

## 2020-2021 ANNUAL PLAN

As a result of the COVID-19 pandemic and stay at home order from the California Governor, the RHRAEC was required to act quickly and swiftly to make the necessary instructional shifts to a distance learning model in order to maintain the continuity of our programs and meet the needs of our students and community. Our RHRAEC members comprised of El Monte Rosemead Adult School (EMRAS), El Rancho Adult School Center (ERASC), Rio Hondo College (RHC), Tri-Cities Regional Occupation Program (Tri-Cities ROP), and Whittier Adult Education (WAS) has and will continue to maintain a high-level of education to the adult students we serve in these unprecedented times.

Everyone is well aware, the world as we have known it is no longer. Rio Hondo Region Adult Education Consortium (RHRAEC) is no different. RHRAEC members are: El Monte Rosemead Adult School (EMRAS), El Rancho Adult School Center (ERASC), Rio Hondo College (RHC), Tri-Cities Regional Occupation Program (Tri-Cities ROP), and Whittier Union Adult School (WUAS). Adult Education was forced to change quickly and efficiently. RHEAEC has and will continue to maintain high-level of education to the adult students served.

RHRAEC values education and training of adult students and strives to increase positive student outcomes. The fall of 2019, was a year of transitions for our consortium. Tri-Cities ROP was in an administrative transition until the beginning of 2020. El Rancho Adult School Center began the school year with a new principal. Through the support of member agencies and their support staff, both institutions continued to serve students. The most helpful events for all member agencies were the Data Meetings and the Alike Meetings.

Fall of 2019 began with EMRAS held a new pilot for a Personal Care Aide course. It was successful and looked promising to begin in spring 2020. More than 60 students have successfully completed this course with added support of a partner ESL class, supporting students with emerging language. EMRAS continued their course offerings in ESL, ASE/ABE, CTE, and many others. They have measured a 2% increase on program transitions to work and to post-secondary education. EMRAS partnered with RHC to begin Spanish 101 and Counseling 101. EMRAS applied for and was granted the WIOA grant to continue the supplemental funding for these programs. EMRAS upgraded equipment in the manufacturing classes to meet industry needs and expanded the lab materials for both electrician training and construction trades. In spring 2020, due to Covid-19, school was dismissed due to county, state, and federal health department restrictions. Teachers switched to distance learning to enable students to complete their courses. Communication with students has been a key component to ensuring them that EMRAS is committed to supporting them during this challenging time. The current circumstances of the pandemic have guided EMUHSD's decision to open the 2020-2021 school year with 100% distance learning. Teachers will use Moodle and Google platforms to deliver instruction. Professional development, curriculum development, and regular PLC meetings are calendared to support teachers as they make the transition to this new model of delivery.

ERAEC applied for WASC accreditation and were granted the WIOA Grant for the 2020/2021 school year. They continued working to increase opportunities for ESL students by initiating conversations with Elementary School principals to offer parents ESL classes in the community. They hosted many workshops for assisting adults with support services, and this was utilized as a marketing tool. ERAEC started a Custodial Technician Program in the Spring of 2020. Due to Coronavirus, the program transitioned to an online platform. The high demand for custodians prompted the negotiation for internship opportunities. ERAEC began a pilot GED course in Spanish in the Spring of 2020, which has been well received and will continue in the Fall.

RHC continues to transition adult students from other member agencies into credit courses. It now offers ESL Certificates of Competency, Certificate of Completion in Real Estate, and Noncredit Public Safety Office Certificates of Completion. They recently submitted three new Certificates of Completion for Health Care Services to the Chancellor's Office and are waiting for approval to offer them in fall 2020. They have provided concurrent enrollment for courses to member agencies' students and have articulated courses with EMRAS and WUAS. RHC and have implemented a bilingual citizenship course. Due to current circumstances with COVID-19, RHC transitioned all of its noncredit courses to online instruction by utilizing various online platforms. Also, adult students had the opportunity to participate on the Chrome Book Loan program offered by the college. Faculty and staff were trained on online services and instruction delivery to better support our students with this transition. Continuing education staff constantly communicates with faculty to effectively streamline the collection of attendance, grading indicators, and matriculation processes.

Tri-Cities ROP employed a new Certified Nursing Assistant instructor to implement the program in Spring of 2020 due to overwhelming demand and requests from our local agency partners and business community. The Tri-Cities CNA program is aligned to the local labor market demands and economic needs of the community. The program was fully enrolled and a wait list has been established for future classes. The Dental program continues to be a very successful program. The program offers candidates the opportunity to become certified in X-Ray and infection control which is in very high demand and adds an additional dimension of job security for our students. Tri-Cities ROP continues to partner with employers to share career opportunities with students and alumni that provides an outstanding source of candidates for our business partners to recruit highly qualified graduates for internship and employment opportunities.

WUAS continues to offer courses with the day and time to best serve their community. The Bus Driver Training Program is well received and successful completion almost always guarantees a job. WUAS has also shifted to online learning using Zoom for direct instruction and a variety of existing software programs to support student learning. Classified staff were assigned to assist teachers in communicating with students and to facilitate the collection of attendance hours and distance learning hours.

In the 3 Year Plan and the 2019/2020 Annual Plan, RHRAEC members agreed to hold quarterly Data Meetings and Alike Meetings. The first data meeting was held on October 3, 2019. All member agencies brought their data specialists. El Monte Rosemead Adult School (EMRAS) hosted the meeting and provided copies of member agencies data reports. A discussion and

activities were guided throughout the morning. Member agencies were actively engaged learning how to analyze their data. A key component in the meeting was program and data teams were learning to better communicate. The second data meeting took place on January 31, 2020 at EMRAS. Member agencies were asked to bring reports from the past six months. Each member agency was asked to identify their successes and areas of improvement. The activity was instrumental on how future data is analyzed and adjusted for optimal performance.

Consortium Alike meetings were held on November 1, 2019 and January 31, 2020. Each member agency was responsible for certain program areas, i.e., ESL, ABE, CTE, etc. The November meeting was held at multiple sites with each school hosting one program. It was very well received with 98% excellent evaluation rate. The second Alike meetings was held on January 31, 2020. It was suggested for this meeting take place at EMRAS to create better access to technology and other issues that might arise. Each event was held at 8:00 AM – 11:30 AM. Classified staff was included in this Alike meeting with an agenda that supported their needs to serve adult students. Again, teachers and staff asked for these meetings to continue. The evaluations revealed useable information and greater resources to serve students across all programs and supportive services.

An additional Alike meeting was scheduled for May 8, 2020, combining the Alike, Data and Coordinating Council Meeting. However, due to Covid-19 and the need **of social distance** the members voted to postpone these meetings until fall of 2020.

The first half of the year members were actively analyzing data, changing class time, beginning and postponing programs until spring and in general staying to true to the 2019/2020 Annual Plan. Again, the world came to a screeching halt. RHRAEC, as always, rose to the occasion and immediately began moving to an on-line distance learning model. This was and is an enormous undertaking. Each member's staff and teachers were given new assignments. Consortium agencies had their support staff navigate on-line teaching applications to see if they were easy to use and trouble free. They hit-the-ground-running to serve the students: maintain data, reporting, communicating, teaching and learning how to virtually preform their new jobs. Zoom meetings are the norm. Each member agency virtually attends a monthly Coordinating Council Meeting. Overall classes are maintaining student participation, however, CTE courses are having trouble with the need for internships, externships, hands-on application, proctored exams and other issues. As these courses are part or whole fee based a discussion on how best to handle this is on-going.

Each member agency serves a very distinct population. Through much research, surveys, and data collection member agencies remain committed to serving the diverse communities to the best of their ability. Member agencies maintain a high-level of hiring practices to be inclusive of all qualified professionals and credentialed personnel. Member agencies continue to follow Federal, State, Education Code and local laws in hiring.

RHRAEC is committed to serving the adult students of our region. Now more than ever, educating and training for careers and higher education is our foremost goal. The members will continue utilizing the labor market in the area to better serve the students and community.

Member agencies will advertise their programs during and after the Covid-19 stay home order is lifted. The consortium will maintain and increase their business partners and resources; whether we continue to serve virtually or face-to-face. Consortium wide Alike and Data meetings will continue with all agency members leading a workshop in the Alike Meetings. Monthly Coordinating Council meetings will be held. With the supporting positive performance outcome data RHRAEC will educate and train their students to meet their education, careers and higher education goals.

RHRAEC is dedicated and committed to embracing their community, students, staff and faculty with diversity, equity, and social justice. RHRAEC, as partners in education and training, have joined to further the advancement of social justice, equity in hiring, educating and training. The member agencies have provided their individual school districts methods of their continued commitment. The member agencies use many different methods to understand how individual and group differences contribute to diverse opinions and thoughts. Each member agency is ever aware and intentional of their curriculum, instruction and interpersonal relationships in serving an all-inclusive and diverse community. Member agencies address equity with close monitoring of gaps in services and achievement for all student success. RHRAEC is a viable partnership in serving very diverse populations in the five district areas and has been and will continue to be inclusive of diversity, equality, and promoting social justice.

EMRAS gathers data from surveys, our student information system, community partners, and student advisory committees. This data is used to develop, review, and enhance educational programs provided by the adult school. EMRAS is determined to serve its community addressing the needs and interests of its stakeholders. Teachers are appropriately credentialed. A rigorous hiring process is utilized and a formal evaluation system is in place to ensure that teachers are highly qualified. EMRAS strives to be a welcome, inclusive and safe learning environment for all students regardless of age, sex, ethnic background, religion, political view, or immigration status. Diversity and culture amongst students and staff are viewed as strengths which bring new perspectives that add to the rich contributions of our adult learners. EMRAS provides equitable access to the various programs it offers. We encourage all students to reach for their personal, academic, and career goals and we are committed to support them through their educational journey.

El Rancho Adult Education Center (ERAEC) aspires to provide a safe, supportive, and inclusive learning environment for all learners. It is essential that all members of the community feel secure and welcome, that the contributions of all individuals are respected, and that all voices are heard. Diversity enriches the ability of ERAEC to accomplish its mission by broadening and deepening the educational experience through interactions of students, teachers and staff from multiple backgrounds and perspectives. We are committed to demonstrating respect for diversity

and inclusion as we engage our learners and assist them in reaching their immediate and lifelong educational and professional goals.

Rio Hondo College (RHC) strives to serve the needs of the surrounding community by providing comprehensive and innovated academic opportunities. The RHC noncredit program has changed dramatically to better serve the needs of adult students. In order to establish and develop comprehensive educational programs in areas of language acquisition, short-term vocational, citizenship preparation, and basic skills, faculty and staff gathered data for various sources. Administrators overseeing the program met with school districts to identify the needs of parents as well as labor market index was utilized to collect the necessary data for program development. One of the outcomes derived from the data collected through the various sources was the creation of the 6-level English as a Second Language program which also serves as pathway to Rio Hondo College credit English courses. Lastly, CASAS entry and update forms are critical to collect student data to continue enhancing programs targeting the needs of students. Students complete the entry form upon entering the noncredit program and completing the online CASAS test. The entry form gathers data to better understand students' goals, educational level, programs of interest, and labor force status. Thereafter, at the end of the semester students are provided with the update form to gather data in educational milestones, program progress, work status, and post-secondary goals. The collection of student data has paved the way to continue creating and enhancing program delivery.

The adult students enrolled in noncredit programs at Rio Hondo College face many barriers that may prevent them from continuing or participating in our programs. Based on the CASAS entry form, students have expressed experiencing barriers in areas of language and unemployment. Furthermore, given the current COVID-19 circumstances, students have faced additional barriers in areas of technology, class schedule, online learning materials, and psychological distress. Rio Hondo College has striven in removing barriers impacting adult learning by strategizing on the best approach to address those barriers.

In order to address some of the barriers experienced by students, Rio Hondo College supplied the resources needed by our students. In the midst of COVID-19 students expressed the need of electronic devices, internet access, and understanding of the new instruction platforms. In collaboration with the college library, noncredit students were able to checkout Chromebooks and hotspots to facilitate their learning experience remotely. Moreover, the college also provided students with electronic learning materials such as books and workbooks. Instructors were also given the necessary training and materials for a smooth transition to online instruction. Also, staff created bilingual documents and videos for students to understand and access the electronic instructional platforms. In addition, students inquired regarding course offerings particularly during times when they were available and children were not being schooled. Administrators took student feedback and redesigned the class schedule to meet the needs of students. Lastly, to address the psychological needs of students, a counselor was hired. The counselor has consistently provided psychological and academic counseling to our noncredit students. The collaboration with staff, faculty, and administrators has strengthened services and programs to better serve our students and the community especially during these challenging times.

Tri-Cities gathers data through various surveys based on student outcomes, management information systems, staff surveys and student self-reporting. Identified Barriers faced are literacy supported by language barriers and high school drop -out rates. Tri-Cities addresses these barriers by partnering with agencies to secure resources to support students who may face challenges based on their identified needs. To identify hiring inequalities, Tri-Cities recognizes States equal pay laws and provides equal employment opportunities to all workers. Some ways in which Tri-Cities addresses and eliminates inequalities begins with a formalized method of hiring and evaluating, offering diversity training to educate all staff and externship partners are advised of the unique needs of the student population we serve. Providing continued comprehensive Career and Technical Education, health, nutrition resources and emotional support including engagement of mentorship and communities to our students Tri-Cities continues to mitigate the impact of inequalities and improve their future life and work prospects to give every student an equal opportunity to realize their full potential.

The Staff and Students of the Whittier Union Adult School pride themselves in being active partners of developing an inclusive environment that embraces all students and staff of all nationalities, races, cultures, religions, immigration status, sexual orientation, political ideology, educational level and fiscal background. It is important to us that all members of the community feel secure and welcome, that the contributions of all individuals are respected, and that all voices are heard. We highly value diversity and are committed to inclusion of all students and staff in all areas of our school. Our staff strongly encourage our Adult School students to meet their personal, academic and career goals in all facets of their educational journey with us.

## **Regional Planning Overview**

RHRAEC has and will continue to hold monthly public meetings. Member agencies are committed to holding quarterly analyzing data and performance outcomes. Quarterly Alike meetings will be on-going to share best practices, curriculum alignment, strategies, classroom management, and overall collaboration. Both the data meeting and the Alike meeting are consortium wide activities.

Member agencies will continue to work as a team to support each other, train and educate the adult population in our region. New or emerging careers will be monitored and analyzed. Changes to programs and courses will be adjusted to ready adult student's in workforce. The second phase of Logic Model tool was used to set RHRAEC year 2 goals as follows:

- Establish Integrated Education and Training (IET)
- Increase completion rate by 2%, over 2019/2020
- Continue consortium wide quarterly data review – driving decisions regarding course offerings
- Continue consortium wide Alike group meetings
- Marketing programs and courses

## **Meeting Regional Needs #1**

### **Gaps in Services / Regional Needs**

Integrated Education and Training (IET) will begin with each agency. IET Pathways will assist adult students in a clear and concise plan for upward mobility in education and training.

### **Strategy #2**

RHRAEC analyzes data and other methods to identify the regions needs and Gaps in services. The 2018/2019 began the baseline for completion rates. 2019/2020 will be used to further increase completion rates by an additional 2%. The Logic Model tool helped to determine the goals. The completion rate will continue to be addressed to meet the additional 2% goal. Due to the stay-at-home order, surveys and polling of the community's needs will begin to give a clearer picture of adult student's needs.

### **Strategy #3**

RHC will hire a transition counselor to serve the member agencies. RHC will continue to hold classes at the adult schools. The counselor will present RHC dual enrollment classes.

### **Strategy #4**

The Data Meetings will help each agency to review and analyze their data and those of other members to see if any gaps in services arise. The data will drive decisions regarding course offerings.

### **Strategy #5**

Alike Meetings will help agencies to share best practices, align curriculum, and exchange information on how to help students overcome obstacles in education and training. All Alike programs and courses will meet as well as the classified staff. State Course approval will be a key issue in sharing.

### **Strategy #6**

Member agencies will review labor market data for their community to adjust/add courses in high demand.

## **Seamless Transitions**

### **New Strategies**

#### **Strategy #1**

RHC to hire a transition counselor. As stated in above Strategy #3, RHC will continue to provide a transition counselor to assist in adult student's enrolling in higher education. The counselor will be housed on a pre-scheduled rotation to the three adult schools and the ROP. A system will be developed to collect transition data.

#### **Strategy #2**

Member agencies will further develop a tracking system of student transition (last year goal that had to be put on hold).

## **Student Acceleration**

### **New Strategies**

#### **Strategy #1**

Member agency to provide presentations to adult student classes to facilitate transition from one program to another.

#### **Strategy #2**

RHC will look at creating noncredit CDCP/short-vocational certificates.

#### **Strategy #3**

Member agency will continue and increase medical programs to fill the current regional needs. Due to the Covid-19 mandates, safety guidelines set forth by the California Department of Public Health (CDPH) lab and clinical will be suspended until each member has submitted form 5000A and approval.

## **Professional Development**

### **New Strategies**

#### **Strategy #1**

As stated, consortium wide Data & Alike Meetings will be held quarterly. Evaluations will be analyzed and reviewed by all members. Currently and until Covid-19 restrictions are lifted for face-to-face meetings, meetings will be held virtually.

#### **Strategy #2**

As a consortium wide professional development request member agencies will provide opportunities for networking at Alike Meetings.

#### **Strategy #3**

Member agencies will continue to attend/invite AJCC meetings.

## **Leveraging Resources**

### **New Strategies**

#### **Strategy #1**

Member agencies will continue to invite supportive services partners to present their services to adult students. As well as, hold presentation to faculty and staff at Alike meetings.



## **Strategy #2**

Member agency will develop a strong partnership with AJCC.

## **Fiscal Management**

At all times and especially in these very unusual times, RHRAEC is ever aware of the to be prudent with funding. All activities will be based on the allocation funding. RHRAEC is dedicated to educating and training adult students. In the event of reduction of funding RHRAEC will work together to find the best solutions for serving adult students.

RHRAEC has no carry-over.