foster smooth access of students to all of our programs. Through orientations, flexible scheduling, hybrid modalities, and progress monitoring, each member of our consortium ensure that students advance in their educational and transitional goals. All members used the standardized CASAS assessment to measure progress within our programs.

All consortium members offered ABE and ASE programs. In addition, six members offer a solid ESL program that transitions students through the state-approved functional levels (Beginning to Advanced). Our community College provides ESL classes in the areas that members are not able to offer the program.

Over the last three years, career and workforce training courses have expanded throughout our Consortium. Seven of our ten consortium members are currently offering short-CTE programs. This program area is a primary area of need to continue to grow and formalize into pathways. The college has established a pre-apprenticeship program in Construction supporting all students in our region. The CTE offerings include Construction, Welding, Child Development, Introduction to Business Communications, Digital Media, Introduction to Health Careers, Home Health Aide, and Culinary Arts.

Support services are an important area within our region. Our members leverage resources with community partners to offer services that minimize barriers to participation and employment such as child care, counseling, transitional services, and transportation. Our WIOA Title I partners support our consortium with employment and training offerings, internships, and workforce readiness activities.

Our Consortium continues the commitment to offerings and services that accelerate the completion of educational goals and lead students to their transition to postsecondary and workforce opportunities. Decisions are consistently aligned to the Local Workforce Development Board data.

Metrics: CAEP Barriers & Metrics

✓ Student Barriers

Adult Ed Metrics

- English Language Learner (AE 305 - Overall)
- Low Literacy (AE 311 - Overall)

× **Progress:** Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

× **Transition:** Learn about student transition into postsecondary education and college credit pathways.

× **Success:** Information on completion of diplomas, certificates, and college credit awards.

× **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	10,596	6,871		4,938	5,221	5,770
Student Barriers	English Language Learner (AE 305 - Overall)	4,723	2,499		3,527	3,795	4,249
Student Barriers	Low Literacy (AE 311 - Overall)	7,450	4,802		4,030	4,337	4,856

Member Level Metric Targets

* Mandatory for all members

Banning Unified (Reported by Banning Adult School)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	99	74		36	45	55

Beaumont Unified (Reported by Beaumont Adult School (BAS))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	583	216		400	500	600

Hemet Unified (Reported by Hemet Unified School District (HUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	692	409		500	570	640

Lake Elsinore Unified (Reported by Lake Elsinore USD: Valley Adult School (VAS))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	946	830		720	756	792

Mt. San Jacinto CCD (Reported by Mt. San Jacinto District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	2,770	1,856		1,229	1,253	1,278

Murrieta Valley Unified (Reported by Murrieta Valley Adult School (MVAS))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	378	205		200	273	300

Perris Union High (Reported by Perris Community Adult School)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	304	107		150	200	250

Riverside Co. Office of Education (Reported by Riverside County Office Of Education - Desert)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	278	181		200	275	325

San Jacinto Unified (Reported by San Jacinto Unified School District (SJUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	115	160		180	192	200

Temecula Valley Unified (Reported by Temecula Valley USD)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	116	86		30	35	40

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Banning Unified	100%	92%	0%	92%	97%	98%
Beaumont Unified	100%	87%	0%	88%	90%	90%
Hemet Unified	100%	87%	0%	87%	88%	89%
Lake Elsinore Unified	100%	10%	0%	40%	60%	70%
Mt. San Jacinto CCD	72%	0%	0%	61%	66%	71%
Murrieta Valley Unified	100%	88%	0%	97%	98%	98%
Perris Union High	100%	8%	0%	34%	65%	70%
Riverside Co. Office of Education	100%	94%	0%	99%	90%	90%
San Jacinto Unified	100%	49%	0%	63%	70%	80%
Temecula Valley Unified	100%	27%	0%	55%	65%	75%

Objectives

Address Educational Needs

Description of Objective *

To address the educational needs of the Southwest Riverside Consortium region, the member districts will focus on enrollment recovery, educational attainment, and improved support services.

Enrollment recovery through increased outreach and marketing. The consortium will increase its capacity to effectively market its programs and conduct targeted outreach directed at communities that could benefit from its services. SRCAERC's partner network of community-based organizations will be instrumental in messaging the consortium's programs and services to populations that may be hard to reach through traditional communication channels. The SRCAERC Website will be updated to reflect the most recent program information and will be advertised more widely within the consortium and the community at large.

All members will implement an efficient orientation process which will include activities focused on the identification and documentation of student barriers, goal setting, program pathway, and transitional opportunities in order to address our enrollment and retention rates.

Improve Integration of Services & Transitions

Description of Objective *

To address the integration of services and transitions, the Southwest Riverside Consortium will focus on transitional services and the improvement of pathways in the growth industries of our region.

District members will annually assess CTE offerings using the most current LMI data for the region to inform the CTE program offerings.

Develop consortium-wide CTE program maps that support program alignments and student transitions.

Strengthen embedded counseling services throughout our region.

Collaborate with the Workforce Development partners to establish transitional opportunities within our CTE pathways.

Improve the tracking of student transitions to postsecondary and the workforce.

Engage in quarterly reviews of student data from TOPs.

Improve Effectiveness of Services

Description of Objective *

To address the effectiveness of its services, the Southwest Riverside Consortium will improve its serving capacity through the following strategies:

we will continue year one and year two efforts to achieve consistent data collection, reporting, and analysis across SBCAE members, with an eye toward monitoring our enrollment and participation targets data for the next 3 years.

Improve the consortium's capacity to be a data-informed consortium through the monthly Data Team meetings to ensure consistent understanding and collection of CAEP data elements.

The Steering Committee will continue its practice of holding monthly Data Study Sessions where members review and analyze student data, fiscal data, and Annual Plan progress indicators.

Consortium leadership will also continue to monitor CAEP data and accountability guidance, keep members informed of data submission deadlines and provide technical assistance to members as needed.

Activities & Outcomes

Activity Name *

Improve Intake Process

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

All consortium district members will establish an effective intake process by improving orientation and goal-setting practices in order to address our recovery enrollment and retention rates.

All consortium district members will consistently identify barriers to participation and employment (childcare, transportation, digital access, etc) by documenting them in the Individual Learning Plan (ILP)

District members will tailor orientation activities to support the educational needs of adults in their subregion. Orientation will provide students with a roadmap toward the attainment of their goals.

Short-Term Outcomes (12 Months) *

By June 2023 the consortium district members will have an improved and aligned intake process that increases students' goal attainment within our region

Intermediate Outcomes (1-3 Years) *

In the next 3 years, all students will have completed an ILP and an identified pathway toward their postsecondary and workforce goals to support retention. This will be measured by a 5% increase in enrollment and educational outcomes when compared to the 2020-21 baseline data.

Long-Term Outcomes (3-5 Years) *

By the end of the five-year cycle, our consortium will increase retention, completion, and transition rates when compared to the past 3 years of data.

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

Name
Amy Hall
Anthony Coronado
Blair Bradley
Jasmine Port
Ken Swanson
Lucie Gonzalez
Melissa Lee
Nohora Vazquez
Steve Rausa
Tim Dignan

Activity Name *

Improve Outreach and Marketing

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

The Southwest Riverside Consortium will increase its efforts and activities in targeted marketing and outreach in order to inform the region of available Adult Education programs and services. Some of the activities, the district members will engage in include:

- Hire a dedicated marketing consultant to improve our website for optimum student use and develop and oversee the consortium region's social media presence.
- Utilize the outreach features (email, text) within the aligned registration management system ASAP.
- Each district member will actively contribute to the outreach and marketing plan.
- Leverage resources with partners and community-based organizations (ex. k-12 districts, parenting centers, family engagement networks, libraries) to increase our visibility within the region.
- Assess the effectiveness of the outreach efforts by monitoring and tracking student access to programs. (how did students find us? Where did they learn about us?)

Short-Term Outcomes (12 Months) *

By June 2023, the consortium will develop a comprehensive outreach and marketing plan that will lead us to meet our target enrollment.

Intermediate Outcomes (1-3 Years) *

By June 2024, we will implement the consortium outreach and marketing plan measured by the increase in enrollment across our region.

Long-Term Outcomes (3-5 Years) *

By the end of the five-year cycle, the consortium will have increased access channels to all programs and enrollment rates throughout the region.

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

Name
Amy Hall
Anthony Coronado
Blair Bradley
Jasmine Port
Ken Swanson
Lucie Gonzalez
Melissa Lee
Nohora Vazquez
Steve Rausa
Tim Dignan

Activity Name *

Improvement of CTE pathways in SRCAERC

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

All consortium district members will engage in activities that support the creation of sustainable CTE pathways and leverage resources to provide students with smooth transition to postsecondary and workforce opportunities. Activities will include:

- Strengthen the use of counseling at each consortium member agency.
- Analysis of data from ILP to inform student interest in existing CTE pathways.
- Develop pathway maps.
- Quarterly analysis of transitional data.
- Evaluate regional LMI data to identify gaps in CTE programming.
- Collaborate with partners to leverage resources that support CTE pathways in our region.

Short-Term Outcomes (12 Months) *

By June 2023, the consortium will have utilized regional LMI to identify CTE gaps across the region and identified CTE pathways relevant to growing industry sectors within the region.

Intermediate Outcomes (1-3 Years) *

In the next three years, the consortium will have developed program maps and implemented a collaborative CTE pathway within each sub-region of our service area. This will be measured by enrollment, transition, and completion rates in CTE.

Long-Term Outcomes (3-5 Years) *

By the end of the five-year cycle, the consortium will have increased access and transitions to CTE pathways relevant to high industry sectors within our region.

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

Name
Amy Hall
Anthony Coronado
Blair Bradley
Jasmine Port
Ken Swanson
Lucie Gonzalez
Melissa Lee
Nohora Vazquez
Steve Rausa
Tim Dignan

Activity Name *

Improvement of Data Collection and Analysis

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Improve the collection and analysis of data to accurately report students served, support services received, pretest and post-test learning gains, and the achievement of other reportable outcomes. The activity will be supported by ongoing professional development that is responsive to the needs of the region and staff and contributes to the development of a consistent understanding of Adult Education funding, services, and delivery within the guidelines of CAEP.

Short-Term Outcomes (12 Months) *

By June 2023, the consortium will have developed a PD plan to increase data collection practices and knowledge of program funding and delivery.

Intermediate Outcomes (1-3 Years) *

In the next three years, the consortium will have implemented best practices for data collection through all programming levels. (admin, instructional, support staff). This will be measured by an increase in outcomes reporting and targeted metrics.

Long-Term Outcomes (3-5 Years) *

By the end of the five-year cycle, consortium members will have demonstrated accurate data reporting across all members and a consistent professional development plan.

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

Name
Amy Hall
Anthony Coronado
Blair Bradley
Jasmine Port
Ken Swanson
Lucie Gonzalez
Melissa Lee
Nohora Vazquez
Steve Rausa
Tim Dignan

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Banning Unified	\$125,360	Certified
Beaumont Unified	\$1,468,276	Certified
Hemet Unified	\$703,675	Certified
Lake Elsinore Unified	\$1,120,380	Certified
Mt. San Jacinto CCD	\$3,138,150	Certified
Murrieta Valley Unified	\$366,249	Certified
Perris Union High	\$326,206	Certified
Riverside Co. Office of Education	\$1,949,145	Certified
San Jacinto Unified	\$347,613	Certified
Temecula Valley Unified	\$335,735	Certified
Totals	\$9,880,789	10/10 Certified

Funds Evaluation *

The SRCAERC Executive and Steering Committee will approve the Three Year Plan in a formal public governance meeting. All funded Members are responsible and accountable for aligning their CAEP allocations with the objectives established in the regional plan. The Steering Committee of SRACERC meets regularly to discuss the allocation of funds, taking into account other funding streams available to some Member Districts such as WIOA and Perkins. Furthermore, following the CAEP Guidance, members will provide regular updates on expenditures, and their alignment with the Three Year Plan, at public Steering Committee meetings. Allocations made explicitly to support consortium-wide needs will be included in the regular budget review cycle. As the region emerges from the COVID-19 pandemic disruption, the Executive and Steering Committee remains committed to adjusting funds and allocation best meet the needs of the communities served by the member Districts. In addition, carry-over funds are expected until all SRCAERC members can resume normal operations. We are confident our current established practices, designed to foster transparency and accountability among members, can facilitate the right conversations about using carry-over funds appropriately, in alignment with the Three Year Plan. We anticipate carry-over funds to be used in innovative ways to enhance services in the post-pandemic adult education context, focusing on enrollment recovery and equitable access to online or hybrid education.

Certification

Banning Unified - Member Representative

Victor Herrera

Chief Business Officer
vherrera@banning.k12.ca.us
(951) 663-9109

Melissa Lee
mlee@banning.k12.ca.us
(951) 922-0250 ext: 260001

Approved by Victor Herrera

05/18/2022 09:20 AM PDT

Beaumont Unified - Member Representative

Debbie Flores

Assistant Director of Fiscal Services
dflores@beaumontusd.k12.ca.us
(951) 797-5362

Melanie Petago
Principal, Adult Education
mpetago@beaumontusd.k12.ca.us
(951) 845-6012

Anthony Coronado
Interim Principal
acoronado@beaumontusd.k12.ca.us

Approved by Anthony Coronado

05/18/2022 10:13 AM PDT

Hemet Unified - Member Representative

Hemet Unified School District Erica Jennings

Accountant
ejennings@hemetusd.org
(951) 765-5100 ext: 5717

Matthew Centofranchi
Principal
mcentofranchi@hemetusd.org
(951) 765-5182 ext: 200

Blair Bradley
Assistant Principal
bbradley@hemetusd.org
(951) 765-5190

Approved by Matthew Centofranchi

05/18/2022 09:13 AM PDT

Lake Elsinore Unified - Member Representative

Nohora Vazquez

Principal/Co-Director of Southwest Adult Ed Consortium

nohora.vazquez@leusd.k12.ca.us

(951) 742-0549

Deysi Perez

Sr. Accountant

deysi.perez@leusd.k12.ca.us

(951) 253-7000 ext: 7094

Patrick McGee

Interim Director - Fiscal Support Services

patrick.mcgee@leusd.k12.ca.us

(951) 253-7019

Approved by Nohora Vazquez

05/18/2022 09:11 AM PDT

Mt. San Jacinto CCD - Member Representative

Joyce Johnson

Dean, Career Technical Education

jjohnso@msjc.edu

(951) 639-5350

Riana Seto

Financial and Technical Analyst

rseto@msjc.edu

Gail Jensen

Dean of Administrative Services/Controller

gjensen@msjc.edu

(951) 487-3023

Tatyana Dmitriyeva

Accountant

tdmitriyeva@msjc.edu

(951) 465-8251

Jasmine Port

Interim Director of Adult Ed and Non-Credit Programs

jport@msjc.edu
(951) 487-3707

Approved by Jasmine Port

05/18/2022 08:55 AM PDT

Murrieta Valley Unified - Member Representative

Matt Bean

Principal
mbean@murrieta.k12.ca.us
(951) 696-1409 ext: 5199

Steve Rausa

Assistant Principal
srausa@murrieta.k12.ca.us
(951) 696-1409 ext: 5098

Jolie Lindemeyer

Accountant/Budget Analyst
jlindemeyer@murrieta.k12.ca.us
(951) 696-1600 ext: 1073

Approved by Steve Rausa

05/24/2022 10:41 AM PDT

Perris Union High - Member Representative

Brianna Camarillo

Accounting Technician
brianna.camarillo@puhsd.org
(951) 943-6369 ext: 80221

Lee Alfred

lee.alfred@puhsd.org

Nancy Ulloa

Accounting Technician
nancy.ulloa2@puhsd.org
(951) 943-6369 ext: 80215

Amy Hall Perris Alternative Education Center

Assistant Principal
amy.hall@puhsd.org
(951) 657-7357 ext: 30102

Approved by Nancy Ulloa

05/20/2022 11:24 AM PDT

Riverside Co. Office of Education - Member Representative

Julie Carter

Financial Manager

jcarter@rcoe.us

(951) 826-6453

Ms. Lucie Gonzalez

Principal

lmgonzalez@rcoe.us

(951) 922-7362

Approved by Julie Carter

05/18/2022 11:09 AM PDT

San Jacinto Unified - Member Representative

Ken Swanson

kswanson@sanjacinto.k12.ca.us

(951) 487-7710

Brittany Ross

Accounting Technician

brross@sanjacinto.k12.ca.us

(951) 929-7700 ext: 4240

Approved by Ken Swanson

05/18/2022 09:12 AM PDT

Temecula Valley Unified - Member Representative

Tim Dignan

Director of CTE and Alternative education

tdignan@tvusd.us

Nathan Camara

Accountant

ncamara@tvusd.us

(951) 506-7959

Approved by Tim Dignan

05/18/2022 10:07 AM PDT



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