

California Adult Education Program : Annual Plan : 2021-22 Produced: Aug 14, 2021, 06:02 PM UTC Deodre Cotton

45 Rio Hondo Region Adult Education Consortium

Plans & Goals - Consortium Approved

Executive Summary

Rio Hondo Region Adult Education Consortium (RHRAEC) is a five-member consortium: El Monte-Rosemead Adult School (EMRAS), El Rancho Union Adult School (ERUAS), Rio Hondo College (RHC), Tri-Cities Regional Occupational Program (ROP), and Whittier Union Adult School (WUAS). RHRAEC continues to educate and provide career training for adult students served. As with everyone in 2020-2021, Covid-19 interrupted the educational needs of adult students. Consortium members continued to provide remote instruction, and continued to meet community needs with assessments and CTE trainings. Each consortium member was faced with Federal, State, County, and individual district's rules and guidelines for reopening and safety compliance. For Career and Technical Education (CTE), it was especially difficult to meet the requirements. Reopening continued to be delayed as member districts primary focus was on K-12's face-to-face teaching. The Consortium faced many challenges during 2020/2021. Classes were cancelled as a result of satellite campuses no longer being accessible. Most adult schools experienced decrease in student enrollments. The majority of CTE classes were placed on hold preventing adult students from completing hands-on components. As result of the interrupt, many students sought employment and/or stayed home with school-aged children further hindering the ability to complete courses. CTE teachers and nursing directors resigned. Summer school was cancelled for 2020/2021 for most members. Consortium members were required to transition to Distance Learning Models and with that brought greater challenges: students without technology, no internet access, technology challenges, sharing a computer with children, to name a few. Online registration procedures were developed to increase student enrollment access; however, many students struggled to accomplish this process due to lack of devices/internet. Remote testing had to be implemented and tested by staff member for effectiveness, and a system for one-on-one testing had to be established. AJCC and all other support services were unable to provide for students as a result of closed campuses. Low enrollment resulted in a reduction in teaching assignments. An adult school was required to reduce an administrator due to reduced enrollment. Classified staff have also been reduced or not replaced due to retirement as a result of reduced enrollment. RHRAEC aggressively and diligently addressed each challenge. As always, each member agency met the challenges sharing strategies and solutions in consortium meetings. The Labor Market was reviewed for needed employment in the communities. New courses were implemented or are in the process of being implemented in 2021/2022. Courses in Health Care, Dental, Phlebotomy, Certified Nursing Assistant, Patient Care Aide, Water Treatment, Plumbing, Custodial Technician and Construction are planned to be launched in 2021/2022 school year. Members continue to develop courses to serve the needs of the community. RHRAEC members have revisited the 2019/2022 3-Year Plan and the Logic Model. Member goals are to reach or surpass the 2019/2020 course completion rate by 5-10%, number of ESL to ASE by 10%, ASE students completing high school diploma or high school equivalency by 10%, the number of students enrolling in CTE courses by 5%, and concerted effort in recruitment of student enrollment to pre-pandemic numbers. Special attention to immigrants and students with barriers has always been a priority for RHRAEC. Bilingual aides, teachers and staff assist in adult student success. GED classes are offered in Spanish and English. Written information is offered in the languages of communities served. In addition, assisting adult students in supportive services is not only a major part of the counseling services but teachers have assisted students with accessing supportive services. All members have developed online courses and held professional developments to educate teachers and staff on integrating technology, sharing best practices, monitoring student success, and training on distant learning strategies. Zoom, Moodle and Google platforms are currently in use. Staff members, once trained, have been assisting as bilingual aides for testing and in online classes. Fall of 2021/2022 will begin with some members offering hybrid instruction models or the option of continuing with online only courses. Rio Hondo College is scheduled to offer face-to-face classes in spring 2022.

Regional Planning Overview

This 2021-22 annual plan, and the strategies, are based on your new 3-year plan, how is your consortium implementing the new 3-year plan? RHRAEC reviews the 3-Year Plan when making and implementing program decisions. In the development of the 2019/2022 3-Year Plan the member agencies utilized the Logic Model to establish goals and performance outcomes. It has continued to be a useful tool in benchmarks and meeting goals. Data meetings will continue to be used to drive future course offerings aligned with current and emerging community needs and labor market demands. Member agencies will leverage

allocation of funds to provide better course offerings. Bi-directional seamless transition of students from RHRAEC agencies to RHC and RCH to other member agencies will continue to be part of the plan. A system of tracking transitions across all member agencies will be a goal of the upcoming 3-Year Plan. Alike meetings to align instruction in comparable courses in all member agencies will continue to be part of the strategic planning. This strategy provides faculty a space to share their expertise across all member agencies and improve instructional delivery. Create system to track student movement within member agencies and employment.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Adult students prefer online courses however; students lack technology, internet services and limited computer skills.

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

Surveys and adult students polled suggested online or hybrid instruction preferred but technology issues were a problem.

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

Effectiveness will be measured through, enrollment, completers, course evaluations and surveys. Data will be collected and shared for closing gaps.

Gaps In Service

New Strategies

Strategy #1

RHAEC will continue to provide assistance with technology needs and internet access to adult students within the service area. Each agency has established unique strategies to better serve and meet the needs of their students. Agencies will continue augmenting the support network to improve student access to technology. Teachers instructing online courses.

Strategy #2

CTE courses with hands-on components to be reopened. Hire qualified teachers and directors for CTE courses. Provide safety equipment per the guidelines from authorities.

Seamless Transitions

New Strategies

Strategy #1

Increase student transition from course to course within agencies, higher education (RHC), and employment. Consortium counselors will continue supporting seamless student transitions from adult school to work or college. The consortium will continue implementing alike meeting sessions, counselor meetings, and workshops to establish transition pathways to higher education.

Student Acceleration

New Strategies

Strategy #1

Member agencies to develop short-term CTE courses including, but not limited to, Integrated Education Training (I.E.T.). Consortium agencies will continue working on developing curriculum for short-term CTE courses that fits the needs of the community for employment. Agencies will identify the best course of action and CTE programs for their respective area.

Professional Development

New Strategies

Strategy #1

The Consortium will continue to hold Alike Meetings. Consortium members will hold Alike Meetings. Teachers and staff, hosted by administration will group in alike clusters sharing best practices, aligning curriculum, sharing lesson plans, sharing student information and reviewing data. Surveys and feedback of event will verify effectiveness.

Strategy #2

Data Meetings will be held for consortium members and data input staff. Data meetings will be held for administration to review and across agencies to discuss data for future course offerings, the need to eliminate non-viable courses and current labor market relevance. Staff inputting data will share information and have Q&A from Data specialists.

Leveraging Resources

New Strategies

Strategy #1

Member agencies will re-establish with AJCC and other partnerships that were in place before pandemic. Partners of the consortium will be invited to hold workshops, attend Consortium meetings, and given space and time to re-establish services provided to adult students.

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 2021-22.

RHRAEC, due to pandemic shut down, three member agencies will have carry-over funds: EMRAS, ERUAS, and WUAS. The member agencies will incorporate the funds towards increase in collective bargaining agreements, new hire teachers and staff, safety guideline equipment, and reopening marketing and recruitment of students to increase enrollment.

Certification

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