# Riverside ABOUT STUDENTS Consortium Annual Plan

2018-19

## Plans & Goals

### Executive Summary

Please provide an executive summary of your consortium's implementation plan for the **2018-19** program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three year adult education plan. Include a clear and concise description of your consortium's vision, list accomplishments made during the prior program Year, and list primary goals for the upcoming Program Year.

The ABOUT STUDENTS Consortium for Adult Education will continue to devote its efforts and resources to the expansion of the key program areas, including basic and secondary skills, English as a Second Language and immigrant services, and short-term Career Technical Education.  The consortium will continue to explore and provide additional opportunities to serve students needing workforce preparation, support for k-12 success, and adults with disabilities.  In alignment with the Three-year Plan, the local regional data demonstrates the need for additional services in areas lacking adult education services.  Members plan to increase course offerings in ABE and ASE academic classes, ESL, and short-term CTE to better serve the region and increase enrollment.  Additionally, members will focus on expanding our current processes for transitioning students to postsecondary education through educational advisors, campus tours and informational workshops.  The ABOUT Students Consortium will strategically expand its outreach connecting students to programs needed in the community.  Our goals includes increasing enrollment, expanding career pathways, increasing transition services to postsecondary education, and increasing effective outreach in our communities.  The ABOUT STUDENTS will emphasize its work to increase student completions and transitions to improve higher education opportunities, workforce attainment and reduce recidivism for incarcerated adults.  During the 2017/18 school year, the ABOUT STUDENTS Consortium has improved outcome data, provided regional professional development, and built support with community and educational partners, which has resulted in better service to students in our community.  Members are committed to share, continue, and expand successful practices that will strengthen our regional adult education programs.

### Regional Planning Overview

Although this 2018-19 annual plan, and the strategies, are based on your current 3- year plan, how is your consortium organizing and planning for the next 3- year plan due in May/June of 2019? How will your planning process for the next 3- year plan be different than the original process some 3 years ago?

The ABOUT STUDENTS Consortium will take a similar approach used when establishing the preliminary plan to develop the next 3-Year Plan.  Our members will work with regional data to develop strategies for further program expansion.  We will systematically analyze robust regional data and incorporate information from the Riverside Workforce Development Center and Employment Development Division, and reflect on enrollment and outcome data for the past 3 years.  We will use research employment

opportunities in the region to inform our goals and strategies for the upcoming 3-Year Plan.  Our members will share successes and challenges experienced with implementing our plan and identify regional priorities.  During a Leadership Retreat, member representatives convened to discuss foundational elements of vision, mission, goals, strategies, and tactics that would serve as the basis for our plan development.

The consortium will seek the input of community partners, educational faculty and leaders, employers, and students as we formulate our regional plan.  The current consortium member representatives have participated in the annual planning process and their experience will contribute to the development of an informed, well-considered 3-Year Plan.  Our expectations are that through the involvement and leadership of the current member representatives, valuable input will be gathered, local and regional priorities will be aligned, and strategies identified to address consortium sustainability, access and capacity, alignment of transitions and pathways, and outreach and support services.

## Meeting Regional Needs

What are the primary gaps/ needs in your region? How are you meeting the adult education need in your region, and identifying the gaps or deficits in your region? Please provide the reasons for the gap(s) between the need in the region and the types and levels of adult education services currently being offered. (-> OR please explain the gaps between the need in your region and the types and levels of adult education services currently being offered)

- Gaps in service/regional need
- How did you know? What resources did you use to identify these gaps?
- How will you measure effectiveness /progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.

### Regional Need #1

Gaps in Service/regional needs *

The Consortium has identified primary gaps in services that will be the focus of our expansion plan for the region.  Members have determined that sub-regions contain varying needs unique among the districts. Similarities have enabled us to categorize the gaps into three distinct types:  basic and lower level skills, in English literacy, introductory or foundational CTE skills, and workforce readiness skills. Strategies should further develop opportunities for transitions to post-secondary.

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

Regional needs are determined by the data available from a variety of resources including the Riverside Workforce Development Board, local district data, student surveys and business partners.  Data from the census as well as other relevant indicators is utilized.   We will also address needs identified through local community partners and organizations.  A thorough analysis of the gaps in services based on the regional services study conducted with the help of economic consultants was shared with members at a Leadership Retreat.  Members participated in strategic planning activities that supported data-driven

focus on addressing gaps in services in the region. Members have gained valuable information to better identify gaps of services in our region.

Additionally, members use agency data to better understand gaps in services and instructions. Testing results from TOPS PRO Enterprise, end-of-year exams and formative assessment results are integrated into identifying gaps for students enrolled in ABE, ASE, ESL programs.

**How will you measure effectiveness/ progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.**

Members will continue to measure effectiveness through the use of student data from TOPSPro data and student information systems. Specifically, we will analyze the number of students who complete each of the programs and compare to the number of student completers from previous years. Attendance data will also be used to correlate seat time with completions. This will assist members with program improvement and effective decision- making strategies. Consortium members will continue to evaluate progress and:

- We will measure effectiveness by monitoring "student outcomes."
- We will measure progress toward meeting the needs in our community by maintaining communication with our partners and by reviewing the data from the WDB.
- Local indicators will be:
  - Improved student assessments (increasing scores)
  - Increased student outcomes (job acquisition and promotions)
  - A drop in unemployment rates
  - A rise in graduation rates
  - A rise in college admissions

To measure the effectiveness of transitioning students to college, the college member will measure:

- # of prospective college students that received
- # transitional services
- # of prospective college students # apply
- # of prospective students that enroll
- # of students that complete a noncredit course
- # of students that complete a CDCP certificate

## Gaps in Services

2018-19 Strategies: What strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of services? (You must list at list one.)

**Identify strategies planned to incrementally increase capacity in identified gap areas as well as strategies that help maintain established levels of services. These might include, but are not limited**

**to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts. List identified programming and service gaps, including lack of providers, services, access, attainment, and/or performance.**

### Strategy #1

Increase course offering in basic literacy skills including adult basic education and English as a Second Language.  One tactic is to increase the number of instructional hours/days offered in ESL from two days a week to four days per week. Implementing an ABE program geared towards helping students gain the skills needed to bring their CASAS score higher and improve reading and math skills prior to moving the student into the GED program will address the need of basic skills development.

### Strategy #2

The need to offer more introductory foundational CTE courses to prepare adult school students for colleges and technical courses is one area where gaps were identified. CTE pathways will be built to address the lack of training in specific industries. Short-term CTE career pathway development will include courses in manufacturing, logistics and warehousing, transportation, construction, and health care.  Additional CTE course offerings will include online courses.

### Strategy #3

Members plan to expand transitional support services into post-secondary education.  The community colleges will build on the educational advising, workshops, noncredit courses and technical assistance labs conducted in the 2017-18 school year. Community College and K-12 adult education staff will continue to work together to address the curricular and instructional needs for increasing the number of adults students who transition into credit bearing classes at the community college.

### Strategy #4

Members plan to address the gap of workforce readiness by increasing courses that will better prepare students for the competitive job market. Students need soft skills, workforce readiness skill, along with basic vocational courses. Implementing a transition to job skills class will support workforce readiness.

### Strategy #5

Members will hire additional staff members for impacted programs and developing programs such as CTE and civics education.  Members will continue to provide academic counseling to students enrolled in adult education.

## Seamless Transitions

2018-19 Strategies: What new and/or existing strategies are planned to integrate existing programs and create seamless transitions into postsecondary education or the workforce? (You must list at least one)

**How will the consortium align and connect existing and the future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Strategies should address how the consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.**

### Strategy #1

Each of the three colleges house an educational advisor who focuses on providing transitional assistance to adult learners. Advisors will collaborate with college leadership to create an inviting and welcoming space on campus for adult learners. Advisors will also pilot a customized prospective student tracking system that will house the data necessary to nurture prospects through the cultivation and enrollment process, as well as allow managers to engage in data-based decision making.

### Strategy # 2

Creating coherent curricular pathways from adult school to college is necessary to enable a seamless transition. As adult schools build out their CTE offerings and the colleges expand their robust offerings, we will coordinate efforts to create linear pathways for transitioning students. Additionally, coordinated efforts will be made to, channel students to the programs and institutions best suited to meet their unique needs.

### Strategy # 3

In line with the community colleges' discussions with neighboring adult schools, the colleges will develop CDCP certificates to support adult learners with college preparation, career exploration and preparation, employability skills development, and job training. Colleges will pilot curricula as workshops offered to adult learners. Workshops will be taught by college faculty to ensure students receive the same quality experience as noncredit.

### Strategy #4

As we expand programs and student transitions into post-secondary education and/or career pathways, we will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

### Strategy #5

Members continue to offer ESL, high school equivalency/diploma and CTE instruction and work closely with the RCCD Education Advisor to ensure that students are near completion.  Students are introduced to the opportunities available to them through RCCD.  Articulated CTE programs with RCCD will provide credits that allow students to transition to college with a few college credits. This also serves as a confidence booster for the students who thought that they could not be successful in a college course and opens their mind to the possibility of college attendance.

### Strategy #6

A Job Skills course will be offered by a member where students who successfully complete the requirements are placed in substitute employment with RUSD in the areas of food service and custodial operations. Students work with the instructor and school district human resources employees to complete Edjoin application, certifications needed for employment, district assessments, interviews and training and after 4 weeks (pending background check) they are placed as employees.

### Strategy #7

To strengthen the college pathway of advanced ESL students, members will work with RCCD to integrate some ESL college curriculum into out ESL advanced curriculum to help our students move from adult schools directly into college credit classes without the need for remedial ESL classes.

## Student Acceleration

2018-19 Strategies: What new and/or existing strategies are planned to integrate existing programs and create seamless transitions into postsecondary education or the workforce? (You must list at least one)

**Identify strategies that you will implement and/or improve upon by specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate students' progress. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student's competencies (competency-based), and putting skills content into context of a student's goals and career path (contextualized).**

### Strategy #1

College readiness is dependent on far more than academic readiness. Blending the one-on-one approach of individual advising with faculty-lead group instruction will fill gaps in students' knowledge that could not be addressed by one approach alone. This robust effort will result in accelerating prospective college students transition as they acquire the information needed to transition in a quicker, more systematic fashion.

### Strategy #2

Members will prepare students for GED testing readiness sooner in the semesters. With passing rates already at a high rate of completion, accelerating testing could help student to complete GED completion goals sooner. The feedback indicates that students were better prepared than they thought. As a result, students will be encouraged to sign up to take tests earlier in the semester.

### Strategy #3

Teachers are encouraged to participate in Professional Development offered on-site and through our partnership with CALPRO, OTAN, and CASAS. Staff and faculty attend networking and local training provided by TAP. With additional training, teachers can focus on instructional strategies that target accelerated learning.

### Strategy #4

One member's high school diploma program will move to be 100% web based (with in-class instruction as needed) where by students utilize the Grad Point Learning Management System. The competency-based learning system will support accelerated learning for students to graduate. Students will also use the GED prep online resource (Aztec), which will be new this year for some students. Additional online platforms will be used including GED prep online (Aztec) Odessyware and Burlington English to accelerate student progress.

### Strategy #5

A member will continue to offer CTE courses that are articulated to RCCD credit programs. The goal is for students to be able to enter RCCD certificate or degree programs with these credits in order to complete the certificate/degree in a timelier manner. Other members plan to articulate short-term CTE courses with RCCD to accelerate student progress.

## Shared Professional Development

2018-19 Strategies: What new and/or existing strategies are planned to integrate existing programs and create seamless transitions into postsecondary education or the workforce? (You must list at least one)

**Professional development is a critical element to ensure the effective implementation of the consortiums plans to improve adult education programs. Professional development fosters learner's persistence and goal achievement. It serves to equip faculty and staff with the skills, knowledge, and tools needed to deliver high- quality instruction and support strategies. Significant and effective professional development is required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.**

### Strategy #1

Regional professional development summits were held in 2017-18 for staff and teachers to learn from field experts and to network with regional partners. A Leadership Retreat for all member representatives took place in July 2018 for annual and strategic planning. The consortium plans to continue to support regional professional development days in which staff and teachers from each organization can participate and benefit from a local conference opportunity.

### Strategy #2

Staff members and faculty have been trained in Accelerated Pathways and ELP Standards and will hold regional workshops. Blended learning model strategies will be shared to accelerate course completions. CASAS and TOPSpro network meetings are planned to support regional professional development. Most members participate in meetings and trainings provided for effective data and accountability reporting.

### Strategy #3

Select college and faculty personnel will also participate in state-wide conferences relevant to the adult education. Additionally, each member's staff will continue to participate in professional development days during the semester to share promising practices. In order to meet their increased responsibility of gathering and managing data, educational advisors will also participate in a data systems training sequence.

### Strategy #4

In August 2018, the teachers from two members will jointly engage in professional development sessions and work together to further their partnerships. The sessions will involve collaboration in addition to reflecting upon the accomplishments and challenges encountered during the previous year. Teachers will set goals towards improving student outcomes during this professional development.

### Strategy #5

Resources for Professional Development include:

- Attending workshops, conferences, and online trainings offered by CALPRO, OTAN, and CASAS
- Members also provide local on-going professional development across the districts.
- Members have developed a Professional Development Plan that includes on-going PD.
- Attending training from Burlington English, Aztec, and OdysseyWare.

### Strategy #6

Members will continue to support staff in monthly local professional development days on curriculum teaching strategies. Technology trainings such as Google Docs, Google Expeditions, Google Classroom, CODE.org. Members will continue teacher collaboration on curriculum, best practices, classroom management. They will provide outside trainers to address areas of need that our teachers request in-service.

### Strategy #7

One member plans to provide Coordinator for Innovation in Instruction to work with teachers upon request.  The new position will support individual professional development unique to each instructor.

## Leveraging Resources

2018-19 Strategies: What new and/or existing strategies are planned to integrate existing programs and create seamless transitions into postsecondary education or the workforce? (You must list at least one)

**Identify strategies planned to leverage existing regional structures and utilization of resources, including leverage existing assets or structures to benefit the adult learners in the region. These assets or structure might include, for example, contributions from, or collaborations with, local Workforce investment boards (WIB's), Industry employer groups, chambers of commerce, and county libraries.**

### Strategy #1

Utilizing existing structures at school districts to provide services for adult students is an opportunity to leverage resources. Providing CTE classes on high school campuses or ESL classes at other school campuses is an example of leveraging resources that members will continue to explore and utilize. Partnership with the neighboring districts and continuation high schools which offers CTE classes during the day will continue to benefit students and communities.

### Strategy #2

Adult Education funding will be braided with college financial resources to develop, and ensure the necessary infrastructure for, noncredit certificates, individual counseling to prospective students after they have worked with an advisor to advance to the final stages of the matriculation process, and support the outreach services that complement the educational advising offered at the adult schools.

### Strategy #3

Members, adult schools and colleges, will continue to work together to share facilities and ensure easier access to services for potential students. Individual advisors work with students in office space provided by the adult schools and faculty conduct workshops in adult school classrooms.

### Strategy #4

Members are developing partnerships with community organizations and educational institutions, such as the AUMT Institute ("The Phlebotomy School").  Adult students benefit from the instruction, the certification, and assistance with job placement after completing the course.  Other partnerships with

United Way, local cities, the Department of Public Social Services, and more provide classroom space with little or no cost to the member.

### Strategy #6

A member has started a partnership with a temporary employment agency to get 2 week assignments for students that have completed a stage of their CTE coursework so they can get a work experience component and get paid for it.  We hope to expand that to more students in 18-19

### Strategy #7

One member is in discussion with Riv-Co Probation Dept. to increase our ASE offering at their site from part time to full time.  Probation staffing at community correction sites are being called upon to recruit and enroll their clients in our CTE offerings at their sites.

### Strategy #8

One member has added a component to the Riverside Co Youth Treatment Facility (YTEC) to make available CTE online and workforce readiness skills to their 18 year old transitional students that have already completed their diploma or HSE.

## Fiscal Management

**Please provide a narrative justifying how the planned allocations are consistent with the annual adult Education plan which is based on your AEBG 3- year plan? ***

The planned allocations will be spent in direct alignment with the goals identified and the gaps in service.  Support for programs and personnel to implement these programs will be the primary focus and utilization of the funds.  Ultimate goal of funding will be to prepare students for academic transition or workforce.  Increasing outreach and student support services, aligning transitions and pathways, and increasing access and capacity are drawn verbatim from the themes identified three year plan and encapsulate the spirit of the Adult Education Programs legislation.  The funding allocation will be spent exclusively on the described activities, which will advance the consortium's goal of transitioning students to higher education and the workforce.

Members are using their AEP allocation to increase capacity in basic skills, secondary education, English as a Second Language, and short-term Career Technical Education for all students.  Within the county jail, allocation will be used to build up the logistics program, and incorporate more online CTE offerings to assist student job seekers in a wider range of industry areas.

**Please describe your approach to incorporating remaining carry- over funds from prior year(s) into strategies planned for 2018-19***

Consortium members are strategically utilizing carry-over funds from prior years to complete activities planned in program development. Additional staff and instructors are being hired into vacant positions, equipment and materials are being purchased, expenses related to program expansion and growth is also reducing carry-over funds.

RCCD has developed a thoughtful and sustainable approach to leveraging carryover funds to maximize the impact of California Adult Education dollars. The amount of the currently year's allocation will support the base operations that will continue to be supported by these funds for the foreseeable future- costs to sustain the work of educational advisors, corresponding administrative staff, and faculty special projects for curriculum alignment. Carryover funds will be spend down on one-time costs that will create FTES generating transition mechanisms (noncredit courses), and costs that can be transitioned to other funding sources. This method allows RCCD to leverage carryover funds for maximum results without committing to covering ongoing costs that would not be sustainable once the carryover is exhausted.

RCOE currently has all of adult education positions filled for the start of the 2018-19 school year. The Logistics instructor, attendance and registration technician (ART) data and accountability oversight were all added/supplemented out of our AEBG carryover funding. RCOE is on target to spend down its carryover.