

California Adult Education Program : Annual Plan : 2019-20 Produced: Aug 12, 2019, 9:20 PM UTC Margie Moriarty

45 Rio Hondo Region Adult Education Consortium

Plans & Goals - Consortium Approved

Executive Summary

As we begin another three years, Rio Hondo Region Adult Education Consortium (RHRAEC) continues to provide adult students with exceptional education and career training. Each agency, although independent, continues to work as a cohesive unit for the growth and success of all adult students in the region. The Coordinating Council monthly meetings are open to the public for input from stakeholders as well as from member agencies. Data review and adult student outcomes have been added to the quarterly meetings for transparency, attaining our four goals, and best practices. Each member agency has adjusted their offerings, times and days of courses to best serve their community and leverage funds for optimal efficiency. As stated in previous plans, district demands such as union negotiations, facility needs, faculty changes, and economic growth have all been and continue to be a fluid challenge. The COLA's provided have given much relief to the financial restraints, however, they do not keep up with the costs of doing business. For 2019-2020, a focus will be on the quarterly data and student outcomes and on establishing a baseline completion data for each agency. This will include capturing data for student transitions to inter agencies, higher education, and careers. RHRAEC will be tracking graduation rates. Rio Hondo College (RHC) is committed to continue providing an adult transitional counselor to its member agencies. RHC has expanded the duties of the adult transitional counselor to include resume, interview, and job search workshops. Adult students will be given the opportunity for the RHC counselor to provide guided tours of the main campus. They are dedicated to facilitating articulation agreements with the other agencies. El Monte Rosemead Adult School (EMRAS) has established a construction course and will continue to expand the Trades career pathway. RHC classes on the adult school campuses continue to support seamless transitions into college. El Rancho Adult School (ERAS) through much research, will continue to serve their community with ESL course offerings. Although, Tri-Cities ROP was approved and began a CNA course, unfortunately, had to be forgone due to unsustainable enrollment. However, they began CNA Continuing Education Units. They have started a Saturday adult CPR program which all agencies are interested in utilizing. Whittier Adult School (WAS) began a Bus Drivers Training Program and will continue to expand this program. Improving completion rates, aligning transitions and pathways, increasing student services, and aligning program curriculum across all member agencies are primary goals. RHRAEC is dedicated to working together to serve adult students in our region and fulfill the vision of Legislators, California Department of Education and the Community College Chancellors Office.

Regional Planning Overview

Throughout the past four years and for the next three years, a monthly public meeting will be held. A quarterly, review of the data and performance outcomes will be an agenda item in order to review and analyze for positive adult student progress. Members will share under round table agenda item information, best practices and support for each other's agencies. Stakeholders continue to be invited to these meetings to provide input and collaboration. Quarterly Alike professional development events will be held, sponsored by a member agency for curriculum alignment, shared best practices, and strategies. Members will continue to work as a team to train and educate the adult population in our region. RHC, as in the past years, will provide an adult transition counselor to the four member agencies. It will also hold credit classes on the adult school campuses. In using the Logic Model tool, RHRAEC has set the following immediate goals: •Improve Completion rates across all agencies•Align Transitions and Pathways for students across all agencies•Improve/Increase Student Services Across all Agencies•Align program curriculum across agencies•Establish baseline completion data for each agencyUsing the Logic Model tool the member agencies have identified the following four goals for Adult Student Outcomes.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

RHRAEC utilizes many methods to identify the regions needs and Gaps in services. Using the Logic Model, Goal Statement #1: Improve completion rates across all agencies.

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

RHRAEC uses enrollment data, monitors hours of attendance, and completion data by department to determine adult student completion rates.

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

Follow-up phone calls and surveys with students who are close to completing a course or program provides valuable information as to what is working and what needs adjustments. CASAS / TopsPro is used to track completion data. Member agencies will explore non-traditional class times and online curriculum for possible solutions to increase completion rates. Quarterly Consortium data review will provide all agencies an opportunities to analyze and discuss student data for completion rates. Member agencies will establish a baseline completion data for each agency. Member agencies will examine gaps for enrollment, persistence, and completion.

Regional Need #2

Gaps in Service / Regional Needs

RHRAEC will align Transitions and Pathways for students across all agencies includes: •Facilitating transitions from: ESL to ASE, ABE to ASE, and ESL/ ABE to CTE courses•Assisting adult students to transition from the adult schools to postsecondary, from non-credit to credit, from school to employment•Track all student transitions across all agenciesQuarterly review of data collection to establish baseline data for student transitions. RHC to continue to provide adult transitional counselor and the counselors at the adult school will monitor student transition data. All member agencies will increase student transition, improve completion and graduation rates, aligning transitions and pathways, increasing student services, and aligning program curriculum across all member agencies.

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

RHRAEC analyzed data for student transitions and records of adult students transiting from adult schools to postsecondary. The member agencies identified the need to track adult students transferring between member agencies.

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

Quarterly review of data to show increase of student transition across programs: ABE to ASE, ESL to ABE, ESL to CTE, and adult school to postsecondary education. Data review of increased enrollment in: CTE pathways, transition to postsecondary, and student transition from non-credit to credit courses.

Regional Need #3

Gaps in Service / Regional Needs

Improve/Increase Student Services across all agencies.

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

Review of the job placement data provided a greater need of student services. Capturing adult student information from RHC adult student transitional counselor was addressed in a coordinating council meeting in which agencies student data will be captured on a log and shared with the agency/RHC. Concurrent/Dual enrollment in RHC classes will be reviewed in meetings. EMRAS Babysitting/childcare services provide adult students with children to attend classes. The community of the RHRAEC provides connections to support adult students shared through meetings, media, and word-of-mouth.

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

All agencies will increase career exploration services. Member agencies will continue to participate in AJCC meetings. Outreach to the Department of Rehab will increase to support adult students. All agencies will promote postsecondary classes, hold citizenship workshops, and develop college and career plans. Member agencies will hold college enrollment workshops and activities. Member agencies will complete Core Performance Follow up Surveys, as with all the above, to track improvement/increase of Student Services. Promotion of babysitting/childcare services will also be tracked for student services.

Regional Need #4

Gaps in Service / Regional Needs

RHRAEC will work to align program curriculum across agencies.

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

RHRAEC held professional development workshops and a consortium wide conference. The surveys from these events showed a need to align curriculum. To establish aligned program curriculum member agencies will create a shared repository for course outlines. Member agencies will assure that courses are aligned to state requirements.

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

Job alike professional developments will be held to review course outlines and curriculum. All member agencies to provide course outlines for each program. Alignment of competencies for like programs and course will be established and available for review.

Gaps In Service

New Strategies

Strategy #1

Member agencies have established improving completion rates across all agencies as a goal for 2019/2020. RHRAEC is committed to increasing completion rates by quarterly consortium data review at public meetings. Establishing a baseline completion data for each agency to be reviewed quarterly. Data will be reviewed and analyzed for gaps in enrollment, persistence, and completions.

Strategy #2

Member agencies will begin implementation of CTE pathways.

Strategy #3

During a public meeting member agencies identified improving / increasing Student Services across all member agencies as a gap. Student Services for the success of adult students was identified as a major obstacle. Adult students come with many issues that hinder their success. Not knowing how to get help, what options are available to them in career training, postsecondary, and fees / access are just some of the challenges adults face. As a result of many adult students have child care issues EMRAS will promote their babysitting/childcare services to increase awareness. Member agencies will develop college and career plan, hold college enrollment workshops and activities, and promote postsecondary classes. Member agencies will increase career exploration services. Member agencies will participate in AJCC meetings and increase support for Department of Rehabilitation students. To capture information a complete Core Performance Follow up survey will be given and data will be shared.

Strategy #4

Job alike professional development will be held quarterly and evaluation surveys will be collected and analyzed for effectiveness. Faculty and administrators will review course outlines and curriculum for alignment. Alike programs and courses will include alignment of competencies. Member agencies creation of a shared repository for course outlines. Member agencies will show approval of courses from the state.

Seamless Transitions

New Strategies

Strategy #1

In alignment of Transitions and Pathways member agencies will conduct classroom presentations by administrators, teachers and RHC transitional counselor.

Strategy #2

RHC adult transition counselor will provide workshops in enrollment into postsecondary, concurrent/dual enrollment, courses held on adult school campuses, as well as a tour of the main campus.

Strategy #3

Member agencies will continue collaborating with RHC to provide adult student transitional counseling services and possible hiring of transition specialist. Member agencies will begin development of a system to collect transition data. RHC will provide dual enrollment classes at the adult schools.

Strategy #4

Member agencies will develop a system to track student transition.

Student Acceleration

New Strategies

Strategy #1

Member agencies will develop college and career plans, as well as, integrated education and training plan for adult students to stay on target.

Strategy #2

Tri-Cities ROP to offer CPR training to member agencies to facilitate easy availability for needed job requirement.

Strategy #3

Member agencies will create noncredit CDCP/short-vocational certificates.

Professional Development

New Strategies

Strategy #1

Member agencies have placed a high priority for job alike workshops. Evaluations will be analyzed for effectiveness.

Strategy #2

Quarterly data meetings will be held to ensure member agencies have positive performance outcomes. Members will share strategies and best practices.

Leveraging Resources

New Strategies

Strategy #1

EMRAS and WAS, in working with AJCC, will explore hosting them on their campus.

Strategy #2

Member agencies will in AJCC meetings.

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.

All activities of RHRAEC continue to fall within the guidelines of CAEP. Each member agency will provide their budget and work plan in NOVA for transparency and accountability.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2019-20.
RHRAEC had no carry-over.

Certification

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