

California Adult Education Program Produced: 05/24/2022 08:52 AM PDT Yolanda Emerson

45 Rio Hondo Region Adult Education Consortium: Certified

Details

Consortium Information

Consortium Name:

45 Rio Hondo Region Adult Education Consortium

Consortium Short Name:

45 Rio Hondo

Address:

10807 Ramona Blvd | El Monte, CA | 91731

Website:

<http://www.rhradulted.org/>

Funding Channel 2022-23:

Direct Funded

CAEP Funds 2022-23:

\$16,130,696

CAEP Funds 2021-22:

\$15,314,438

CAEP Funds 2020-21:

\$14,718,342



Consortium Contacts

Responsibility	Name	Email	Title	Phone
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Member Agencies

Member Agency	Member Type	Contact	Phone
El Monte Union High	High School District	Trina Cardona	(626) 258-5800 ext: 8805
El Rancho Unified	Unified School District	Cendy Tiscareno	(562) 801-7716
Rio Hondo CCD	District	Yolanda Emerson	(562) 463-4606 ext: 4606
Tri-Cities ROP	Regional Occupation Center/Program (ROC/P)	Dr. John Smith Ed.D	(562) 698-9571 ext: 101
Whittier Union High	High School District	Dr. Margie Moriarty Ed.D.	(562) 698-8121 ext: 1305

Executive Summary

Executive Summary *

The Rio Hondo Region Adult Education Consortium (RHRAEC) continues to be very grateful to the State Legislators, California Department of Education, the Community College Chancellor's Office and CAEP, for the continued support of adult students and as career training and educational providers.

The RHRAEC, is a five-member consortium. The member agencies are: El Monte Rosemead Adult School (EMRAS), El Rancho Adult School (ERAS), Rio Hondo community College (RHCC), Tri-Cities Regional Occupational Programs (TCROP), and Whittier Union Adult School (WUSD). The consortium member agencies currently serve over 11,425 multicultural and diverse population of adult students. The member agencies continue to be dedicated and committed to serving the adult students in achieving their career and educational goals.

As the pandemic has changed the world we live in it also changed the daily part of the member agencies of the consortium. The member agencies have all gone above and beyond to ensure not only adult students continue to be served but have restructured education in a very non-traditional way. The member agencies have gone from completely online, to hybrid model, to in-person and hybrid. CTE (Career & Technical Education) proved to be an enormous challenge, hands-on face-to-face being one of the most challenging. Virtual classrooms and meetings are now part of how business is conducted. Vaccinating, non-vaccinated, mask, no masks, has created an organized chaos to meet all government and district guidelines. All while losing teachers, staff, administration and adult students. RHRAEC continues to meet each challenge to provide the best possible venue for education, transitioning to higher education and career training in high demand employment.

Each member agency provides two voting member agencies to representing the Consortium. The Consortium holds monthly public meetings. During those meetings member agencies participate in the needs of the consortium, timely reporting, upcoming events, shared information, strategies, and addressing issues. Over the past year, the consortium has attended webinars, gathered and held meetings to analyze data, and developed the 3-year plan. Member agencies have actively been involved sharing and gathering input from partners to be inclusive of community and employer needs.

The Consortium analyzed data and research identified adult student with barriers: ELL, Low Literacy, Low income, and long term unemployment. It also identified the need for tracking CTE adult students transitioning to postsecondary. A

system to capture transitioning adult students will be developed looping through all member agencies. Adult students who earn a Postsecondary Credential will be captured through CASAS TE. First-time adult students participating in ESL, ABE, and/or ASE will be counted through the Adult Education Dashboard. The Adult Education Dashboard and TopsPro will be used to capture adult students who became employed in the 2nd Quarter after their exit. The data only provides information of those with Social Security numbers. It does not capture self-employed or those enlisted in the military. A system to track the self-employed and those enlisted in the military, will also be developed. Workshops, bilingual classes, supportive serves, life-skills workshops, and counselors are all part of the member agencies are plan for the next three years. Each member agency has agreed to increase percentages each year of adult students served. The goal is to achieve pre-pandemic numbers.

Through research, meetings, and needs assessment the member agencies have identified Low-Literacy as the over-reaching goal for the next three years. The member agencies are committed to providing career training, education, and support to the community and identified the underserved. All member agencies are continuing and/or adopting services to immigrants and the homeless. The member agencies are masters at thinking outside the box to help adult students to reach their goals. The member agencies have agreed using the 2019-2020 data. The targets for 2022-2025 using 2019-2020 actuals to increase by the following percentage per year: 2022-2023 40%, 2023-2024 55% and 2024-2025 70%. Supporting activities will include annual job alike meetings, hiring and training highly qualified staff and teachers, in-depth data meetings to assist effectiveness and best practices in reaching goals. Member agencies will also share best practices and collaborate with other member agencies to reach the projected target goals.

As always, member agencies will use all resources to leverage funds to secure positive outcomes. Member agencies are frugal and prudent in use of their allocation. Member agencies are frugal and prudent in use of their allocation.

Through all of the challenges faced by this consortium, student success is paramount.

Remaining executive summary available upon request.

Assessment

Overview and Preparation *

RHRAEC began working on this three-year plan in Spring 2020 during regularly scheduled consortium meetings. The Program Director, and current consortium chairperson committed to attending all trainings associated with the three-year plan and other members attended some of the webinars as well. A timeline for completion of the plan was backwards planned. A Google Drive folder was created to share documents, webinar information, and data. Each of the agencies in the consortium began by dropping their own data and supporting documentation into the folder. This included all agencies' most recent WASC self-studies which included demographic information. In reviewing the data at a consortium meeting, it was apparent that Rio Hondo College had the most current demographic data which incorporates the entire geographic region. This included the Los Angeles Economic Development Corporation report on the San Gabriel Valley area. RHRAEC members took the lead on completing that part of the three-year plan document. Our ROP member had the most updated regional employment information from the 2020 Census and the 2021-2024 Strong Workforce Program Los Angeles Regional Plan and took the lead on writing the regional alignment and priorities section. Other sections were divided between local adult schools. All sections were reviewed by all members during regularly scheduled consortium meetings.

The consortium chairperson created a one-page document with mandatory and optional metrics based on the CAEP TAP webinars from December 2021. Mandatory metrics were discussed at the December 2021 consortium meeting and finalized at the January 2022 meeting. Optional metrics were discussed at the December 2021 meeting and finalized at the February 2022

meeting. One of the challenges faced in selecting a second mandatory metric for all members of the consortium was that only the adult schools consistently collected student barrier information from all students.

The discussion of optional metrics included a discussion of the information from the CAEP TAP webinars about which metrics have an assigned data source and which the consortium members have to identify and agree to use for consistency and comparison. Several members of the consortium expressed concerns with the Adult Education Pipeline dashboard and so metrics requiring this to be used were rejected. Ultimately, the adult schools decided that all would use two optional metrics: Participants who earn HSD/HSE and Participants who complete an EL Civics COAAP which will help the ERAS in their WIOA II efforts as a new WIOA II funded agency. Some agencies may decide to include an additional optional metric in their Continuous Improvement Plans.

Regional Alignment and Priorities *

The RHRAEC utilized the Los Angeles Orange County Regional Consortium 2021-2024 Strong Workforce Program Los Angeles Regional Plan in developing, designing, and aligning our RHRAEC CAEP three-year regional plan for 2022-2025. The LA/OC Regional Consortium SWP Plan was developed through a collaborative process and included 19 Community Colleges, 7 Workforce Development Boards, and organizations invested in improving and aligning career education. The primary purpose of the LAOC SWP regional plan is to inform the development of strategies related to career education and workforce development courses, programs, and pathways in the LA region. The LAOC SWP Plan identifies the following sectors as priority sectors: Construction, Energy, Utilities, Advanced Manufacturing, Life Sciences, Biotech, Advanced Transportation and Logistics, ICT/Digital Media, Health, Business and Entrepreneurship and emerging sector of Retail, Hospitality and Tourism.

The Los Angeles region represents a diverse population with 19 community colleges, seven workforce development boards and a population of approximately 10 million residents. Among residents aged 25 or older, 21.3% lack a high school diploma and the region has a great need for an educated and skilled workforce. The development of the plan reflects the growing concern and depth of unemployment in the region stemming from COVID-19. All these factors contribute to a large and growing need to reskill and upskill displaced workers that includes a clear sequence of career education coursework, programs, and pathways that provide affordable, industry recognized training and credentials that are aligned to employer validated work readiness standards and competencies which lead to living wage employment.

RHRAEC utilized the LA/OC SWP Regional plan to identify regional employment growth

opportunities with the highest labor market demand and greatest need for students seeking employment and who may require additional education to support advanced skills in the local labor market. As outlined by the regional employment needs, the RHRAEC utilizes several determining factors to determine program viability and expansion aligned to the SWP plan that includes high wage, high labor market demand, local regional employment needs, student interest, required continuing education, availability of support services through local partner agencies, facility requirements, partnerships, job placement and availability of funding and instructors for programs. In addition, we partner closely with Rio Hondo Community College to identify continuing education, certifications and degree programs that are identified

within the SWP plan and aligned to our consortium's programs that meet the needs of our students for higher wages and increased skill sets to meet the regional need for high demand occupations. Through our continued outreach, collaboration, and partnerships regionally we work collectively with the Los Angeles County GAIN office as well as The Rio Hondo Americas Job Center of California in addition to WIOA and Cal Works to identify additional resources to support our students' financial and training needs. The RHRAEC continues to

support the regional labor market demands highlighted in the LA/OC SWP in Health Science through the various Nursing Assistant and Dental Assisting programs available through our consortium facilities as well as Construction and Business. The RHAEC recognizes the

diverse needs of our students to meet the education and skill sets required to be a success by offering High School Diploma programs, EL Classes, and adult literacy programs in support of the community and workforce.

One of the areas of concern is identifying and attracting qualified instructors that possess the required Career Technical Education teaching credential and are interested in becoming a teacher. With the high demand of a skilled labor market, it is difficult to compete with the private sector salaries as salaries in education are generally lower in comparison than in the industry sector. In addition, many of the industry sectors identified in the LA/OC Consortium require a large amount of capital to initiate these programs to meet business and industry demands with equipment, technology, and classroom space.

Another consideration is the ongoing impact of COVID-19 and student enrollment that requires flexibility in extending services provided to those students who become infected or hesitant to return to on-campus instruction. It can also be challenging to identify work-based learning partners within the industry who will allow students access to their facilities resulting from COVID-19 or grant permission to shadow and participate in externships at their facilities.

Evaluate the Educational Needs of Adults in the Region *

Demographics

The Rio Hondo Region Adult Education Consortium (RHRAEC) service area demographic data includes primarily 6 cities (El Monte, Pico Rivera, Santa Fe Springs, South El Monte, and Whittier) and two Census Designated Places, or CDPs (South Whittier, West Whittier-Los Nietos). The service area population has grown slightly since the 2010 census. The combined population of the seven communities was 380,559 in 2010 compared to 391,382 in 2018—an increase of 10,823 since 2010 or roughly a 2.8% gain from the prior census. The primary racial/ethnic identification within the service area is Hispanic/Latinx, comprising 75% of the population of the entire service area. Within the service area, four of the seven communities (Pico Rivera, South El Monte, South Whittier CDP, and West Whittier Los Nietos CDP) are more than 75% Hispanic. The next largest group is Asian (11.7%) followed by whites (10.9%). Substantial and growing populations of persons with Asian ancestry are reflected in the communities of El Monte (28.5%) and South El Monte (12.8%). The percentages of persons in the African-American, American Indian/Alaskan Native, Filipino, Multi-Ethnicity, and Other groups are generally similar across the seven communities. Age and gender distributions are generally consistent across the seven communities. The median age, by community, ranges from 33.5 years in South Whittier CDP to 37.9 in El Monte. The overall median age for the service area is 36.5. Gender distributions are generally even in each community. In Pico Rivera, Santa Fe Springs, Whittier, and the South Whittier CDP, the percentages of female residents are about 50%, with Santa Fe Springs slightly above 52%. In South El Monte residents identifying as male approach 51.7%.

Socio Economic Profile

Census Bureau indicators of socio-economic status include median household income and percentages of persons living below the federal poverty line, owner-occupied housing units, and persons 23 years of age, or above, who have attained at least a Bachelor's degree. Figures vary among communities in relation to figures for Los Angeles County and the state of California. Although five of the seven communities (Pico Rivera, Santa Fe Springs, South Whittier, West Whittier-Los Nietos, and Whittier) are above the county's median household income (\$64,251), five communities (El Monte, Pico Rivera, Santa Fe Springs, South El Monte, and South Whittier) fall below the state median income (\$71,228). El Monte and South El Monte are above the county percentage of persons living in poverty (16.0%) and well above the statewide percentage of persons living in poverty (14.3%), El Monte is also below the county in owner-occupied housing (41.2%). Both El Monte and South El Monte are substantially below the state percentage (54.6%) of owner-occupied housing. Each of the seven communities is well below the Los Angeles County and state figures for persons with Bachelor's degrees (32.7% and 33.9% respectively).

Education

Although the Los Angeles County service area high school diploma completion rate is at 79%, there are still barriers students face to achieving this milestone. Based on the Census data (2020) roughly 79% attained a high school diploma, however, only 39% of the population earns a Bachelor's degree or higher. Although the data and analyses pre-date the effects of the COVID-19 pandemic, governmental agencies, as well as a regional university, have conducted economic analyses for the San Gabriel Valley. In 2020, the Los Angeles Economic Development Corporation (LAEDC) published a report indicating that the health services industry, professional and business services, leisure and hospitality, education, and retail trade are the largest job sectors in the RHRAEC service area. With this information, RHRAEC poised itself to create educational opportunities facilitating pathways for employment in some of the sectors mentioned above. These data driven alternatives have addressed the needs

of adult students in relation to education and employment. In addition, the consortium will continue offering programs undertaking other adult student needs in areas of language acquisition, technology skills, secondary education, and adult basic education. Overall, members will collaborate in designing equity-minded programs and services to empower adult students addressing their educational needs.

Contributions by Entities *

El Monte-Rosemead Adult School, El Rancho Adult School, Rio Hondo College, Tri-Cities ROP, and Whittier Union Adult School worked collaboratively to develop the RHCRAEC Three-Year Plan. The consortium held monthly meetings for the agencies to review the needs of the communities they serve, the impact of the services currently being provided, and plan for future adult education and workforce services in order to provide a rigorous educational program while guiding students to pursue their career and educational goals. Partner agencies such as EDD, East San Gabriel Valley Comprehensive AJCC, Rio Hondo AJCC, Catholic Charities of Los Angeles, Dept. of Rehabilitation, and the Los Angeles Dept. of Mental Health along with other community businesses were invited to Coordinating Council meetings to serve as an advisory board to provide input regarding regional needs and workforce economic development.

Member agencies collected data and met by program area (ABE/ASE, CTE, ESL, Counseling Services, Classified Staff) to examine student outcomes to evaluate the impact of programs of study, identify gaps in services and barriers to student success, and develop strategies and activities to strengthen curriculum and provide seamless transitions to higher education. These subject-alike meetings included most of the teaching staff, most of the classified staff, and all of the counselors for all five consortium member agencies. Our staff members consistently report this is the most valuable consortium activity for them and it continues to yield important information for our consortium as we institute, modify, and discontinue classes and programs with stakeholder input.

Regularly scheduled meetings allowed the consortium to continuously monitor progress of current goals and make revisions to meet the needs of the adult students served. Various resources were used for data collection. El Monte-Rosemead Adult School, El Rancho Adult School, Tri-Cities ROP, and Whittier Adult School gather information from the CASAS Data Portal and TE accountability reports, CASAS Employment and Earnings Surveys, WIOA Title II CIP, Student Technology Surveys, enrollment data and completion rates. Rio Hondo College uses the COMIS system and student evaluations of classes.

Remaining narrative available upon request.

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
*El Monte Union High	Member Representative	0	888	3,669	0	31	251	1,220	42	0
*El Rancho Unified	Member Representative	20	95	366	0	0	0	102	0	0
*Rio Hondo CCD	Member Representative	0	0	425	0	0	0	573	231	0
*Tri-Cities ROP	Member Representative	0	0	0	0	0	0	107	0	0
*Whittier Union High	Member Representative	287	539	736	0	0	0	19	585	0
Total Participants		307	1522	5196	0	31	251	2021	858	0

* Member Agency required to input number of Participants

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

No Service Providers for this consortium.

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

Based on the data review the RHRAEC conducted, and the data provided by the state, as a consortium, we recognize that we are offering sufficient classes in academic areas designed to improve students’ employability and post-secondary options including Adult Secondary Education classes at all the adult schools and English as a Second Language at all the adult schools and the community college. We recognize that some of our lower level academic programs including Adults with Disabilities and Adult Basic Education classes have been reduced or cut altogether as CAEP funding only goes so far and difficult decisions must be made. Fortunately, our communities have a variety of programs to support our disabled adult population.

Additionally, while all of the agencies offer career training, we recognize that we are not able to meet all of the regional needs for upskilling to align to all the regional high growth areas. Specifically, none of our members currently address the need for workers in the hospitality and tourism sector. Some of this is due to our work towards aligning our offerings with our WIOA I partners, neither of whom selected this as a sector they fund student training for at this time.

Most significantly, the COVID pandemic has had a negative impact on multiple agencies' abilities to fill health care teacher and director vacancies as nurses are at a premium across the country and can make so much more money in the private sector right now. Hiring career technical teachers continues to be problematic for the same reason in other industry sectors such as information technology and construction. Education salaries do not match what these individuals can make in the private sector and the credentialing requirements for adult school and ROP teachers are both time consuming and expensive particularly when the job offer is for part-time work.

All member agencies are committed to using CAEP funds to the best of our ability to meet the needs of our students. Across the consortium, we are in agreement that when funds are limited, the most important classes are those that have the most short-term, high impact on poverty measures and these continue to be Adult Secondary Education (high school diploma, high school equivalency), English as a Second Language and Citizenship, and short term Career Technical Education classes in high employment and living wage sectors.

Metrics: CAEP Barriers & Metrics

✓ Student Barriers

Adult Ed Metrics

- 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)	13,049	7,769		5,504	7,568	9,632
Student Barriers	Low Literacy (AE 311 - Overall)	9,504	6,222		3,656	5,028	6,399

Member Level Metric Targets

* Mandatory for all members

El Monte Union High (Reported by El Monte-Rosemead 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)	5,683	2,971		2,273	3,125	3,978

El Rancho Unified (Reported by El Rancho Unified School 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)	533	492		213	293	373

Rio Hondo CCD (Reported by Rio Hondo 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)	1,186	1,238		474	652	830

Tri-Cities ROP (Reported by Tri-Cities ROP (Regional Occupation Program))

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)	107	21		42	58	74

Whittier Union High (Reported by Whittier Union High School 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)	1,771	1,226		708	974	1,239

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
El Monte Union High	100%	91%	0%	96%	100%	100%
El Rancho Unified	100%	86%	0%	100%	100%	100%
Rio Hondo CCD	100%	100%	0%	100%	100%	100%
Tri-Cities ROP	100%	100%	0%	100%	100%	100%
Whittier Union High	100%	88%	0%	95%	100%	100%

Objectives

Address Educational Needs

Description of Objective *

All consortium members will continue to hire teachers to meet student needs in basic skills, literacy, English, and career technical education. Consortium members will continue to advertise classes in a variety of ways to encourage students who left during the COVID pandemic to return. Members will continue to follow district, college, and health department guidance in reopening schools. Members will continue to explore the best combination of in person instruction, distance learning, and hybrid classes to meet the needs of our students. Professional development will continue to support certificated and classified staff to understand and respond to accountability metrics and reporting requirements. Job alike meetings will continue to provide opportunities for classified and certificated staff to share best practices across the consortium. Members will work with WIOA I partners to develop additional career technical training opportunities to meet workforce needs within the parameters of available funding and staffing. Meetings with the WIOA I agencies are held regularly.

Improve Integration of Services & Transitions

Description of Objective *

Our counselors are working on a process to share student information and hand off adult school students to the college counselor. Online conferencing technology makes these handoffs more personal and dynamic as all members can meet so the adult school counselor can introduce the student and then exit the meeting. Additionally, consortium members openly discuss where our program offerings are similar and where they are different. Over the next three years, we plan to identify career pathways that include offerings at more than one school and develop a plan to share this information with students across our agencies. For example, multiple members offer certified nursing assistant or home health aide classes but only one adult school has an LVN program and our college partner offers a BSN in nursing. This is something all of our consortium students need to know. We also need to improve the identification of students with low literacy when they come to CTE programs across the consortium and establish a process for these students to complete their HSD/HSE at one of the adult schools either concurrent with their CTE classes or prior to enrolling in the CTE program based on literacy requirements of some of our CTE pathways.

Improve Effectiveness of Services

Description of Objective *

The RHRAEC will continue to hold annual data meetings to review student data from all member agencies. The consortium will review and revise the RHRAEC Memorandum of Understanding to ensure that member effectiveness is addressed according to all state recommendations. New agency representatives will continue to be onboarded by the consortium lead and mentored by other members. We are fortunate in that the RHRAEC consortium is high functioning and has become a Professional Learning Community where best practices are shared by teachers, counselors, and classified staff through our alike meetings in addition to the administrators' monthly sharing of best practices during the round table section of all consortium meetings.

We will continue to hold the job alike meetings for teachers, counselors, and classified staff. We will continue our annual data meeting that includes the assessment technicians and classified staff that work hands on with our data daily. Best practices will be shared at these meetings.

Activities & Outcomes

Activity Name *

Job Alike Meetings

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Annual job alike meetings will be held in person or online. All five consortium member agencies will assist in planning and implementing these meetings. Meetings will be held on a day and time that most teachers and classified staff can attend without disrupting the school day. Typically, these meetings are held on Fridays. Job alike groups have been defined as: ESL staff, ASE/ABE staff, CTE staff, counselors, data technicians, and classified office staff. During our planning meeting, each consortium member representative selects a group to facilitate, with the consortium lead taking one as well. The agency representatives are responsible for creating a flyer to advertise their session which is shared with all agencies to disseminate to staff. Office managers provide sign-in sheets for each group and then are responsible for notifying each agency of their attendees. Logistical concerns are addressed in the planning meeting with responsibilities assigned to various agency representatives for securing a location, ordering food, creating the evaluation form, and so on. Key deliverables for these meetings are sign-in sheets to assess what degree of participation each agency, and the consortium as a whole, attained at the event and post-event evaluations which are tabulated and discussed at the next regularly scheduled consortium meeting.

The alike meetings are increasingly valuable as all agencies strive to address the educational needs of our students during a time of unprecedented staff turnover. It is extremely valuable to offer our staff a professional learning community where they can connect with others who teach their same subject. Many of our teachers are the only teacher of a specific class at their agency. Evaluations from past job alike meetings indicated that this was the most beneficial consortium activity for our staff.

Counselors reported feeling better about handing off students to another agency once they knew the person they were handing the student off to at the next school. Teachers share best practices with one another including supplemental texts, online resources, and practical classroom management procedures. Thus, these meetings also amplify the effectiveness of our services across the consortium.

Short-Term Outcomes (12 Months) *

In 2022-23, one job alike meeting will be held with 50% staff attendance across all member agencies. Administrators from each agency will facilitate job alike meetings for ASE/ABE, CTE, and ESL teachers, counselors, and classified staff.

Intermediate Outcomes (1-3 Years) *

From 2023 - 2025 administrators will turn over the job alike meeting facilitation to their staff. At least 70% of all staff will attend a minimum of one job alike meeting per year.

Long-Term Outcomes (3-5 Years) *

The job alike meetings will result in quarterly PLC communication between members of at least two consortium agencies with the goal of improving professional practice in the classroom and post-secondary transitions to the community college.

Proposed Completion Date

05/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)

Responsible person(s)

Name
Cendy Tiscareno
John Smith
Margie Moriarty
Trina Cardona
Yolanda Emerson

Activity Name *

Hiring and training of highly qualified staff

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

All agencies will continue to recruit, hire, and train teaching staff to meet the educational needs of students. Consortium members will support one another by sharing names of part-time teachers who are interested in additional hours with members who have vacant positions. Consortium member agencies will support the training of new staff by offering job

shadowing opportunities with more experienced staff in both classified and certificated positions. Consortium members who are considering opening or closing new CTE programs will share this information at regularly scheduled consortium meetings so that other agencies looking for teachers or new programs might consider adopting the program that is closing at another agency.

Short-Term Outcomes (12 Months) *

In 2022-23, newly hired classified staff who work in compiling and reporting data will shadow more experienced staff at another agency as needed. New CTE teachers will be able to shadow experienced CTE teachers across the consortium

Intermediate Outcomes (1-3 Years) *

In 2023-24, newly hired classified staff who work in compiling and reporting data will shadow more experienced staff at another agency as needed. New CTE teachers will be able to shadow experienced CTE teachers across the consortium

Long-Term Outcomes (3-5 Years) *

During 2023-2055, the following will provide the outcome: teacher evaluations, positive performance outcomes, data, increase in adult student enrollment in classes, transition to college and adult students attaining jobs.

Proposed Completion Date

05/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Cendy Tiscareno
John Smith
Margie Moriarty
Trina Cardona
Yolanda Emerson

Activity Name *

Data Meetings

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Annual data meetings will be held in person. All five consortium member agencies will bring an administrator and data/assessment staff (if available) to these meetings. Each member agency will be responsible for bringing data to share with all members of the consortium. This data must be formatted in a way that clearly demonstrates each agency's progress in each of the mandatory metrics: student enrollment and enrollment of or services to students with low literacy. These meetings will be

held during the 3rd quarter of the year based on 2nd quarter data. It shall be the responsibility of the agency's voting members to ensure the data is ready to share at least one week prior to the meeting. Key deliverables will include how many students were enrolled by each agency during the first two quarters and how many of those students were designated completers at the end of the second quarter. For the low literacy measurement, agencies will bring data about how many students were enrolled, how many were referred to another agency in the consortium (ex. students without a high school diploma or equivalent are referred by Rio Hondo College and Tri-Cities ROP to the adult schools' ASE programs), and how many students attained a high school diploma/equivalent during the first two quarters of the fiscal year.

Short-Term Outcomes (12 Months) *

In 2022-23, one data meeting will be held to discuss mandatory metrics outcomes. All consortium members will provide data to one another in a format that clearly identifies enrollments and outcomes.

Intermediate Outcomes (1-3 Years) *

Counselors will design a process for referring students whose low literacy interferes with the CTE goals. Counselors will design a process of referral from one agency to another to meet the HSD/HSE needs of these students.

Long-Term Outcomes (3-5 Years) *

Students with low literacy will be identified by all consortium members and seamlessly referred to ASE programs at the adult schools with documentation for counselor follow up across the consortium.

Proposed Completion Date

05/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Cendy Tiscareno
John Smith
Margie Moriarty
Trina Cardona
Yolanda Emerson

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
El Monte Union High	\$10,907,226	Certified
El Rancho Unified	\$793,942	Certified
Rio Hondo CCD	\$572,617	Certified
Tri-Cities ROP	\$139,805	Certified
Whittier Union High	\$3,141,601	Certified
Totals	\$15,555,191	5/5 Certified

Funds Evaluation *

RHRAEC is, as always, frugal with their allocation of funds. Data meetings are held and provide up-to-date shared with all members. The information is analyzed against labor market, community needs and many other sources to ensure the needs for career and higher education are met. All of the above activities are incorporated to aide in meeting adult students educational and career need. RHRAEC has been and continues to be a cohesive consortium. The members continually help and share information with each other. All members work with AJCC and other workforce agencies to provide in-kind services to assist adult students. All members are dedicated and professional serving their districts, communities and adult students, to ensure the allocated funds serve adult students positive outcomes.

Certification

El Monte Union High - Member Representative

Trina Cardona
Principal
trina.cardona@emuhsd.org
(626) 258-5800 ext: 8805

Carrie Frogue
Program Administrator
carrie.frogue@emuhsd.org
(626) 258-5800 ext: 8851

Approved by Trina Cardona

05/23/2022 02:54 PM PDT

El Rancho Unified - Member Representative

Cendy Tiscareno
Counselor

COUNSELOR

ctiscareno@erUSD.org

(562) 801-7716

Jazmin Chavez 1980

Coordinator of Curriculum and Instruction

jchavez@erUSD.org

(562) 801-7334

Approved by Cendy Tiscareno

05/20/2022 07:53 PM PDT

Rio Hondo CCD - Member Representative**Yolanda Emerson**

Dean, Educational Centers

yemerson@rio-hondo.edu

(562) 463-4606 ext: 4606

Approved by Yolanda Emerson

05/24/2022 08:51 AM PDT

Tri-Cities ROP - Member Representative**Dr. John Smith Ed.D**

Superintendent

jsmith@tricityrop.org

(562) 698-9571 ext: 101

Daniel Barajas

Director of Technology and Operations

dbarajas@tricityrop.org

(562) 698-9571 ext: 103

Approved by Dr. John Smith Ed.D

05/20/2022 04:46 PM PDT

Whittier Union High - Member Representative**Dr. Margie Moriarty Ed.D.**

Principal

margie.moriarty@wuhd.org

(562) 698-8121 ext: 1305

Juan Anzaldo

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Kevin Jamero

kevin.jamero@wuhsd.org

Approved by Dr. Margie Moriarty Ed.D.

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