

California Adult Education Program Produced: 06/20/2022 10:26 AM PDT John Parker

# 46 About Students Regional Consortium, Riverside: Certified

## Details

### Consortium Information

**Consortium Name:**

46 About Students Regional Consortium, Riverside

**Consortium Short Name:**

46 Riverside About Students

**Address:**

300 Buena Vista Ave. | Corona, CA | 92882

**Website:**

<http://riversideregionadulted.org/>

**Funding Channel 2022-23:**

Direct Funded

**CAEP Funds 2022-23:**

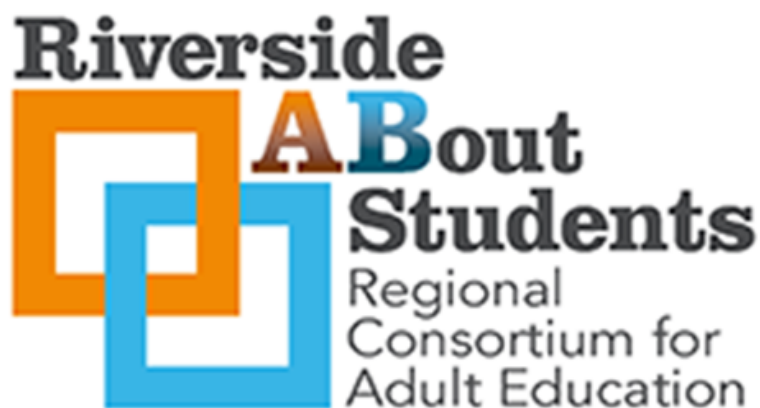
\$9,268,765

**CAEP Funds 2021-22:**

\$8,799,740

**CAEP Funds 2020-21:**

\$8,457,219



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## Consortium Contacts

Responsibility	Name	Email	Title	Phone
Primary Contact	Autumn Valencia	<a href="mailto:auvalencia@valverde.edu">auvalencia@valverde.edu</a>	Administrative Assistant	(951) 736-4641
Fiscal Contact	James Neil Dawson	<a href="mailto:jdawson@valverde.edu">jdawson@valverde.edu</a>	Fiscal Consultant	(951) 736-4641

## Member Agencies

Member Agency	Member Type	Contact	Phone
<a href="#">Alvord Unified</a>	Unified School District	Craig Shiflett	(951) 509-5015
<a href="#">Corona-Norco Unified</a>	Unified School District	Thoibi Rublaitus	(951) 736-3325 ext: 29111
<a href="#">Jurupa Unified</a>	Unified School District	Annamarie Montanez	(951) 222-7739
<a href="#">Moreno Valley Unified</a>	Unified School District	Elsa Magana	(951) 571-4790 ext: 64801
<a href="#">Riverside CCD</a>	District	Lijuan Zhai	(951) 222-8620
<a href="#">Riverside Co. Office of Education</a>	County Office of Education (COE)	Ms. Lucie Gonzalez	(951) 922-7362
<a href="#">Riverside Unified</a>	Unified School District	Rachel Bramlett	(951) 788-7185 ext: 68200
<a href="#">Val Verde Unified</a>	Unified School District	John Parker	(951) 940-8542

## Executive Summary

### Executive Summary \*

The ABOUT STUDENTS Consortium for Adult Education has been providing services since 2015 as part of the Adult Education Block Grant AB 104. Consortium members include eight Local Educational Agencies: six unified school districts, a community college district, and the county office of education. Within three years, the consortium's plan will provide a roadmap for improvement for the consortium and individual schools. The members of the ABOUT STUDENTS Consortium are dedicated to providing adult education services, and creating pathways that meet the needs of the adult learners within the communities of the consortium.

The ABOUT STUDENTS Consortium identified the region's needs during a two-day Leadership retreat facilitated by VIANOVA. During the two-day retreat, members reviewed data gathered from TOPSPro, Launchboard, CAEP fact sheets, and stakeholder surveys which included; students, member district faculty/ staff, district organization, community partners, and the Consortium Program Self Assessment tool developed by the California Adult Education Program

(CAEP) self-assessment report. The stakeholder surveys were conducted to gather their views and perspectives about the ABOUT STUDENTS Consortium. After reviewing all the supporting data and discussion the following needs were identified;

- A. Industry/Community Partnerships
- B. Student Enrollment
- C. Student Success/ Goals
- D. Operational Excellence
- E. People and Culture

These goals aim to position the ABOUT STUDENTS Consortium to meet the region's educational and workforce needs of adult learners.

The ABOUT STUDENTS Consortium level metrics will include Student Barriers and Enrolled Adults. CAEP is requiring that all consortia track these two metrics. Member level mandatory metrics include the percent of funds spent and the number of participants. These metrics will be utilized to review the consortium's annual progress and to justify adjustments to programs and services in the community. As a result of their discussions, the consortium members came to an agreement upon which of the four indicated student barriers to focus. The consensus was that "Low Literacy" would be the most appropriate barrier to track and measure within the consortium's adult education programs.

The ABOUT STUDENTS Consortium is dedicated to working together to support the objectives, activities, and outcomes identified in the Three-Year Plan. The selected Objectives and Activities include, Address Educational Needs, Improve the Integration of Services and Transitions, and lastly, Improve the Effectiveness of Services. The ABOUT STUDENTS Consortium has designed goals and strategies for the 2022-2025 Three-Year Plan. The plan includes five primary goals.

1. Cultivate mutually-beneficial industry and community partnerships that create meaningful opportunities for all.
2. Grow and Maintain student enrollment in all program areas reflective of the needs of our community.
3. Provide equitable, inclusive, and quality instructions and support services that maximize student achievement.
4. Foster an organizational culture of excellence and continuous improvement.
5. Attract, retain, and develop skilled, dedicated student-centered administration and staff who are committed to the success of our students.

The success measures will provide methods for evaluating member/consortium success.

To ensure growth and sustainability within each agency, members of the ABOUT STUDENTS Consortium reallocated a portion of its Leadership funds. The consortium awarded Val Verde the largest amount since the school was the newest member and had the smallest allocation. Val Verde has spent its entire allocation annually since joining the consortium. All six of the members who expressed a need for the leadership funds received a share of the remaining funds. To continue to help with Val Verde's needs Riverside Adult School proposed that a portion of its 2022-23 COLA be given to VVAS on an ongoing basis. Member needs and spending levels will continue to be evaluated by the ABOUT STUDENTS Leadership in the future.

## Assessment

### Overview and Preparation \*

The ABOUT STUDENTS Regional Consortium for adult education initiated the 2022-25 Three-Year Plan development process in May 2021. During the monthly Regional Consortium Business Meeting, the members discussed the strategies for beginning the process. These included:

- Reflect on the previous planning experience and determine what worked well, and what needs to be done
- Consider how our consortium will engage in the planning process
- Determine who will be involved in the planning process
- Determine a timeline for the project that ensures thorough and timely completion of the document
- Identify the resources needed to complete and implement the plan.

The members agreed that a reflection survey would be utilized for each member to evaluate the previous Three-Year Plan planning and writing cycle and share thoughts regarding the strengths and weaknesses of the process.

The members agreed that using a third party to facilitate the planning process was a strength that needed to be repeated for the 2022-25 plan. Following an extensive search and subsequent interviews, the members voted to contract with Frank Scarpaci VIANOVA, who had previous experience working with other consortiums and adult schools.

Following the release of the Three-Year Plan 2022-2025 Guidance and Three-Year Plan Template 2022-2025 documents by the State CAEP Office, specific strategies were identified to obtain the data required to complete the document.

In preparation for the members to determine the appropriate direction of the new three-year plan, the third-party consultant, in conjunction with consortium member input, created the concept of a Strategic Planning Briefing Book (SPBB). This planning guide would contain all information and data that the state was requiring each consortium to consider as the local three-year plan was discussed and developed. The SPBB became the resource for the strategic planning process.

The SPBB consisted of six sections:

- Introduction
- Pre-Work Instructions
- Situation Assessment
- Stakeholders Views
- Environmental Scan
- SWOT Analysis

The Situation Assessment section provided an overview and general data regarding the current structure and income levels of the consortium. The information contained within the section included a geographical description of the consortium, a listing of regional service providers, current funding levels for each consortium member, Consortium Program Quality Self-Assessment results, and a review of how successful the members were in accomplishing the goals outlined within the 2019-2022 Three-Year Plan.

### **Regional Alignment and Priorities \***

As the ABOUT STUDENTS Consortium continues to align adult education and the workforce to meet the region's needs, it follows the guidelines of the California Adult Education Program (CAEP). Coordinating with our community college district, school districts, and county office of education as well as, the Workforce Innovation and Opportunity Act (WIOA), Riverside County Workforce Development Board (RCWDB), has helped align clear career pathways and specific workforce sector strategies.

RCWDB Local Workforce Development Plan 2021-2024 Section IV., State Strategic Partner Coordination states, "At a strategic level, RCWDB integrates its services with other County programs and departments administering local, state, and federal

programs English Language Learners (ELL), foreign-born individuals, and Refugees. Individuals who are English Language Learners (ELLs). Adult education is frequently the entry point for immigrants seeking employment services and training. RCWDB has delivered training about workforce services available to partner organizations that serve ELL. They included information about eligibility, how to refer customers to WIOA services, opportunities for collaboration among partners, and protocols for co-enrollment or dual enrollment. At the request of Adult Education partners in the last local workforce plan modification process, RCWDB has also been sharing more information about how partners can qualify as Eligible Training Providers, primarily pre-pandemic, and expected to resume as soon as possible.”

WIOA Title II Continuous Improvement Plans (CIP) from all WIOA Title II members Alvord Community Adult School, Corona-Norco Adult School, Jurupa Adult School, Moreno Valley Community Adult School, Riverside County Office of Education, Riverside Adult School, and Val Verde Adult School submitted Continuous Improvement Plans for the fiscal year 2020-21. Plans for the members focused on increasing Educational Functioning Level (EFL) and reducing the number of students who earn less than 12 hours of instruction.

Within the ABOUT STUDENTS Consortium, the CAEP Adult Education and Workforce services are aligned to address the needs of individuals and communities by providing adults with the knowledge and skills to participate effectively as citizens, workers, and family members. This alignment will ensure effective leverage of adult education funding sources in the region and an appropriate focus of the consortium’s 2022-25 Three-Year Plan.

### **Evaluate the Educational Needs of Adults in the Region \***

It was critically important to the ABOUT STUDENTS Member Representatives to include planning input from various regional stakeholders who possess a significant influence, or interest, in the success of the region’s adult education programs. These stakeholders included students, school staff, district administration, and community partners. Online surveys were created for each of these stakeholder groups and the results were tallied and reported within the Stakeholders Views section of the SPBB. In January the official representatives of each consortium member scheduled individual meetings with the third party to identify critical issues facing the consortium. These results were also included within this section.

Within the Environmental Scan section of the SPBB, several significant informational sources were gathered for the members to analyze and evaluate current trends within the regional consortium. Further, to ensure that the CAEP-funded programs would be in alignment with other service provider plans in the greater Riverside area, several strategic planning documents were included in this section including District Strategic Plans, WIOA Title II Continuous Improvement Plans (CIP), and Carl Perkins Applications. Regional demographic and employment statistics from American Community Survey (ACS), Economic Development Agency (EDA), and Employment Development Department (EDD) were included within the section. Annual student demographic, enrollment and completion data from TopsPRO Enterprise (TE) was critical in focusing on the ongoing impact of the COVID-19 Pandemic on the consortium members’ ability to successfully serve students and meet the goals of the 2019-2022 Three-Year Plan. Finally, the results of a Gap Analysis, which would highlight service priorities and needs within the various consortium communities, were included within the SPBB.

The consortium members gathered together at a Planning Retreat in February. During the two-day event, discussions ensued to determine the direction that the group would take in formalizing the 2022-2025 Three-Year Plan.

### **Contributions by Entities \***

The ABOUT STUDENTS Consortium members Alvord Community Adult School, Corona-Norco Adult School, Jurupa Adult School, Moreno Valley Community Adult School, Riverside Community College District, Riverside County Office of Education, Riverside Adult School, and Val Verde Adult School official member representative participated in all monthly consortium business meetings during which planning and preparation discussions of the Three-Year Plan occurred. Members, students, and staff responded to surveys that were designed to help identify strengths and areas for improvement within the current adult education programs provided within the school district boundaries. Members of the school district’s central administration staff responded to a survey that obtained insight as to how well each member supports district-wide goals and objectives. The official member consortium representatives participated in reviews and analyses of critical demographic and labor market data for the region. The representatives also participated in the consortium’s Strategic Planning Retreat during which the final direction of the Three-Year Plan was determined. As the responses to the Three-Year Plan template were being developed, the

official members' representatives provided feedback. During the May/June monthly consortium business meeting, all members voted to approve the plan and its submission to the CAEP office.

## 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
*Alvord Unified	Member Representative	0	92	60	0	0	0	33	0	0
*Corona-Norco Unified	Member Representative	325	739	444	0	0	36	401	0	0
*Jurupa Unified	Member Representative	0	267	201	0	0	0	112	0	0
*Moreno Valley Unified	Member Representative	82	297	175	0	0	0	32	0	0
*Riverside CCD	Member Representative	0	0	66	0	0	0	688	0	0
*Riverside Co. Office of Education	Member Representative	0	84	0	0	0	0	46	0	0
*Riverside Unified	Member Representative	447	729	420	0	0	412	687	0	0
*Val Verde Unified	Member Representative	265	73	252	0	0	0	54	0	0
<b>Total Participants</b>		<b>1119</b>	<b>2281</b>	<b>1618</b>	<b>0</b>	<b>0</b>	<b>448</b>	<b>2053</b>	<b>0</b>	<b>0</b>

\* 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 \*

As the ABOUT STUDENTS Consortium members continue to rebuild from the effects of the pandemic, the current levels of services are addressing the needs of the region's adult learners. Each school has returned to providing in-person classes, and there are online and hybrid options available also.

ESL classes are available through all consortium schools, and all instructional levels are offered. ABE and HSD/HSE classes are provided through seven of the eight consortium members. There are several locations for students to take the HSE exam when they are prepared. CTE programs are also currently offered, and the available training is within the clusters of Professional and Business Services (Computer Information Systems, Business Computer Applications, Workplace Technology, Construction Skills Training, Automotive Repair), and Healthcare (Medical Assistant, Pharmacy Technician, Phlebotomy Technician, EKG Technician, Medical Terminology and Billing).

Demographic data for Western Riverside County indicates a significant need for ESL instruction. Based on the research conducted by BW Research Partnership, there are over 55,000 adults who would benefit from ESL classes. During 2018-19 there were over 7500 students enrolled in ESL classes. The enrollment for 2021-22 is projected to be significantly less than the 2018-19 figure.

Within the ABOUT STUDENTS Consortium boundaries, the BW Report identified well over 100,000 adults who had not completed high school. During 2018-19 there were just over 4,000 students enrolled in classes. Present enrollment figures for ABE and HSD/HSE programs remain below pre-pandemic levels.

The BW Report identified several regional industry clusters that produce the largest number of jobs within the ABOUT STUDENTS region, and because of expected growth, provide the greatest opportunities for further CTE program development within the consortium. The clusters include Logistics; Healthcare, Building & Design; Financial & Banking, Insurance, Real Estate; Energy; and Information & Communications Technologies. Local CTE programs, as identified earlier, are addressing some of the needs of these clusters, but not in the numbers that would be justified by the data. The development of new CTE programs frequently requires significant resources that are not currently available. This need will need to be addressed through the development of new partnerships and the pursuit of additional funding streams.

## 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)	9,228	6,519		9,614	9,806	10,000
Student Barriers	Low Literacy (AE 311 - Overall)	7,595	5,017		7,694	7,847	8,003

### Member Level Metric Targets

\* Mandatory for all members

#### Alvord Unified (Reported by Alvord USD - AEBG Riverside About Students)

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)	292	182		250	300	325

#### Corona-Norco Unified (Reported by Corona-Norco 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)	2,034	984		1,900	2,000	2,100

#### Jurupa Unified (Reported by Jurupa 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)	701	525		629	687	733

#### Moreno Valley Unified (Reported by Moreno 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)	1,282	498		554	609	670

#### Riverside CCD (Reported by Riverside 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)	260	699		826	868	911

#### 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		100	100	100

**Riverside Unified (Reported by Riverside 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)	1,902	1,413		2,100	2,200	2,300

**Val Verde Unified (No reporting institution)**

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)				361	378	395

**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
Alvord Unified	100%	100%	23%	80%	80%	80%
Corona-Norco Unified	100%	100%	34%	80%	80%	80%
Jurupa Unified	100%	100%	23%	80%	80%	80%
Moreno Valley Unified	100%	100%	21%	80%	80%	80%
Riverside CCD	100%	96%	0%	70%	70%	70%
Riverside Co. Office of Education	100%	100%	59%	85%	85%	85%
Riverside Unified	100%	100%	51%	80%	80%	80%
Val Verde Unified	0%	100%	62%	100%	100%	100%

## Objectives

### Address Educational Needs

#### Description of Objective \*

The eight consortium members utilize a variety of strategies, many unique to the individual school, to increase enrollment and promote student success/persistence. However, the members do agree that more will need to be done consortium-wide to bring enrollment and student performance numbers back to pre-pandemic levels. Considering that all demographic studies and reports on the Western Riverside County region indicate that there continues to be a tremendous need for literacy and CTE training, enrollment and persistence figures actually need to increase from pre-pandemic levels.

The consortium members have identified strategies that are intended to increase student enrollment numbers and increase the number of CTE program offerings. A commitment has been made for the schools to more extensively advertise their programs through a variety of media including social media, billboards, movie theaters, radio, and local television networks. These efforts will be completed both at an individual school level and consortium wide. Progress and results of the various campaigns will be analyzed and discussed during monthly consortium business meetings.

There will be an emphasis placed over the next three years to continue efforts in developing partnerships with other agencies that provide services to adults including Riverside Workforce Development Board, Economic Development Department, Chamber of Commerce, and local businesses. This will be accomplished by inviting members of these agencies and businesses to involve themselves in consortium events and activities. Consortium members will volunteer to participate in activities sponsored by these other agencies or serve on boards as appropriate. The consortium will evaluate the progress and effectiveness of this strategy through the number of student referrals received from these other agencies and the increase in program offerings that were a direct result of these interactions.

Each agency will provide targeted professional development opportunities to its faculty and staff to ensure that registration and enrollment procedures are streamlined, effective and inclusive. The effectiveness of this strategy will be determined by each agency and reports of progress will be shared and discussed during monthly business meetings.

To increase the persistence rate of the adult students within the region, the members have identified two important strategies to implement. Individually, and as a consortium, student performance data will be analyzed to identify student needs and provide ongoing professional development that will focus on improving the classroom experience for students and staff. It is expected that these efforts will result in changes to the instructional programs that will create an inviting and inclusive environment within which the students can thrive.

In an effort to offset the barriers that prevent many adult students from enrolling or attending regularly, members will establish partnerships with other agencies to provide support services such as childcare, transportation, and student success workshops. These partnerships could be developed with community agencies, within school districts, and county agencies. This strategy will be evaluated by the number of partnerships created, the breadth of student barriers addressed through the partnerships, and the impact on the persistence rate of the students.

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## Improve Integration of Services & Transitions

### Description of Objective \*

The ABOUT STUDENTS Consortium members agreed upon several strategies that were developed to improve the effectiveness of services within the consortium and result in increased student performance and outcomes. Leadership has identified the need to create a consortium-wide atmosphere in which students are not “intimidated” by returning to school. To accomplish this information regarding proven best practices for student onboarding will be gathered and shared among all schools to ensure a streamlined, clear, and manageable process for all students. As appropriate, staff development opportunities and site visits will provide the means for schools to incorporate the identified best practices. Progress of this strategy will be examined during monthly consortium business meetings.

Students frequently fail to follow through with attending school, or drop out, due to the length of time that will be required for them to complete their educational goals. To address this consortium leadership is determined to explore opportunities for schools to accelerate student learning. Schools will share information and ideas, then provide updates on the success of implemented changes.

If students feel connected to the school, attendance remains consistent and performance generally increases. Consortium members will expand the existing student recognition systems that celebrate student progress by highlighting student contributions to the school, acknowledging superior student attendance, and rewarding and highlighting students attaining their learning goals. Individual school sites will share their progress in this area with the consortium.

It is critical to obtain student input to gauge the progress and effectiveness of schools in serving their students. One method of obtaining this input is through student surveys. The consortium has committed to creating and implementing a universal student satisfaction survey that will be administered within all programs, and to course completers, to gather information regarding how the adult education programs might better serve learner needs. The results of these surveys will be shared and discussed during the consortium business meetings.

The consortium members have identified the tremendous need to increase the number of adult students who transfer to the community college from the other member schools. There is also an interest in expanding the number of students who dual enroll. To address these needs, the members have agreed that a critical strategy is to increase, or make more consistent, the community college advisor hours on the other members' campus.

Strategies have also been adopted that are intended to improve consortium members' relationships with existing business/community partners and to increase the number of partnerships. Accomplishing this will improve the effectiveness of the consortium's services by increasing the education and training opportunities for the region's adult students. Consortium members will recruit business partners who need specific training that will upskill their existing employees.

The results of community partner surveys will be reviewed, and members will adjust instructional and administrative practices, when reasonable and appropriate, to better meet the needs and expectations of community partners.

There is a tremendous need within the region for the expansion of current CTE training programs, and to establish new training programs. Some of these needed programs are extremely costly to develop and maintain. The consortium will seek grant

opportunities to subsidize such programs.

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## Improve Effectiveness of Services

### Description of Objective \*

The ABOUT STUDENTS Consortium will focus on improving the effectiveness of the consortium and its services beginning with the concept of Operational Excellence. Over the next three years, the ABOUT STUDENTS Consortium organization will concentrate on the following critical success factors: as a consortium, accurately collect data, offer quality Annual Professional Development Conference content, establish and maintain supportive leadership, and have clear roles and responsibilities for the consortium managers.

It was agreed that reconvening the data team activities to align all consortium members' reporting practices and processes was of vital importance. This will ensure that all members share a common understanding of data collection and reporting definitions. In order to provide better services for their students, members will analyze data to identify ways to improve instruction. Additionally, the consortium members will continue to use the data generated by BW Research to make informed decisions about potential career pathways for adult students and identify which students could benefit from the adult education programs offered by the ABOUT STUDENTS Members.

The ABOUT STUDENTS Consortium sponsors and plans an Annual Professional Development Conference for certificated teachers, classified support staff, and administration. The members of the consortium will insist that all schools be engaged in the planning process to ensure that relevant and quality content is provided for all who attend the conference. The consortium will also conduct a survey of agency staff to gather topics for the Annual Professional Development Conference.

Leadership for the ABOUT STUDENTS consortium has recently undergone significant changes. It is important for consortium managers to understand their new roles and responsibilities appropriately. As part of the leadership team's efforts, job descriptions for consortium managers will be developed in order to clarify roles and responsibilities, as well as a tool to measure the level of support from consortium managers.

The ABOUT STUDENTS Consortium will furthermore focus on People and Culture to improve consortium and member effectiveness. In the next three years, the consortium will strive to develop meaningful professional development programs that address learners' needs and continue to provide students with the proper textbooks, Chromebooks, and instructional supplies. The members also know that it is imperative for students and faculty to maintain a clean, safe, and well-maintained campus.

The members established coherent strategies to address the needs of adults; members will first create a school-wide event based on student input (Multicultural Day) that will cultivate an inviting, inclusive, and supportive school climate. Members will also provide ongoing training and support to promote and develop a positive school climate and culture.

In support of and to determine individual Professional Development needs, members, will utilize CALPRO's Instructor Competencies Self-Assessment and Management Competencies Self-Assessment, as well as the Consortium Program Quality Self-Assessment. Each member will coordinate with district human resources departments to include adult ed. staff and teachers in their wellness training/activities. By focusing on People and Culture, all members will be able to retain and develop skilled, student-centered administrators and staff who are empowered to use creative and forward-looking approaches to promote student success.

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## Activities & Outcomes

**Activity Name \***

Industry/Community Partnerships

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Cultivate mutually-beneficial industry and community partnerships that create meaningful opportunities and pathways for students. Alford Community Adult School (ACAS), Corona-Norco Adult School (CNAS), Moreno Valley Community Adult School (MVCAS), Riverside Community College District (RCCD), Riverside County Office of Education (RCOE), Riverside Adult School (RAS), and Val Verde Adult School (VVAS) will be responsible for the following critical success factors: interested and fully invested partnerships through identified program partners and executed MOUs/agreements. Industry/Community Partnerships will contribute to achieving short-term, intermediate, and long-term outcomes through the following success measures:

- Increasing the number of partnerships
- Increasing the number of externships
- Maintaining a minimum of 86% of partnerships that indicate they Strongly Agree/Agree that the relationships meet their established needs and expectations in the annual survey.
- Increase the number of industry/community partnership survey responses received in the annual survey.
- Increase the number of referrals from partnerships.

The CAEP objective that will be achieved in this activity is Objective 2, Improve Integration of Services & Transitions.

Establishing additional Industry/Community Partnerships will contribute to addressing and achieving targets and adult education metrics by

1. Recruiting business partners who need to upskill their workforce in order to increase partnerships.
2. Reviewing community partner surveys and adjusting member practices when reasonable and appropriate.
3. Providing direction in exploring additional grant opportunities to fund more career pathways.

**Short-Term Outcomes (12 Months) \***

- Maintaining a minimum of 86% of partnerships that indicate they Strongly Agree/Agree that the relationships meet their established needs and expectations in the annual survey.

**Intermediate Outcomes (1-3 Years) \***

- Increasing the number of partnerships
- Increasing the number of externships
- Increase the number of industry/community partnership survey responses received in the annual survey.

**Long-Term Outcomes (3-5 Years) \***

- Increase the number of referrals from partnerships.

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

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

**Responsible person(s)**

Name
Autumn Valencia
Craig Shiflett
Elsa Magana
James Neil Dawson
John Parker
Lijuan Zhai
Rachel Bramlett
Thoibi Rublaitus

**Activity Name \***

Student Enrollment

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

Grow and maintain student enrollment in all program areas reflective of the needs of our communities. CNAS, JAS, MVCAS, RCCD, RCOE, RAS, and VVAS will be responsible for the following critical success factors: effective (targeted) and culturally-responsive outreach and marketing. Members will provide inviting, inclusive, and supportive culture, and flexible schedules (instruction/support services). Increasing Student Enrollment will contribute to achieving short-term, intermediate, and long-term outcomes through the following success measures;

- Consortium-wide targets for enrollment are a +10% increase in year 1, +10% in year 2, and +10% in year 3
- Consortium-wide persistence rate is another critical success measure for increasing the persistence rate
- Analysis of students' performance data to identify student needs and provide ongoing professional development
- Advertise in multiple languages in print and on social media, billboards, movies, radio, local networks
- Continue to develop partnerships with RWDB, EDD, Chamber of Commerce, and local businesses
- Offer professional development and training for faculty and staff to ensure that registration and enrollment

The CAEP objectives that will be achieved with Student Enrollment will be Objective 1: Address Educational Needs. Student Enrollment will contribute to addressing and achieving targets related to student barriers by

1. Analyzing student performance data to identify student needs and providing ongoing professional development
2. Partner with the community, district, or county to provide childcare, transportation, and student success
3. Advertise in multiple languages on social media, billboards, movies, radio, and local networks, for the
4. Continue to develop partnerships with RWDB, EDD, Chamber of Commerce, and, local businesses
5. Offer professional development and training for faculty and staff to ensure that registration and enrollment

**Short-Term Outcomes (12 Months) \***

- Identify potential partners that will assist with the recruitment of students

**Intermediate Outcomes (1-3 Years) \***

- Increase the number of unduplicated enrollments

**Long-Term Outcomes (3-5 Years) \***

- Increase the persistence rate

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

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

**Responsible person(s)**

Name
Annamarie Montanez
Autumn Valencia
James Neil Dawson
John Parker
Lijuan Zhai
Lucie Gonzalez
Rachel Bramlett
Thoibi Rublaitus

**Activity Name \***

Student Success/Goals

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Provide equitable, inclusive, and quality instruction and support services that maximize student achievement and success. CNAS, JAS, MVCAS, RCCD, RCOE, RAS, and VVAS will be responsible for the following success factors; individual learner goals articulated, appropriate placement for all students, accountability for equitable learner outcomes, and effective hard and soft data. Student Success/Goals will contribute to achieving short-term, intermediate, and long-term outcomes through the following success measures;

- Increasing the number of completers.



- Increasing the number of college enrollments/transition to credit from K-12 Adult Ed and from college
- Maintain a minimum of 96.6% of students who strongly Agree/Agree that the programs they are enro
- Maintain a minimum of 98.9% of students who strongly Agree/Agree that the programs they are enro
- Maintain a minimum of 95.9% of students who indicate they strongly Agree/Agree people of all culture
- Maintain a minimum of 95.5% of students who indicate they Strongly Agree/Agree my school/college
- Maintain a minimum of 92.5% of students who indicate they Strongly Agree/Agree they are comforta
- Maintain a minimum of 95.3% of students who indicate they Strongly Agree/Agree teachers and staff

The CAEP objectives that will be achieved will be Objective 2 improving the Integration of Services and Transitions and Objective 3 Improving Integration of Services and Transitions. Student Success/Goals will contribute to addressing and achieving targets and adult education metrics by

1. Increasing or making consistent the RCCD advisor hours on each campus to promote transitions an
2. Gather and share proven best practices, related to onboarding to ensure a streamlined, clear, and ma
3. Create and implement a universal student satisfaction survey for all programs/course completions to
4. Identify strategies for accelerating learning to increase the number of completers
5. Expand the student recognition system to celebrate student progress by highlighting student contribu

#### Short-Term Outcomes (12 Months) \*

- Maintain current student satisfaction levels as indicated by surveys analyzing student belief that: program enrollment will help meet educational goals and career goals all cultures are included and respected within the school settings; they feel comfortable discussing their culture and background; all students are treated fairly within the school settings. Agree/Strongly Agree ratings are currently 96.6%, 98.9% 95.9%. 95.5%, 92.5% and 95.3 respectively.

#### Intermediate Outcomes (1-3 Years) \*

- Increase the number of completers

#### Long-Term Outcomes (3-5 Years) \*

- In the number of college enrollments/transitions to credit from K-12 Adult Ed and from college non-credit to credit.

#### Proposed Completion Date

06/30/2025

#### Adult Ed Metrics and Student Barriers

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

#### Responsible person(s)

Name
Annamarie Montanez
Autumn Valencia
James Neil Dawson
John Parker
Lijuan Zhai
Lucie Gonzalez
Rachel Bramlett
Thoibi Rublaitus

**Activity Name \***

Operational Excellence

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

Foster an organizational culture of excellence and continuous improvement. ACAS, CNAS, MVCAS, RCOE, RAS, and VVAS will be responsible for the following success factors; accurate data, quality conference content, supporting leadership, and clear roles and responsibilities. Operational Excellence will contribute to achieving short-term, intermediate, and long-term outcomes through the following success measures;

- Ensuring 100% alignment of reporting procedure within the members
- A minimum of 80.5% of conference attendees indicate they were Highly Stratified/ Satisfied with the a
- A minimum of 90% of the leadership team indicate they are Highly Satisfied/Satisfied with the level of

The CAEP objectives that will be achieved are Objective 3 Improve Integration of Services and Transitions. Operational Excellence will contribute to addressing and achieving targets and adult education metrics by

1. Restarting data team activities to align data gathering and reporting practices and processes.
2. Develop job descriptions for consortium managers to clarify roles and expectations.
3. Develop an evaluation tool to assess the level of support from the consortium managers.
4. Engage all members in planning the Annual Professional Development Conference to ensure releva
5. Conduct a survey of agency staff to gather topics for the Annual Professional Development Conferen
6. Regularly analyze data to identify ways to improve instruction to provide better services.
7. Continue to use data from BW Research to make informed decisions as a consortium.

**Short-Term Outcomes (12 Months) \***

- Have a minimum of 90% of the leadership team indicate they are Highly Satisfied/Satisfied with the level of support they receive from the consortium’s leadership.

**Intermediate Outcomes (1-3 Years) \***

- Have a minimum of xx% of conference attendees indicate they were High Satisfied/Satisfied with the conference content in the post-conference survey.

**Long-Term Outcomes (3-5 Years) \***

- 100% alignment of reporting procedures

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

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

**Responsible person(s)**

Name
Autumn Valencia
Craig Shiflett
Elsa Magana
James Neil Dawson
John Parker
Lucie Gonzalez
Rachel Bramlett
Thoibi Rublaitus

**Activity Name \***

People and Culture

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

Attract, retain, and develop skilled, dedicated student-centered administration and staff who are empowered to use forward-thinking and creativity to promote student success. ACAS, CNAS, JAS, MVCAS, RCOE, RAS, and VVAS will be responsible for the following success factors: meaningful professional development that focuses on adult learners’ needs; having appropriate (sufficient) textbooks, Chromebooks, and instructional supplies, and providing a clean, safe, well-maintained campus. People and Culture will contribute to achieving short-term, intermediate, and long-term outcomes through the following success measures;

- Increasing percentage of faculty and staff that indicate they Strongly Agree/Agree the professional de
- Increase percentage of faculty and staff that indicated they Strongly Agree/Agree their department re
- Maintain a minimum of 80% of faculty and staff that indicate their staff spontaneously comes together
- Increase participation in professional development to at least one per year per employee

The CAEP objectives that will be achieved are Objective 3 Improve effectiveness of services. People & Culture will contribute to addressing and achieving targets and adult education metrics by

1. Promote student-centered school-wide activities (Multicultural Day), to create an inviting, inclusive an
2. Provide ongoing training and support to promote and develop a positive school climate and culture.
3. Conduct CALPRO's Instructor Competencies Self-Assessment and the Management Competencies
4. Coordinate with district human resources departments to include AE staff and teachers in their wellne

#### Short-Term Outcomes (12 Months) \*

- Increase participation in professional development to at least 1 per year per employee

#### Intermediate Outcomes (1-3 Years) \*

- Increase the percentage of faculty and staff that indicate they Strongly Agree/Agree the professional development offerings available are useful to their professional growth in the annual survey.
- Increase the percentage of faculty and staff that indicated they Strongly Agree/Agree their department regularly explores new ideas to address identified students learning needs in the annual survey.

#### Long-Term Outcomes (3-5 Years) \*

- Maintain a minimum of 80% of faculty and staff that indicate their staff spontaneously comes together to solve problems of teaching and learning in the annual survey.

#### Proposed Completion Date

06/30/2025

#### Adult Ed Metrics and Student Barriers

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

#### Responsible person(s)

Name
Annamarie Montanez
Autumn Valencia
Craig Shiflett
Elsa Magana
James Neil Dawson
John Parker
Lucie Gonzalez
Rachel Bramlett

## Funds Evaluation

### Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
<a href="#">Alvord Unified</a>	\$546,904	Certified
<a href="#">Corona-Norco Unified</a>	\$2,113,934	Certified
<a href="#">Jurupa Unified</a>	\$1,781,219	Certified
<a href="#">Moreno Valley Unified</a>	\$1,721,532	Certified
<a href="#">Riverside CCD</a>	\$942,023	Certified
<a href="#">Riverside Co. Office of Education</a>	\$1,116,914	Certified
<a href="#">Riverside Unified</a>	\$3,876,779	Certified
<a href="#">Val Verde Unified</a>	\$652,271	Certified
<b>Totals</b>	<b>\$12,751,576</b>	<b>8/8 Certified</b>

#### Funds Evaluation \*

The ABOUT STUDENTS Consortium members approved major changes to the local annual funding allocations. Due to the amount of carryover funding as a result of the two-year impact of the pandemic, Riverside Adult School (RAS), recommended that a portion of their share of the proposed 2022-23 COLA, \$157,827, be reallocated on an ongoing basis to Val Verde Adult School (VVAS). VVAS is the newest adult school within the consortium and had the smallest allocation within the consortium. VVAS is the only member with no carryover funding and the school's attendance

area has been identified as the area containing the largest potential for adult education growth according to the 2019 BW Research Partnership Report.

The consortium's allocation was further changed with a redistribution of a portion of the Leadership Funds budget. The members approved a reallocation amount of \$200,000 beginning with the 2022-23 fiscal year. Just over half of this amount, \$100,004, will go to VVAS and the remaining amount, \$99,994, will be divided evenly between six of the other seven members. These changes will be ongoing and will support the goals of the three-year plan to increase enrollments and student persistence consortium wide.

Seven of the eight consortium members will focus on eliminating excessive carryover funding. As schools recover from the effects of the pandemic, the carryover amounts will no longer exceed the CAEP guidelines and be within any limits set by pending or future legislation.

There are other funding sources available to members of the consortium that will be leveraged to accomplish the goals and objectives of the Three-Year Plan. CalWORKs funding is available to all members and will be used to increase focused efforts on the barriers facing the low literacy adults returning to school and increase the persistence and performance of this group. The funding available to the community college district will be used to work with the local adult schools to increase transitions from the local adult education programs to the college credit programs.

WIOA funding has been awarded to seven of the eight members and allows increased programming and support services to be provided to students needing basic skills remediation and/or completion of the high school diploma or equivalent. The number of students within the ABOUT STUDENTS region requiring such assistance is significant according to BW Research Report, Census Data, and WIB demographic information.

## Certification

### Alvord Unified - Member Representative

**Craig Shiflett**

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Approved by Craig Shiflett

06/13/2022 10:59 AM PDT

### Corona-Norco Unified - Member Representative

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06/13/2022 03:56 PM PDT

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06/16/2022 08:00 AM PDT

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06/20/2022 08:27 AM PDT

**Riverside CCD - Member Representative**

**Lijuan Zhai**

Associate Vice Chancellor of Educational Services and Institutional Effectiveness

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Approved by Lijuan Zhai

06/20/2022 08:50 AM PDT

**Riverside Co. Office of Education - Member Representative**

**Ms. Lucie Gonzalez**

Principal

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Approved by Ms. Lucie Gonzalez

06/13/2022 10:50 AM PDT

Riverside Unified - Member Representative

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06/13/2022 10:50 AM PDT

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06/20/2022 10:26 AM PDT



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