



Southwest Riverside County Regional Adult Education Consortium

Final Comprehensive Regional Plan March 1, 2015

Grant # 13-328-35

AB86 COLLABORATING TO BETTER SERVE
THE EDUCATIONAL NEEDS OF ADULTS

Southwest Riverside County Adult Education Regional Consortium

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We would also like to thank the many teachers, site administrators, and community partners that participated in the workgroup meetings. Your input was invaluable in helping to create this plan.

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Southwest Riverside County Adult Education Consortium (SWRCAEC)

Organizational Structure

Member Organizations

The Southwest Riverside County Adult Education Consortium (SWRCAEC) is made up of Mt. San Jacinto College and eight K-12 school districts within its service area. They are:

- Banning Unified School District
- Beaumont Unified School District
- Hemet Unified School District
- Lake Elsinore Unified School District
- Murrieta Valley Unified School District
- Perris Union High School District
- San Jacinto Unified School District
- Temecula Valley Unified School District
- Mt. San Jacinto Community College District

Partner Organizations

In addition to our members we have been joined by several partners in the community. They are:

- EDA, Workforce Development Division
- WIB – Workforce Investment Board
- DPSS, CalWORKs/GAIN Program
- Riverside County Office of Education (RCOE)
 - RCOE – Alternative Education/Come Back Kids
 - RCOE – Desert Edge School and Testing Center
 - RCOE – Division of Educational Services, Career Technical Education

Shared Leadership Strategies

Shared project management is essential to ensuring that effective collaboration exists among all partners, that planning objectives will be met, and that project deliverables will be completed within the timeframe defined in the Certificate of Eligibility document.

The Southwest Riverside County Adult Education Consortium has proactively met monthly since November 2013 to design the organizational framework for the comprehensive planning cycle. Specifically, the Superintendents of each of the eight school districts within Mt. San Jacinto College's service area, along with the Superintendent/President of Mt. San Jacinto College, the Riverside County Office of Education, and regional adult education staff met to discuss the overall role of the college and school districts in the AB 86 grant. As a result of this collaborative

discussion, it was determined, through consensus that Mt. San Jacinto College would act as the fiscal lead. Mt. San Jacinto College was selected by the consortium members to facilitate the AB 86 grant efforts given its extensive experience and success with large multi-faceted categorical programs, its strong existing partnerships with the eight school districts, and its ability to lead large-scale projects with diverse community partners, agencies, industry members and school districts.

The AB 86 project will employ practices and procedures that promote effective and efficient grant administration. Inherent in the management structures will be monitoring and reporting systems to ensure sound financial management, effective communication, and efficient project operation leading to the achievement of the project objectives. The comprehensive plan for ensuring feedback and continuous improvement allows for input at all levels, consistent and frequent communications, and monthly meetings.

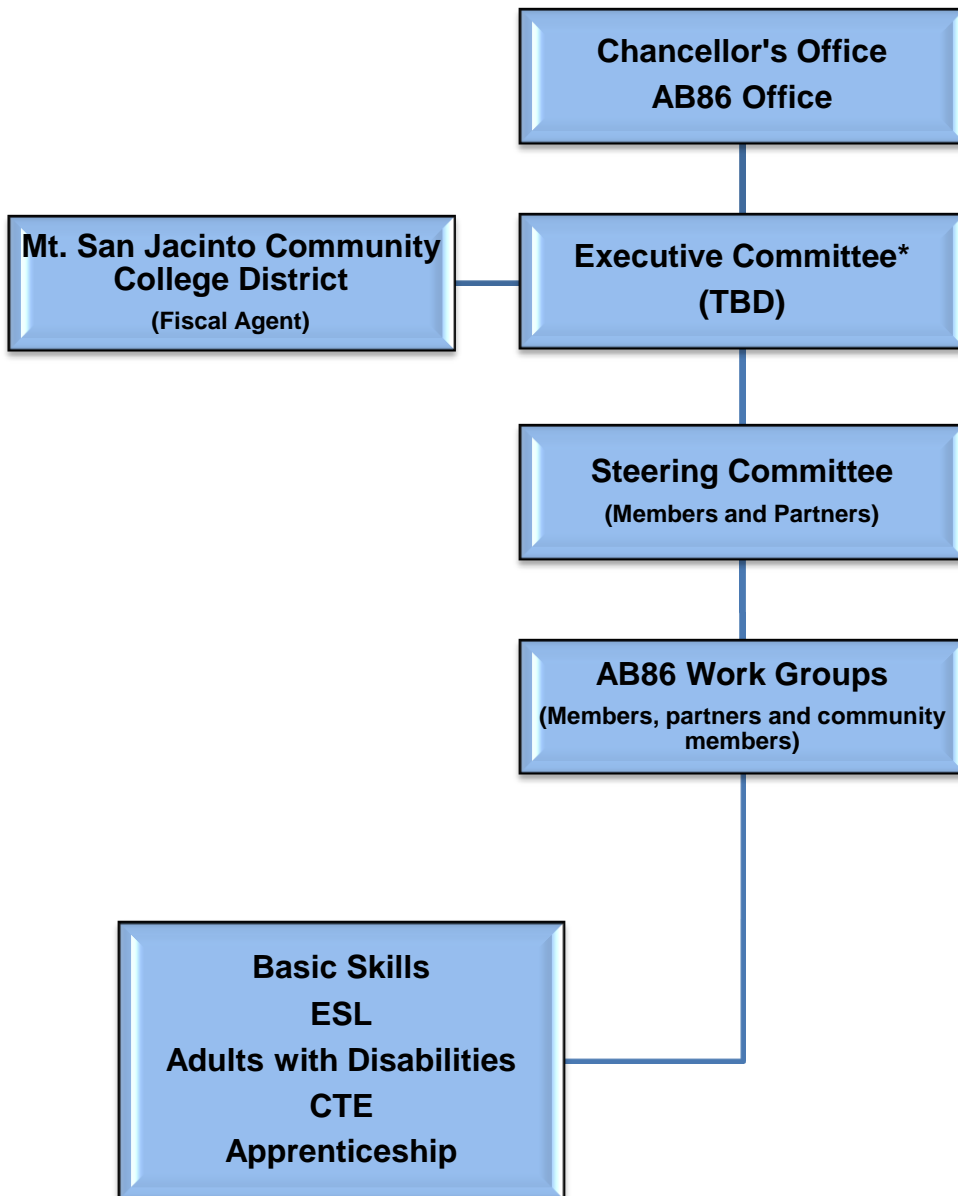
The organizational structure of the consortium has continued to evolve and at the December 5, 2014 steering committee meeting the current structure was laid out. Specifically, the consortium's organizational structure is as follows: The consortium has been organized into a three-tiered decision-making body—an executive committee, steering committee, and working groups which will address the five program areas identified in AB 86. At each stage of the planning process, this leadership structure is intended to facilitate the refinement of the regional comprehensive plan to reach a better understanding of what needs to be achieved and how it can be accomplished.

The executive committee will involve decision makers from our K-12 districts, the community college and other stakeholders in our region to ensure that decisions are made and that action is taken to achieve the identified goals and outcomes for our region.

The steering committee consists of eleven members with representation from each of the following: the eight member school districts, MSJC, Riverside County Office of Education, and the Department of Public Social Services. The steering committee will review recommendations from the workgroups assigned to address the five program areas of AB 86.

The workgroups include teachers, faculty, community groups, non-profits, and government agencies. The workgroups will continue to collect and discuss information on their program area and generate recommendations, which will be reviewed by the steering committee before passing on to the executive committee. The groups will be dissolved once their work is completed and other Ad Hoc's created as needed.

SWRCAEC Organizational Chart



*Final decision making body

Description of Teacher and Faculty Involvement

Program area workgroups made up of teachers and faculties have been meeting to draft strategies for Objectives 3, 5, 6, & 7. Future meetings have been scheduled to further develop plans by program area (ABE/ASE, Classes for Immigrants, Short-Term CTE, Programs for Apprentices, and Programs for Adults with Disabilities). These plans will include creating pathways so that students can more easily move from the K-12 system to non-credit programs, higher education or employment. The workgroups will also explore proven practices to accelerate student's progress towards their goals.

Communication Plan

The consortium staff and chairs will distribute grant materials or products regarding the planning process to all members, partners, adult education providers and other organization in a variety of formats. The consortium staff and chairs will compile relevant information and updates regarding the grant award, timelines, major milestones, and overall goals and objectives and will present this information to each of the eight school district superintendents and key adult education leaders regarding the grant so that support for and awareness of the planning project is wide-spread. These meetings will ensure that each district is aware of the grant award, the role and responsibility of each member, and the overall goal to complete a regional comprehensive plan. The consortium is committed to keeping the school districts well-informed.

As progress is made to the development of the comprehensive plan, grant materials and products will be disseminated to the consortium members and partners on an ongoing basis. The grant project manager will hold at least one face-to-face meeting with the consortium per month. As deemed necessary, conference calls will also be scheduled and used to disseminate grant materials and products regarding the planning process. Additional updates via meetings or conference calls will be provided to district Superintendents and key district staff prior to key deadlines outlined in the project timeline.

In addition, all work products will be available on the consortium's website, which is being redesigned. The website will be the most efficient means to provide outreach to key stakeholders and allow open access to information regarding the project.

Description of the regional area

The Southwest Riverside County Adult Education Consortium serves a 1,700 square mile area in central and southwestern Riverside County. It stretches 45 miles east to west to include the communities of Banning, Beaumont, Idyllwild, San Jacinto, Hemet, Perris, Sun City, Lake Elsinore, Canyon Lake, Murrieta, Menifee, Temecula, Aguange, and Anza. It has a population of approximately 626,000. Economic activity includes a

varied agricultural industry, light manufacturing, tourism and a thriving service sector meeting the needs of the region's growing population.

Description of Planning Process

The planning process has been designed to draw on the expertise of program area experts, liaisons, and community-based organizations in the region.

Past collaborations between the community college district and school districts have been primarily informal and relied heavily on personal associations between staff members of the two organizations. The regional consortium members recognize this as a past weakness and intend to develop more formal structured agreements that will remain in place through a variety of organizational changes. Additionally, the specific need of each community represented in this consortium will be reviewed. Current services, instructional programs, and research data will guide the planning process.

Since April of 2014, the Southwest Riverside County Adult Education Consortium planning process has been guided by the following principles:

- ❖ Focus on the needs of the region (vs. individual districts)
- ❖ Develop programs based on principles and standards of accreditation
- ❖ Ensure that students can complete a program of study (including graduation)
- ❖ Be true to principles of AB 86 (legislation/jails)
- ❖ Be guided by data through a process of consensus and feedback/input from constituents (students, teachers, community)
- ❖ Be administratively efficient
- ❖ Leverage resources and be inclusive of consortium members and partners
- ❖ Keep stakeholders well informed and maintain transparency
- ❖ To the extent possible, protect human resource interests and create transition plans
- ❖ Ensure that clients are receiving all necessary services

Demographic Profile of Region

See Overview and Description of Region, page 13.

Economic Profile of Region

See Labor Market, page 21.

REGIONAL COMPREHENSIVE PLAN OBJECTIVE #1

Consortium Plan Objective #1:

An evaluation of current levels and types of adult education programs within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Narrative:

The following narrative describes the services and programs provided by the consortium members and partners in the Southwest Riverside County Adult Education region for each of the five program areas listed in AB86. In addition, an evaluation of adequacy and quality in these five program areas is provided.

Program Area 1: Elementary and Secondary Basic Skills

Within the Southwest Riverside County Adult Education Consortium, eight of the ten consortium members and partners offer courses in elementary basic skills. The courses are taught at six of our eight adult education sites and two of the community college sites. In addition, the Riverside County Office of Educations Jail Program also offers elementary basic skills, which is within our regional boundaries.

Secondary Basic Skills are offered by nine of the ten consortium members and partners. Courses offered include GED and High School Diploma. These courses are taught at fourteen sites within our region. Currently, the Riverside County Office of Educations Jail Program also offers adult secondary education programs, which is within our regional boundaries.

Enrollments over time for members and partners in program area 1 are included in the table below. Highlights include:

- The Southwest Riverside Consortium Region experienced a 43% decrease in elementary and secondary basic skills course enrollment between 2008-09 and 2013-14 across all adult schools and MSJC.
- Perris Adult School experienced the greatest decrease, 77%, in enrollment between 08-09 and 13-14 (Table 1).

- While, Murrieta Valley Adult School reported an increase in enrollment, 61%, their enrollment numbers were significantly smaller than other adult school sites in 2008-09 (n=175).

In addition to the member organizations, one partner, RCOE Adult Jail, provided elementary and secondary basic skills courses. They had an enrollment of 1,072 students during the 2012-13 school year.

Table 1: Unduplicated Elementary and Secondary Basic Skills Enrollment

Program Area 1: Elementary and Secondary Basic Skills				
	Enrollment FY 08/09	Enrollment FY 12/13	Enrollment FY 13/14	% Change Between 08/09 and 13/14
Banning	375	340	315	(-16.0)
Beaumont	540	458	413	(-23.5)
Hemet	--	571	--	--
Lake Elsinore	1024	560	623	(-39.2)
Murrieta Valley	175	176	282	+61.1
Perris	1572	373	364	(-76.8)
San Jacinto	--	407	--	--
Temecula Valley	612	370	230	(-62.4)
Total Adult School	3923	3015	1912	(-51.3)
MSJC	--	340	340	--
Total Member	3923	3355	2252	(-42.6)
RCOE-Jail	--	1072	--	--
Total Member & Partner	3923	4427	2252	(-42.6)

Program Area 2: Classes for Immigrants (ESL, Citizenship, Workforce Prep)

The English as a Second Language (ESL) and Citizenship Program is the largest of the five program areas in the Southwest Riverside County Adult Education Consortium. ESL courses are taught at 30 sites within our region. ESL classes are offered at seven of the ten member site locations and at 22 off-site locations. In addition, the Riverside County Office of Educations Jail Program also offers ESL programs, which is within our regional boundaries. To accommodate our students' needs, the 30 sites have a variety of ESL courses including, Beginning, Intermediate, Advanced, Leveled and Multi-Level classes. In addition, credit ESL courses are offered at the community college.

Citizenship is currently being taught at eight sites within our region. EL Civics and Workforce Preparation Classes in Basic Skills (also known as Vocational ESL or VESL) are offered at two sites within our region. Citizenship services are also available at some community centers.

Member enrollment data over time is presented in the table below. Some key highlights are:

- The Southwest Riverside Consortium experienced a nearly 14% decrease in ESL, citizenship, workforce preparation course enrollment between 2008-09 and

2013-14 across all adult schools and MSJC. The adult schools alone, had a 46.6% decrease in enrollment.

- Temecula Valley and Perris Adult School went from having approximately 100, and 589 students, respectively, enrolled in 2008-09 and 2012-13 to having zero enrollment in 2013-14.
- Beaumont Adult School experienced the greatest decline in the number of students being served. They had 1,111 enrolled in 2008-09 and only 321 in 13-14 school year.
- Two adult schools, Lake Elsinore and Murrieta Valley, reported an increase in the number of students enrolled between 2008-09 and 2013-14.

Program 2: Classes for Immigrants (ESL, Citizenship, Workforce Prep)				
	Enrollment FY 08/09	Enrollment FY 12/13	Enrollment FY 13/14	% Change between 08/09 and 13/14
Banning	--	--	--	--
Beaumont	1111	307	321	(-71.1)
Hemet	--	160	--	--
Lake Elsinore	604	620	680	+12.3
Murrieta Valley	263	413	423	+60.8
Perris	589	--	--	--
San Jacinto	--	--	--	--
Temecula Valley	101	103	--	--
Total Adult School	2668	1603	1424	(-46.6)
MSJC	--	880	880	--
Total Member	2668	2483	2304	(-13.6)
RCOE-Jail	--	--	--	--
Total Member & Partner	2668	2483	2304	(-13.6)

Program Area 3: Education Programs for Adults with Disabilities

Among the Southwest Riverside County Adult Education Consortium, one of our ten members and partners offers programs for Adults with Disabilities. Three of our ten members and partners indicated, when needed, that curriculum is modified on an individual student basis by reviewing the student's IEP and orientation assessment results. For these students alternative materials approved by their districts for coursework are used. One member also provides sign language services for a hearing impaired student.

Enrollment data over time for programs for adults with disabilities is provided in the table below. Key points are:

- Only one adult school in the Southwest Riverside Consortium region offered an educational program for adults with disabilities during the 2008-09 school year with an enrollment of 78 students. By 2012-13, the program had been eliminated.
- Currently, there is one educational program for adults with disabilities offered through any of the region's adult schools and MSJC.

Program 4: Adults with Disabilities				
	Enrollment FY 08/09	Enrollment FY 12/13	Enrollment FY 13/14	% Change between 08/09 and 13/14
Banning	--	--	--	--
Beaumont	78	--	--	--
Hemet	--	--	--	--
ke Elsinore	--	--	54	--
Murrieta Valley	--	--	--	--
Perris	--	--	--	--
San Jacinto	--	--	--	--
Temecula Valley	--	--	--	--
Total Adult School	78	--	54	(-30.8)
MSJC	--	--	--	--
Total Member	78	--	54	(-30.8)
RCOE-Jail	--	--	--	--
Total Member & Partner	78	--	54	(-30.8)

Program Area 4: Short Term Career Technical Education with High Employment Potential

Within the Consortium, two of the ten members and partners offer courses in Short-Term Career Technical Education Programs (Short-Term CTE). In addition, the Riverside County Office of Educations Jail Program also offers Short-Term CTE programs, which is within our regional boundaries.

To help align our students' employability needs with the needs of the community, there are programs and certificates offered to help better prepare students to find employment within our region. Some of the programs include Licensed Vocational Nursing, Certified Nursing Assistant, and Basic Computer Skills. In addition, one of our members has established MOU's with Ed2go, Career Web School, and Pro Trainings which offer online education programs designed to provide the workforce skills necessary to enter a new field or advance in a current career.

The table below shows enrollments in short-term career technical education programs for members and partners over time. Key points include:

- The Southwest Riverside Consortium Region experienced a 68% decrease in short-term CTE course enrollment between 2008-09 and 2013-14.
- Only two member organizations offered short-term CTE programs: Beaumont Adult School and Lake Elsinore Adult School. Beaumont Adult School served 692 students and Lake Elsinore enrolled 108 during 2008-09.

In addition to the member organizations, one partner, RCOE Adult Jail, provided short-term CTE courses. They had an enrollment of 572 students during the 2012-13 school year. However, courses were not offered during 2013-14.

Program 3: Short Term CTE				
	Enrollment FY 08/09	Enrollment FY 12/13	Enrollment FY 13/14	% Change between 08/09 and 13/14
Banning	--	--	--	--
Beaumont	692	279	202	(-70.8)
Hemet	--	--	--	--
Lake Elsinore	108	17	52	(-51.9)
Murrieta Valley	--	--	--	--
Perris	--	--	--	--
San Jacinto	--	--	--	--
Temecula Valley	--	--	--	--
Total Adult School	800	868	254	(-68.3)
MSJC	--	--	--	--
Total Members	800	868	254	(-68.3)
RCOE Jail	--	572	--	--
Total Member & Partners	800	868	254	(-68.3)

Program Area 5: Programs for Apprentices

Within the Southwest Riverside County Adult Education Consortium, additional study needs to be conducted in this program area. Currently, in the Southwest Riverside County Adult Education Consortium, there are no programs for apprentices offered through K-12 adult schools or CCC noncredit programs.

In the months to come, members and Partners of the Southwest Riverside County Adult Education Consortium will take a closer look into this program area in an effort to identify all existing programs, unmet needs, and plans to fill any unmet needs.

REGIONAL COMPREHENSIVE PLAN OBJECTIVE #2

Consortium Plan Objective #2:

An evaluation of current needs for adult education programs within the consortium's region.

To assist in establishing the need for adult education services, WestEd collected and analyzed data from convening focus groups, and a student survey.

Demographic data were collected from the California Department of Education DataQuest system, the US Census, the National Center on Education Statistics, California Community Colleges Chancellor's Office Data Mart system, and Riverside County's Economic Development Agency. Data collected included population, drop-out

data, English Language Learners, unemployment, annual household income, poverty levels, and labor force.

Narrative:

The following narrative provides an overview of the consortium's region including an analysis/description of the local regional economy. In addition a section determining need of our elementary & secondary basic skills, and immigrant population is provided.

Overview and Description of Region

Riverside County spans nearly 7,300 square miles and has a population of 2,292,507 (US Census, 2013). Over 73% of the county population is over 18 years of age. The ethnic make-up of the county is diverse with 38% White (non-Hispanic), 47% Hispanic, 7% Asian, and 7% Black. Based on US Labor Statistics data, the average annual wage was \$39,105 countywide (2011). Countywide, nearly 21% of adults do not have a high school diploma, 21% have a Bachelor's degree or higher and 22% of residents are foreign-born (US Census, 2012).

The AB 86 Southwest Riverside Region has over 626,000 residents living in the cities of Banning, Beaumont, Hemet, Lake Elsinore, Murrieta, Perris, Menifee, San Jacinto and Temecula (See Table A). The most populous cities in the region are Murrieta and Temecula, with 107,479 and 106,780 residents, respectively. All cities in the consortium region experienced some growth between 2013 and 2014, with the city of Beaumont growing the fastest at a rate of 2.7%, followed by Lake Elsinore with 2.3% growth (California Department of Finance, Jan. 2013-Jan. 2014). Riverside County is projected to grow by 200% in the next 40 years (Workforce Investment Board, 2013). The majority of growth is expected in the Hispanic population. Eighty percent of the growth is expected to be a result of a natural increase, while the remaining 20% is attributed to immigration.

Five of the nine cities in the Southwest Riverside Region – Banning, Hemet, Menifee, Perris and San Jacinto – had lower annual household incomes than the county and state averages (Table A). Riverside County Department of Public Social Services reports that within Riverside County, 32,784 families are served under the Greater Avenues through Independence (GAIN) program, deeming them eligible for public assistance. Of these families, 61% are Hispanic.

Table A: <i>Demographic data for Southwest Riverside Adult Ed Consortium cities and unincorporated areas</i>		
City	Population Size	Annual Household Income (\$)
Banning	30,506	38,919
Beaumont	40,481	67,758
Hemet	81,750	33,460
Lake Elsinore	57,525	62,436
Menifee	83,447	53,415
Murrieta	107,479	75,485
Perris	72,326	46,435
San Jacinto	45,851	47,453
Temecula	106,780	78,668
County	2,292,507	57,096
State	38,332,521	61,400
Data Source: US Census Bureau, 2008-2012		

Table B reports data by public school district geography based on the U.S. Census American Community Survey. For residents over the age of 16, Riverside County has a 15.6% poverty rate similar to state average, 15.3%. Sharp poverty contrasts exist within the Southwest Riverside Adult Education Consortium, however. Murrieta Valley USD geographic area had the lowest poverty rate in the region at 5.4% and the Banning USD region had the highest with 19.6%. In the Southwest Riverside Region, the unemployment rate ranged from 7.5% for the Beaumont USD geographic area to 19.1% for the San Jacinto USD geographic area. All areas had higher unemployment levels than the state (7.1%) unemployment rate (May 2014).

Countywide, nearly 21 % of all adult residents over age 25 do not have a high school diploma level education (or equivalent), slightly higher than the 19% reported for the state (Table B). Educational attainment varied between the district geographic areas. In the Temecula and Murrieta Valley USD geographic areas, between 8- 9% of the population over the age of 25 has less than a high school diploma (or high school equivalency). The other six of the consortium's geographic areas reported even higher percentages of individuals with less than a high school diploma, ranging from 13.3% in Beaumont Unified region to a high of 25.9% in San Jacinto USD region. Across the region, 77,993 residents reported their highest education level as being less than high school graduate.

In terms of English as a second language, 39.8% of Riverside County residents speak a language other than English at home, compared to 43.5% at the state level. In the Southwest Riverside Consortium Region, over 88,300 residents reported speaking English less than “very well”. Banning (15.6%), Lake Elsinore (13.3%), Perris (16.6%), and San Jacinto (15.3%) had the highest number of residents who indicated they spoke English less than “very well” in US Census data (Table B).

Table B: Demographic data by USD geographic areas: American Community Survey Census Data: 2007-11

District	Population Unemployed ¹ (%)	Poverty ² (%)	Less than HS Graduate ³ (%)	Speak English Less than "Very Well" ⁴
Banning USD	1,232 (10.6%)	5,234 (19.6%)	4,863 (20.7%)	4,809 (15.6%)
Beaumont USD	1,462 (7.5%)	3,628 (10.7%)	3,983 (13.3%)	4,787 (11.9%)
Hemet USD	8,425 (15.8%)	17,415 (16.9%)	17,323 (19.7%)	10,787 (8.7%)
Lake Elsinore USD	7,609 (13.6%)	8,824 (10.6%)	11,783 (17.4%)	14,109 (13.3%)
Murrieta Valley USD	5,675 (11.8%)	3,993 (5.4%)	5,229 (8.8%)	7,207 (7.7%)
Perris Union High School District	11,520 (16.5%)	16,230 (14.3%)	21,315 (22.8%)	23,609 (16.6%)
San Jacinto USD	3,460 (19.1%)	5,062 (16.2%)	6,666 (25.9%)	6,109 (15.3%)
Temecula Valley USD	6,699 (10.3%)	6,919 (7.0%)	6,831 (8.4%)	10,541 (8.4%)
County	75,500 (8.0%)	335,557 (15.6%)	476,841 (20.8%)	--
State	1,316,900 (7.1%)	5,864,876 (15.3%)	7,283,179 (19.0%)	6,792,120 (19.7%)

Data source: National Center for Education Statistics via American Community Survey

1 - Data is calculated from the Civilian Labor Force total population.

2 - Numbers are calculated from population that is 16 years of age or older

3 - Numbers are calculated from population that is 25 years of age or older

4 - Numbers are calculated from population that is 5 years of age or older

- Based on US Census Data, 9% of residents (123,638) countywide, between the ages of 18-64 years of age, identified reported living with a disability. Some residents reported more than one disability. Disabilities related to cognitive difficulties (3.9%), ambulatory difficulty (4.7%) and independent living difficulties (3.4%) were identified more frequently among this population (See Table C). Countywide, approximately 63.3% of non-institutionalized 18-64 year olds with a disability did not work, 17.4% worked full-time year round, and 19.3% worked less than full-time year round. (US Census 1-Year Estimates).

Table C: *Residents in Riverside County with a disability between ages of 18-64 years of age*

Disability	Number of Residents	Percent
Hearing difficulty	22,879	1.7
Vision difficulty	19,995	1.5
Cognitive difficulty	52,112	3.9
Ambulatory difficulty	63,904	4.7
Self-care difficulty	24,636	1.8
Independent living difficulty	47,071	3.5
Total county population with disability (18-64 years)	123,638	9.2
Total county population (18-64 years)	1,346,223	
Data Source: US Census Data: American Community Survey 1-Year Estimates 2012		

Overview Member Districts

The Southwest Riverside County Adult Education Consortium K-12 school districts had a combined enrollment of 137,082 students (2013-14), which is 32% of Riverside County's K-12 population. Five districts (Banning, Hemet, Perris Elementary, Perris Union High, and San Jacinto) had higher percent of students' enrolled in free and reduced lunch than the county (63.4%) and state (59.4%) averages. Four-year cohort dropout rates were highest at Banning USD, Hemet USD, and Perris Union High, all of which were higher than the county (9.5%) and state (11.4%) rates. Table D provides specific data by school district on enrollment, English Learners, cohort drop-out rates, and free and reduced lunch (See Table D).

Overarching data from each Consortium member are as follows:

- **Banning USD** had an enrollment of 4,480 K-12 students during 2013-14 school year K-12 grade students in four elementary, one intermediate, one middle school, one high school, one continuation high school and one independent study. The district serves a three hundred square mile area and encompasses Cabazon, White Water, Poppet Flats, and the Morongo Indian Reservation, as well as the city of Banning. Approximately, 87% of K-12 students were eligible to receive free and reduced lunch and 18% were designated English Learners.
- **Beaumont Unified School District** enrolls 9,073 K-12 students at six elementary schools, two middle schools, two high schools. Minority students represent 66% of the population: of that, 50.1% of the students were Hispanic and 13.4% were designated English learners. Approximately 59% of the K-12 student population was eligible to receive free or reduced price lunch.
- **Hemet Unified School District** had an enrollment of 21,507 K-12 students at 28 school sites. Minority students total 68.0% of the student population with 52.6% being Hispanic. The percentage of socioeconomically disadvantaged students enrolled in Hemet USD is 80% based on students' eligible to receive free/reduced lunch meals and nearly 14% were English Learners.
- **Lake Elsinore Unified School District** had an enrollment of 22,316 K-12 students (2013-14) and operates 24 schools on 23 campuses, including Valley Adult School and its Virtual Learning Center. Minorities represent 66.9% of the student population, with Hispanic students representing 55.3% of enrolled students. Over 60% of the student population was eligible for free/reduced lunch meals during the 2013-14 school year and nearly 15% were English Learners.

- **Murrieta Valley Unified School District** enrolls 23,023 K-12 students. Minority students represent 53.7% of the population: of that, 33.9% of the students were Hispanic and nearly 4.6% were designated English learners during 2013-14 school year. Approximately 34% of the K-12 student population was eligible to receive free or reduced price lunch and 54% were English Learners.
- **Perris Elementary School District** served 5,882 students in 2013-14 school year across eight elementary schools. 54% were English Learners and 93% were eligible for free/reduced lunch meals.
- **Perris Union High School District** enrolls 10,435 students at 8 sites, and additionally operates the Perris Community Adult School. Minority students represent 83.4% of the population, 69.6% being Hispanic. During the 2013-14 school year, 71.2% of students were eligible for free/reduced lunch meals and nearly 18% were English Learners.
- **San Jacinto Unified School District** enrolls 10,301 students at 14 school sites. Minority students total 82.6% of the student population with 67.2% being Hispanic. The percentage of socioeconomically disadvantaged students was 77.9% based on students eligible to receive free/reduced lunch meals and nearly 23% were designated English Learners.
- **Temecula Valley Unified School District** enrolls 30,065 K-12 students at 31 sites. Minorities represent 53.6% of the student population, with Hispanic students representing 31.4% of enrolled students. Only 5% were designated English learners and nearly 21% of the student population was eligible for free/reduced lunch meals during the 2013-14 school year.
- **Mt. San Jacinto Community College District** serves a 1,700-square mile area from the San Geronio Pass to Temecula. Students are served at the San Jacinto, Menifee Valley and San Geronio Pass campuses and the Temecula Education Complex, as well as many off-site locations. The district offers courses and programs that satisfy requirements of four-year colleges and universities, as well as a variety of vocational and technical programs to prepare students for the workforce. Basic Skills and English as a Second Language training programs are also offered.
During the spring 2014 semester, a total of 15,429 students were enrolled; of these, 1,235 were enrolled in noncredit courses. Nearly 79% were over the age of 19. Of all students enrolled in MSJC District, over 94% reported being US Citizens (CCCCO Data Mart, 2014).

Table D: Member districts: Enrollment, English Learners, Cohort Dropouts Rate, and Free and Reduce Lunch by district (2013-14).

School District	Enrollment	English Learners (%)	Cohort Dropouts Rate ¹	Free & Reduced Lunch (%)
Banning USD	4,480	817 (18.2%)	13.0	3,879 (86.6%)
Beaumont USD	9,073	1,217 (13.4%)	7.2	5,348 (58.9%)
Hemet USD	21,507	2,915 (13.6%)	12.8	17,203 (80.0%)
Lake Elsinore USD	22,316	3,287 (14.7%)	5.4	13,743 (61.6%)
Murrieta Valley USD	23,023	1,060 (4.6%)	3.7	7,780 (33.8%)
Perris Elementary District	5,882	3,148 (53.5%)	--	5,468 (93.0%)
Perris High School District	10,435	1,827 (17.5%)	11.8	7,426 (71.2%)
San Jacinto USD	10,301	2,330 (22.6%)	5.6	8,023 (77.9%)
Temecula Valley USD	30,065	1,547 (5.1%)	2.7	6,255 (20.8%)
County Total	426,227	89,256 (20.9%)	9.5	270,404 (63.4%)
State Total	6,236,672	1,413,549 (22.7%)	11.4	3,707,508 (59.4%)

Data source: CDE Data Quest 2013-2014

1: the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class 2012-13 School Year

Labor Market

Riverside County's labor force has been organized into the following six strategic industries as part of the Riverside County Local Strategic Workforce Plan, Program Years 2013-17:

1. Healthcare, with employment growth of 152.4% between 1992 and 2012;
2. Professional and Business Services, with employment growth of 90.9% from 1992-2012;
3. Utilities (electric power, natural gas, steam supply, water supply), with growth of 25.9% from 1992-2012;
4. Infrastructure (engineering construction), with growth of 35.6% from 1992-2012;
5. Renewable Energy, with growth of 38.6% from 1992 to 2012; and
6. Logistics (the process of moving goods and services including transportation and international trade), with growth of 187.9% from 1992-2012 (Riverside County Workforce Investment Board, 2013).

According to a 2012 labor market study by the Centers of Excellence in partnership with the California Community Colleges of the Inland Empire and Desert Region, which includes Southwest Riverside County, significant growth is projected through the current year in **home health care services**. This slice of the health care services industry has seen the largest employment gains, followed by workers in nursing care facilities and administrative workers in doctors' offices. Success in college training for these jobs begins with adequate proficiency in basic academic and language skills. These include personal and home care aides, home health aides, dental hygienists, dental assistants and medical assistants (Centers of Excellence, 2012).

Within the growing trade sector that includes **wholesale and retail** companies such as grocery stores and department stores, many jobs do not require formal education. On-the-job training is helpful in some of these positions, however. The largest growing positions include retail salespersons, stock clerks and order fillers, cashiers, sales representatives (wholesale and manufacturing), customer service representatives, material movers and pharmacy technicians. Some of the fastest job hiring is occurring in the areas of customer service representatives, pharmacy technicians, food preparation

workers, sales representatives (wholesale and manufacturing) and sales managers. A third sector area of **transportation and warehousing** also shows great potential for growth. Many jobs in this sector do not require formal education. Some of the largest growth in jobs is expected for truck drivers, material movers, industrial truck and tractor operators, stock clerks and order fillers. Travel clerks and reservation and transportation ticket agents also have been tagged as fast growing in the region (Economic & Workforce Development, 2012).

Research demonstrates that participation in skills-training programs increases wages and earnings, raises the probability and consistency of employment, and leads to work in higher-quality jobs (Maguire et al., 2009). In fact, 27% of people with less than an associate degree, including licenses and certificates, earn more than the average bachelor degree recipient (Symonds, Schwartz, & Ferguson, 2011).

The U.S. Bureau of Labor Statistics data compiled by the California Employment Development Department reveal a few fast-growing occupations that stand out for their short-term on the job training and requirement of some college work, but no degree or certificate, or less. Some of these overlap with the regional labor market profile data compiled through the California Community Colleges. These are: home health aides; personal care aides; automotive and watercraft service attendants; nonfarm animal caretakers; heavy and tractor-trailer truck drivers; laborers and freight, stock, and material movers; fast food cooks; pharmacy aides; retail salespersons; traveling sales workers; cargo and freight agents; and food prep workers, including fast food.

According to the April 2014 Inland Empire Quarterly Economic Report by the Inland Empire Economic Partnership, the lower-paying industries with the largest average job growth for 2012 and 2013 included social assistance, up 11,058 positions, and eating & drinking, which added 5,750 jobs. In the “blue collar group,” logistics added 8,817 positions, and construction created 6,733.

The Inland region is expected to see a growth in jobs in renewable energy or “clean technology” related to the transportation sector, and to continue its specialty in manufacturing and recycling, according to research related to Economic and Workforce Development through the California Community Colleges “Doing What Matters for Jobs and the Economy” (Koehler, 2014). When looking at regions beyond Riverside County, occupations with the fastest job growth for the Riverside-San Bernardino County areas are: biomedical engineers, home health aides, veterinary technologists and technicians, marriage and family therapists, and emergency medical technicians and paramedics (Beacon Economics, 2013).

Southwest Riverside County is home to several of the county’s biggest employers, according to the California Employment Development Department including:

- Medical equipment wholesalers Abbott Vascular Inc. (Temecula);
- Internet and catalogue company Handsome Rewards (Perris);
- Hemet Valley Medical Center (Hemet);
- Pechanga Resort & Casino (Temecula);
- Internet and catalog company Starcrest of California and Starcrest Products (Perris).
- Retail Outlets (Lake Elsinore, Beaumont)

To provide an overview of potential future growth and investment, Riverside County Economic Development Agency compiles US Census demographic indicators for population segments. The following are some key highlights for the Southwest Riverside Region:

- With a total of 163,934 workers in the Temecula/Murrieta labor market, which includes the Elsinore Valley, 63,032 of these employees work either in the trade, transportation and utilities sector or the education and health services fields. Another 18,798 employee's work in manufacturing in the Temecula-Murrieta region.
- In the Perris Labor Market Area, which includes Perris, Sun City, Lakeview and Romoland, the majority of the region's 93,760 workers are in the trade, transportation and utilities sector as well as in education and health services. Another 11,060 workers are employed in construction, and 10,377 work in manufacturing.
- In Hemet and San Jacinto, a majority of the region's 51,041 workers are employed in the following sectors: education and health services sector (12,701), trade, transportation and utilities (10,392), and leisure and hospitality (5,448) (Riverside County Economic Development Agency).

Despite bright spots in the region's labor market outlook, between 1990 and 2011, the average annual wage in Riverside County has remained lower than the state average and less than all neighboring counties, including San Bernardino, Los Angeles, San Diego and Orange (U.S. Bureau of Labor Statistics, 2011). In 2012, the average annual wage in the county was \$39,105 across all industries.

Like the rest of the country, Inland Southern California continues to move forward with economic recovery, according to data compiled by Beacon Economics' Riverside/San

Bernardino Economic Forecast (2013). It is key to remember that the Inland region was among the hardest hit during the recent economic downturn. As noted earlier in Table A, Riverside County's unemployment rate was 8.0%, higher than the state average of 7.1% (State of California, Employment Department, 2014). Housing is relatively affordable in Riverside County compared to many parts of the neighboring counties of Los Angeles, Orange, and San Diego. Over time, forecasters expect moderately-priced homes to draw a well-educated younger population to southwestern Riverside communities from more expensive coastal cities (County of Riverside Economic Development Agency, 2010). But rising demand for moderately-priced homes may strain the existing infrastructure that supports growth in the housing sector.

Objective 4: Plans to address gaps identified in objectives 1 and 2.

The Southwest Riverside Consortium began the process of collectively addressing the educational needs of adult learners in September. The Southwest Riverside Consortium has leveraged both quantitative and qualitative measures as the regional plan is being developed. The triangulation of findings across multiple data sources and methods will better inform the development of its regional plan to address the gaps.

The consortium worked collaboratively to identify needs and gaps in service for its comprehensive plan. The consortium has held five regional meetings during this reporting period to invite faculty and staff from each of the member organization. The meetings, for all program areas, were held on:

- September 26th,
- October 17th and 31st,
- November 14th, and
- December 5th

Efforts were made to be inclusive of all member districts. At these meetings, **focus groups** were led by program areas to identify gaps and needs. Leveraging the data collected, a process was facilitated whereby, faculty and staff began to prioritize key gaps and needs within their program areas, strategies to address them, and resources needed. Tables 4.1 by program area exhibit the results of these preliminary findings. The Southwest Riverside Consortium has additional meeting planned to continue to address gaps and needs and synthesize similar gaps/needs across program areas.

Determining Need

Elementary and Secondary Basic Skills (ABE/ASE)

The population of adults 25 years of age or older within the Southwest Riverside Consortium region (based on the 8 USD regions) is 469,059 (American Community Survey, 2007-11). Of this population, 77,993 have less than a High School Diploma or equivalency and can be considered an estimate of potential need for ABE/ASE programs in the region. This represents 16.6% of the consortium region. It is likely, however, that a portion of this group would be better served initially by ESL, then upon readiness, transition to secondary adult education programs. Based on Census data, approximately 12.6% of the region's residents age 5 and over speak English "*less than very well*".

Candidates for ABE/ASE are adults in the region who have less than high school equivalency who speak English and must be estimated based on assumptions about the proportion of those who speak English "*less than very well*". For this purpose a range of ABE/ASE candidates for the region is based on two levels of estimation of those who might be originally served by ESL programs (Table 2). The lower estimate assumes that 25.2% (double the percentage) of those who speak English "*less than very well*" should be subtracted from the overall number lacking high school equivalency to determine the need for ABE/ASE and is 58,339 ($77,993 \times 74.8\%$). This estimate assumes a greater proportion of those who speak English "*less than very well*" as compared to those who do, do not have high school equivalency. The higher estimate assumes that the 12.6% of the consortium region that speaks English "*less than very well*" applies to the population lacking high school equivalency and is calculated at 68,166 ($77,993 \times 87.4\%$). This estimate assumes that English proficiency is not different between the 5-17 group and those 18 years and older. The resulting estimated range of need for ABE/ASE among adults 25 and older in the Southwest Riverside Consortium region is from 58,339 to 68,166. Note that these estimates may be overly conservative in that adults 18-24 are not included because census data for this group and high school equivalency is not available (See Table 2).

Using the *low estimate* of need and 2013-14 enrollment data, ABE/ASE basic skills adult education in the Southwest Riverside Consortium region met the need of only 3.9% of those who may benefit. Using the *high estimate* of need and enrollment data, the region only provided basic skills education to 3.3% of those who might benefit (See Table 2).

Table 2: Estimate of need for elementary and secondary basic skills (ABE/ASE)

Member Enrollment 2013-14	Low Estimate of Need¹	Proportion of Low Estimate Need Met (%)²	High Estimate of Need	Proportion of High Estimate Need Met (%)²
2,252	58,339	3.9	68,166	3.3

¹ Estimate of need based on American Community Survey 2007-2011

² Enrollment 2013-14 divided by estimate of need

Courses for Immigrants/ESL/Citizenship

The Southwest Riverside Consortium region has 702,296 individuals 5 years of age and older. Of these, approximately 12.6% reported speaking English “*less than very well*” (US Census). To get an estimate for the region of those that could benefit from ESL adult education, certain assumptions must be made. The *middle estimate* of need for the region assumes that the 12.6% of residents age 5 and over applies to the population of those 18 and over. The population of those 18 and over in the consortium region is 537,718 of which 12.6% is 67,752. However, it is possible the English-speaking rate is higher or lower for those 18 and over, as compared to those 5 and older. To address this possibility, 5% is added and subtracted from the 12.6% identified in census data to give a range of need for ages over 18. The low end of the range is 40,867 (537,718 x 7.6%) and the high end is 94,638 (537,718 x 17.6%). The three estimates of need for ESL adult education in the Southwest Riverside Consortium region are 40,867, 67,752, and 94,638 (See Table 3).

Using the *low estimate* of need and 2013-14 enrollment data for courses for immigrants the region met the need of only 5.6% of the population who reported speaking English “*less than very well*”. Using the *medium estimate* of need and enrollment data, the region met 3.4%, and using the *high estimate* of need the region met only 2.4% of those who might benefit from ESL courses (Table 3).

Table 3: Estimate of need for courses for immigrants (ESL/citizenship)

Member Enrollment 2013-14	Low Estimate of Need¹	Proportion of Low Estimate Need Met (%)²	Medium Estimate of Need¹	Proportion of Medium Estimate Need Met (%)²	High Estimate of Need	Proportion of High Estimate Need Met (%)²
2,304	40,867	5.6	67,752	3.4	94,638	2.4

¹ Estimate of need based on American Community Survey 2007-2011

² Enrollment 2013-14 divided by estimate of need

REGIONAL COMPREHENSIVE PLAN OBJECTIVE #3

Regional Comprehensive Plan Objective #3:

Plans for consortium members and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce.

Narrative

The members of the Southwest Riverside County Adult Education Consortium offer their own unique educational pathways that are shared within our communities and many times, with other agencies. We are committed to establish and expand promising strategies to help adults acquire the skills necessary to prepare for college, career, and the workforce. Our consortium will strive to reach this goal by strengthening core academic skills through contextual learning, aligning resources to strategic goals, integrating career pathways framework into curriculum including virtual learning if applicable, offering individualized multi-year professional development to adult educators and providing student support services that reduce barriers to completion and advancement to higher levels of future education and employment.

Consortium wide career pathways would greatly benefit the entire region in providing comprehensive services (academic and vocational) while avoiding potentially unnecessary duplication of services. It is imperative as we develop these comprehensive career pathways that we seek out and receive input from all stakeholders including students. It is also our desire to create a comprehensive website that contains the career pathways and provides students with comprehensive information about themselves and potential career/higher education choices and a roadmap to reach their goals. Each member site would be able to provide the computer (internet) access needed for this as well as other partners such as RCOE, EDA, and our Regional Workforce Development Centers.

The website would also be updated regularly to provide current information about each agency, job information and other opportunities related to their unique goals. Moreover, students would be able to see a pathway that builds upon their skills. For example, a CNA student might see that the next step might be to become an LVN and then a LVN might become an RN etc. The site would list the requirements for each goal as well as where to attain certification for each, ideally within their region. Moreover, a common data base for all students throughout the region would greatly enhance our ability to help and track student outcomes.

The consortium members and partners would implement a wide range of standards in determining student placement within their programs. It is our intent and focus to determine and ascertain the correct placement procedures for all students throughout

the region. This may include the use of rubrics and other placement tools. We are also looking at comprehensive assessments yet understand the importance of providing each site leeway in determining specific objectives that are unique for their clientele. We are definitely looking at the alignment of classes in order to educate our students and to provide the best and smoothest transition possible.

We expect each site to work closely with each other in trying to align curriculum by working with partners and stakeholders to determine the efficacy of our programs and to align pathways that are meaningful in the real world of work, careers and higher education. Members from each of the five areas will continue to meet regularly to create curriculum and pathways that will help our students succeed and advance across the pathways. We will look at best practices, model standards, Common Core and institute the appropriate changes as needed. The CTE programs will be aligned with its own unique sector making sure that the curriculum is up-to-date and relevant. The consortium is committed to ensuring that all students will benefit from standard aligned, competency based curriculum and will do everything within its power to modify and adjust the curriculum when necessary.

Equally important to devising a worthwhile curriculum is our ability to accurately assess our students. Many of our member sites utilize CASAS as a measure of student progress as well as incorporating other formative and summative assessments within their site.

A common assessment such as CASAS allows our consortium to analyze common data across our programs. Other relevant data that demonstrates student success includes completion rates, licensure passing rates and certificates earned and of course, student placement in careers or transition into higher education. We also realize that student assessment on other skills such as cognitive and emotional/social development must be measured. Creating adequate curriculum and assessment will provide meaningful feedback to our students and workforce. Ultimately, being able to compile this information into one data base will help the entire region support and transition our student across the career continuum.

The consortium members continue to meet on a regular basis to ensure creation of pathways, rigorous curriculum and continue with open communication. The updated and common website will also serve as a primary communication tool for students, staff and stakeholders. This open communication will help strengthen our partnerships with all stakeholders. The website, as mentioned earlier, will serve as a hub for all the region's resources including identifying transition strategies leading to post-secondary education or the workforce. Pathways will be created to meet the ever changing needs of our workforce.

Table 3.1 is a work plan for documenting these strategies and approaches the consortium plans to implement to establish efficient pathways and transitions among consortium participants.

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
ESL/ABE to ASE	<ul style="list-style-type: none"> Assess students' needs, goals, academic skills and placement levels. Identify or develop contextualized curriculum Provide teaching support through resources such as toolkits, guides and manuals that support professional understanding on contextualized instruction. Offer basic skills enrichment classes to accelerate the preparation of student Expand HiSET 2014 testing sites. Add four more test sites. Evaluate the effectiveness of additional approved High School Diploma Equivalency Test (HiSET, TASC, and GED). Establish multiple HiSET sites, TASC sites and GED sites. The sites will have the ability to create their own schedule for testing. Provide students with support activities such as tutoring, lectures, child care to reduce barriers to completion. Adult Literacy – low literacy, reading and 	CASAS test Student Survey NRS level descriptors PLC teacher training Edmentum PLATO Courseware Typing Pal	Teacher salary (Teachers for new programs cost about \$50/hour or more at adult schools) GED Online readiness test Testing site cost	school districts and community college administrators	CASAS Assessment data-levels Survey statistics for goals and needs Evaluation of student persistence data Analysis of learning gains and level completions Number of students passing new GED test Percentage of students obtaining a HSD or GED	Ongoing upon entry (as needed) 4-5 times or more per year Monthly and/or quarterly Depending on location 12-18 months 12-18 months 12-18 months

	<p>writing skills for high functioning (English speaking)</p> <ul style="list-style-type: none"> • AB86 website for all strategies listed above. Establish local links between member (K-12, CC) adult education sites and public libraries 					On-going
		<p>Tutors need for adult literacy</p> <p>Library programs throughout the regions</p> <p>Web Master/Web Design</p>		<p>Public library and library districts for adult literacy</p> <p>Consortium (website)</p>	<p>Percentage of students entering the ABE program (adult literacy)</p> <p>Web traffic</p>	<p>On-going</p> <p>2-3 months</p>

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
ESL, ASE to Postsecondary	<ul style="list-style-type: none"> Analyze student and program data to determine gaps in program/services and to set goals Provide students with visual diagrams or “road maps” that shows multiple entry and exit points Evaluate member sites existing curriculum and alignment with College & Career Readiness Standards Provide training on reading instruction through Student Achievement in Reading (STAR) Program Integrate employability skills into academic instruction Provide access to career planning resources at student level: career planning (using free California Career Center (CalCC) website). Provide Adult Ed teachers with online training modules on educational and career pathways. 	<p>Local data/Student Survey</p> <p>Entry/Exit Points, Visual Maps</p> <p>CCR Standards</p> <p>Software Evaluation</p> <p>PLC faculty/teacher meetings</p> <p>Courses Frameworks</p> <p>Guidelines regarding assessment, curriculum, data collection and reporting</p>	<p>\$125 per day/teacher</p>	School districts and community college	<p>CASAS Assessment Data- exiting ASE</p> <p>Student Survey Statistics for College plans</p> <p>Number of students taking the College entrance exam and scoring at readiness level</p> <p>Number of students transitioning into postsecondary credit classes</p> <p>Ongoing Professional development evaluation</p> <p>Number of students attending college supporting activities/workshop</p>	<p>Ongoing upon entry (as needed)</p> <p>Ongoing upon entry (as needed)</p> <p>4-5 time or more a year</p> <p>12-18 months</p> <p>12-18 months</p> <p>12-18 months</p> <p>12-18 months</p> <p>12-18 months</p>

	<ul style="list-style-type: none"> Disseminate importance of college and career pathways through workshops, school website, guest speakers, etc. Expand Mt San Jacinto College support to adult school students with activities such as: priority registration and assessment; financial aid workshops, and academic counseling. Establish articulations to align ESL curriculum to Mt San Jacinto's framework, and facilitate the entry points to the ESL credit classes. 	<p>Access to internet resources</p> <p>MSJC Guidance Class</p> <p>MSJC Counselors</p> <p>MSJC ESL credit and non-credit Coordinators</p>	<p>\$50/hour/instructor</p> <p>\$100,000/counselor</p> <p>\$100,000/coordinator</p>		<p>s</p> <p>ESL program data of students exiting noncredit levels</p>	
ESL, ABE, ASE to Workforce	<ul style="list-style-type: none"> Define resources, workforce needs and student interest Expand and establish new partnerships with local labor market and identify the most important employability skills. Set curriculum and coursework frameworks and establish alignment so that Instruction is contextualized for a specific occupation or career training Offer CTE class with focus on developing soft skills (job search, online applications, resume creation, business letters, typing) and mastery on Microsoft Word and Excel Create paid internships for adult Ed students at member/partner sites. 	<p>Student Survey</p> <p>List of potential local business partners</p> <p>Guest Speakers</p> <p>Offer ongoing professional development</p> <p>Ongoing counseling</p> <p>Students portfolios</p>		<p>College Program Coordinators</p> <p>School Districts</p>	<p>Student Survey results</p> <p>Established MOU's with community business and education partnerships</p> <p>Analyze transition data and program outcomes for CTE offerings</p> <p># of enrollment in CTE/Apprenticeship class</p> <p>Feedback from employers</p>	0-12 months

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
	<ul style="list-style-type: none"> Offer industry recognized certifications 				Such as: LVN, CNA, Manufacturing Skill Std. Council cert (MSSC), Certified logistics tech (CLT), and fork lift operator certification.	
Workforce training, internships, and/or apprenticeships	<ul style="list-style-type: none"> Find out what is the economic focus in the area and determine significance. Reinforce relationships with job training entities (including EDD and WIB), companies able to provide internships, and apprentice programs 	<p>Information regarding programs in the region</p> <p>County-wide employment data</p> <p>Time</p> <p>Money for research, meeting and planning</p>		<p>Administration</p> <p>Teacher teams or leaders (Career Technical Education teachers)</p> <p>Business leaders</p> <p>Apprenticeship administrators</p> <p>Unions</p>	<p>Student, counselor, instructor feedback</p> <p>Quantity of placement of students in internships and apprentice programs</p> <p>Successful performance or completion of programs</p>	Identify one or two programs to target in 2015-16; implementation phase-in in 2016-17

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Create pre-apprenticeship programs in information technology, manufacturing, and healthcare (state priorities)	<ul style="list-style-type: none"> Identify the opportunities by meeting with targeted employers 	dedicated staff for building these programs	\$120,000	MSJC and school districts		

REGIONAL COMPREHENSIVE PLAN OBJECTIVE #4

Program Area 1: Elementary and Secondary Basic Skills

Students in Basic Skills classes face a variety of barriers, often stemming from past educational and life experiences. Many lack confidence and are challenged with “life management” issues. Students need targeted support, educational counseling, planning and tracking to succeed. Many have undiagnosed learning disabilities and a common assessment/learning diagnostic will be one tool to address this proactively. With the advent of more rigorous writing standards, additional support is needed including enhanced articulation and alignment across institutions. Access to computers and basic computer literacy is needed, as well as blended instruction to allow for flexibility. Peer mentors, cohort learning models and contextualized courses can support student success. Better advising and data are needed to track progress and motivate students to persist.

Table 4.1: Adult Elementary and Secondary Basic Skills						
Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
1. Current need to streamline High School Equivalency (HiSET) offerings. Inconsistency in assessment & preparation materials (GED)	<p>1a. GED (CHED) 14, HiSet, TASC standard in pricing of tests.</p> <p>1b. Multiple testing sites collaboration amongst adult education programs. Have standards within all programs across the districts.</p> <p>1c. Materials needed & professional development for instructors</p> <p>1d. Each district offers multiple tests at multiple times within the sub-regions</p>	<p>1a. Preparation materials</p> <p>1b. Multiple testing sites</p> <p>1c. Textbooks, technology, time, money</p> <p>1d. Time, money, technology, mobile testing, testing centers</p>	<p>1a. Tied to High School Equivalency Test pricing</p> <p>1c. \$10,000 for updated materials for the new tests</p>	<p>1a. School sites</p> <p>1b. Consortium</p> <p>1c. School districts</p> <p>1d. Districts, consortium</p>	1. How many students pass the HiSET	Fall 2015 and ongoing
2. Meet needs of community by reducing waiting lists, more sections	2a. Provide more time for instruction: Saturdays, mornings,	2a. Online and distance learning programs.	2 Depending on registration fees per school	Consortium	Amount of classes that are added to each school	Fall 2015 and ongoing

Table 4.1: Adult Elementary and Secondary Basic Skills						
Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
offered, and smaller class sizes	<p>afternoons, & evenings</p> <p>2b. Reduce mandatory class size. Offer more sections of courses.</p> <p>2c. Offer online/distance learning to increase availability</p> <p>2d. Utilize local TV network to deliver curriculum. Develop relationship with TV network.</p> <p>2e. Hire retired teachers at lower wage</p>	<p>Hire additional teachers.</p> <p>2b. Hire more teachers</p> <p>2c. Develop online curriculum.</p> <p>2d. Create video curriculum that can be delivered via network.</p>	<p>\$100,000/teacher</p> <p>2e. \$40-\$60/hour per teacher</p>			
3. Consistency in funding, adult education programs need adequate consistent funding to maintain quality programs	3a. Categorical funds – need to not be general funds	3a. District and AB 86 consortium financial support	3a. Depending on what the state legislature choose to finance adult education.	Consortium and state legislature	Amount of funding provided (unclear at this point).	Fall 2015 and ongoing

Table 4.1: Adult Elementary and Secondary Basic Skills						
Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
4. Insufficient High School Equivalency Test. Need remedial basic skills and special education classes.	<p>4a. Evaluation besides just CAHSEE / an evaluation of reading skills. Hire a Reading specialist administering a common assessment possibly CASAS (Comprehensive Adult Student Assessment System)</p> <p>4b. Common database for transcript and student info</p> <p>4c. When assessing students with CASAS – lower-level students need to be reassessed in a common assessment. Teachers need to be trained to give that</p>	<p>4a. Hire reading specialist</p> <p>4b. Utilize CASLPADS , ASAP, AERIES or OARS across the State/Country</p>	4a. Varies per school district (\$1,000 a month)	<p>4a. Consortium</p> <p>4b. Consortium</p>	Students passing the HiSET or other high school equivalency test	Fall 2015

Table 4.1: Adult Elementary and Secondary Basic Skills						
Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	test to lower level students.					
5. Need accreditation across all adult education programs in the region.	5a. Apply for accreditation. 5b. Schools with accreditation share information with those without to assist in the process.	5a. Money to apply for accreditation 5b. Meeting time, substitute time, teacher stipends	5a. \$10,000 \$30,000	5a. Consortium? Individual districts?	5a. Amount of adult schools that are accredited	Fall 2015
6. Need current materials and technology CHED (CA HS equivalency) and Diploma	6a. Digital Textbooks, standardize books & curriculum 6b. Current materials that mirror GED 14 test 6c. All students receive current materials to study in	6a. Chromebooks, tablets, readers 6b. Money for materials, professional development of teachers.	6a. \$10,000 \$125/day/teacher	6a. districts, textbook publishers Consortium members	Students that pass the HiSET	Fall 2015 and ongoing Fall 2015 and on-going

Table 4.1: Adult Elementary and Secondary Basic Skills						
Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	class. 6d. Professional development for teachers on new materials. 6e. Community access TV channels		6d. \$50,000			

Program Area 2: Classes for Immigrants (ESL, Citizenship, Workforce Prep)

There is an overwhelming demand for ESL instruction and a broad array of courses offered to meet it within the consortium area. Nevertheless, there is a need for increased offerings and coordination across educational institutions and community-based organizations to provide accessible instruction to all interested learners. Institutional coordination and information sharing should address student tracking and data sharing as well as assessment alignment and articulation agreements that clarify student readiness expectations. Educational offerings need to be provided in state-of-the-art facilities or in existing underutilized facilities in communities where the demand is highest. Professional development support for instructors is necessary, in tandem with access to a robust social service/student service referral infrastructure to assist with life circumstances of students and transition support.

Table 4.1: Courses for Immigrants Program Area

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline	
1. Need more programs (ESL, Civics, and Citizenship). More classes/sections and greater awareness of availability throughout the community.	1a. Additional satellite sites: identify areas that need satellite sites, connect with K-12 schools, businesses, and libraries to identify space for classes (that would be rent free)	1a. Establish MOUs with partners, hire staff, train staff, curriculum, materials, equipment (lap tops, projectors/document cameras),	1a. \$15,000	1a. Consortium	1a. Increase in the amount of classes provided.	Fall 2015 and ongoing	
	1b. ESL, civics, and citizenship online and hybrid classes; with blended learning monthly check-in process with AE;	1b. software, Use free software (USA Learns, Moodle) provided by state for some courses (e.g. Level 1 ESL), professional development, equipment (lap tops)	1c. \$200,000		1b. pre/posttest; for blended learning there is a pre-assessment at enrollment, post is completed after a certain number of learning gains		
	1c. Partnerships with local schools (all levels), businesses, and local government in order to have more access to greater resources.	1c. The creation of a position (coordinator for each sub- region) or compensation for those already in leadership positions to coordinate and communicate			Certificates, licensing pass rate		

2. Gap in access to classes due to lack of transportation, time of class, and/or childcare issues	2a. Class location is key to having access to adult education programs. Free public transportation for enrolled students. Form partnership with local transit agency.	2a. Free passes or reduced cost passes for public transportation.	2a. \$15,000	2a. Consortium and bus system in each city	2a. The amount of students taking the bus to school.	2a. Keep track of attendance.
	2b. Identify needs for childcare. Provide onsite childcare for adult education students	2b. Hire staff to provide childcare	2b. \$5,000 per school	2b. Consortium and each school	2b. The amount of students needing child care.	2b. Fall 2015 and ongoing
	2c. Scheduling of classes for more access to more students.					

Program Area 3: Education Programs for Adults with Disabilities

Programming for students with disabilities has been cut at a time when tailored and accessible courses are needed to meet varied needs and goals. There are challenges in assessing and meeting the needs of students with multiple disabilities. Transition services from adult schools to community colleges and from education to the workplace are particularly needed. Coordination of curriculum and assessments, more individualized counseling, and leveraging of community resources would benefit students. Student support as well as vocational services is needed. A regional approach towards collaboration and integration is required to succeed in this constrained resource environment.

Table 4.1: Programs for Adults with Disabilities

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
1. Currently there is only one program in the consortium region (Lake Elsinore) for adults 18-22 with mild to moderate disabilities. Adult Education schools are often unable to provide adequate services/support to their students.	1a. Model Lake Elsinore program in other adult schools in the region: Special education students' 18-22 mild to moderate finish diploma/equivalency at adult school site (bridge) with case carrier support, 504 implementation, modified curriculum. School psychologist support.	1a. School Psychologist (.1-.2 FTE/per adult site) from corresponding district. Case Carrier to modify curriculum, complete 504's, maintain IEP, educational support for students and faculty need depending on enrollment of disabled. Professional development for faculty "504" and IEP related.	1a. \$60,000 to \$80,000 per school	1a. Region wide	1a. Number of students with disabilities graduating with diploma or equivalency.	1a. Fall 2015
	1b. Special Ed. Instructional Aide at each site to provide supplemental supports and services within general ABE instructional settings.	1b. Hire Instructional Aides (.5 FTE per site)	1b. \$10,000 per year per site	1b. Each school site.	1b. Number of students with disabilities graduating with diploma or equivalency. Increased pass	1b. Fall 2015

Table 4.1: Programs for Adults with Disabilities						
Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
					rate for students utilizing instructional aide.	
2. Lack of transition support for students 18-22 with mild to moderate disabilities from k12 into adult schools. Little alignment between data systems. Transition out of adult school.	<p>2a. Adult school enrollment forms should include a question that asks students to self-identify special education/504 status.</p> <p>2b. Investigate the use of Calpads state ID number to link data systems.</p> <p>2c. Special education department at district should collaborate with adult education site and include them in orientation process, professional development opportunities ("job alike" meetings)</p> <p>2d. Collaborate with</p>	<p>2a. Possible flyer "connecting the dots" for special needs students so they see the benefit in self-identifying.</p> <p>2d. Increase</p>				

Table 4.1: Programs for Adults with Disabilities						
Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	<p>HS's to prepare mild/moderate for transition to adult ed. (See Lake Elsinore model above)</p> <p>2e. Utilizing district social worker to supervise interns to assist adult school students with transition to workforce/post-secondary.</p>	<p>awareness at HS level of programs/services for students with special needs offered at adult schools. (Professional dev.)</p>				
3. Adults over 22 with yet to be diagnosed disabilities do not qualify under section 504. This group often doesn't have resources to pay for diagnosis. Schools including CC do not provide diagnostic services.	3a. Explore links with community agencies that may be able to provide diagnostic services free or for minimal charge. Have resources available in pamphlet or possible website serving consortium region.	3a. Time to identify links. Develop pamphlet/ update website.		3a. Region wide.	3a. Number of referrals to outside services for diagnosis. Successful enrollment of students referred for diagnosis.	

Table 4.1: Programs for Adults with Disabilities						
Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
4. Adult education sites are financially burdened by requirements to provide accommodations for disabilities such as hearing impaired, vision impaired, etc.	<p>4a. Identify and contact vocational rehabilitation community service (county). Students must apply and get assigned a social worker.</p> <p>4b. District social workers leveraged for referrals to community agencies.</p> <p>4c. Offer classes specific to certain disabilities (e.g. hearing impaired) at satellite locations serving entire consortium region based on need.</p>	<p>4a. Increase awareness that this is available (both to staff and students)</p> <p>4b. District social worker time (possible interns supervised by SW)</p> <p>4c. Locations for classes based on proximity of students. Coordination across adult schools in consortium. Possibly specialized faculty.</p>				
5. Need centralized system (website) describing programs		5. Website-\$20,000 for initial start-up				

Table 4.1: Programs for Adults with Disabilities						
Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
and services for students with disabilities offered at various member and partner organizations.						

Program Area 4: Short Term Career Technical Education with High Employment Potential

CTE programs in adult schools require similar types of wraparound services as other adult education programs, with a particular focus on career exploration, career planning, “soft skills” in preparation for the workplace, and, for some students, attention to legal issues that could impede employment. CTE programs need to be aligned to current industry needs, and require articulation from adult school to community college. Enhanced coordination and collaboration with community-based organizations may complement diverse organizational strengths in instructions and student support. Staff needs the resources and continuity to ensure outreach and coordination assistance to students that is distinct from teaching responsibilities.

Table 4.1: Short-term Career Technical Education Programs

Table 4.1: Short-term Career Technical Education Programs						
Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	<p>1b. Create alliances with business partners to align the short-term CTE programs with industry standards. Invite businesses/organizations to CTE program site visits and open houses.</p> <p>1c. Collaborate with organizations that offer CTE programs (example - partners). Develop MOUs/contracts with organizations.</p> <p>1d. Hire</p>	<p>Outreach and Marketing committee responsible for creating alliances with business partners. Need for equipment, updated technology, marketing materials, and facilities.</p> <p>1c. Examples of draft MOUS.</p> <p>1d. Purchase of industry specific equipment,</p>	<p>produce and develop materials</p> <p>1d. Salary for the counselor varies by</p>		<p>businesses contacts</p> <p>1c. Number of MOUS/contracts established.</p>	<p>1c. Winter 2016 and ongoing</p> <p>1d. Summer 2016-17</p>

Table 4.1: Short-term Career Technical Education Programs						
Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	<p>additional staff - instructors, teachers, counselors and support staff. Provide professional development to new staff.</p> <p>1e. Professional Development - bringing teachers, staff, administrators, high school counselors and the community together to present a general overview of the CTE programs in the region.</p>	textbooks and supplies needed for short-term CTE programs. Trainers/facilitators for new staff members.	<p>district; Approximately \$50,000-\$100,000 per year</p> <p>1e. Professional development for staff; 200 – 300 hrs. = \$20,000</p>		<p>1f. Licensing, completion/passing rates and job placement rates</p>	<p>and ongoing</p> <p>1e. Summer 2016-17 and ongoing</p> <p>1f. Fall 2016-17 (1 or more program per school year)</p>

Table 4.1: Short-term Career Technical Education Programs						
Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
2. Workforce readiness and career transitions	2a. Assessment evaluation of current basic skills in Reading, English and/or Math prior to entering short-term CTE program. Introduction course for students that require additional support services. Introduction course can be provided online.	2a. Resources to develop online class for the Introductory course. Staff time and software program.	2a. \$100,000	2a. Counselors and administration	2a. Number of adult learners identified as requiring introductory course and number completing course.	Initial planning fall 2015; Execution in Fall 2016
	2b. Identify transition strategies for adult learners	2b. Industry representatives speakers	2b. N/A	2b and 2c. Consortium (all stake holders)	2b and 2c. Feedback surveys from students (what did you	Initial planning fall 2015; Execution
			2c. N/A			

Table 4.1: Short-term Career Technical Education Programs						
Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	<p>transitioning between short-term CTE program and the workforce: Industry representatives as speakers to adult learners in CTE programs.</p> <p>2c. Identify transition strategies for adult learners moving from short-term CTE programs to post-secondary: Post-secondary representatives to speak to adult learners in CTE programs.</p>	2c. Post-secondary representative speakers.		Adult school principal; community college admin.	learn)	n in January 2016
3. Need for an improved process for	3a. Offer more internship	3a. State and local agencies		3a. Consortium (all stake holders)	3a. Number of internship	3a. and 3b.

Table 4.1: Short-term Career Technical Education Programs						
Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
adult learners to be integrated into business/partnerships .	<p>opportunities for adult learners.</p> <p>3b. Offer more on-site training opportunities for adult learners.</p> <p>3c. Connect with businesses to identify their needs prior to developing CTE programs.</p>	<p>(Workforce Development centers)</p> <p>3b. Locating hosts</p> <p>3c. State and local agencies</p>		<p>3b. Consortium (all stake holders)</p> <p>3c. Consortium (all stake holders)</p>	<p>opportunities available. Number of adult learners placed in internships.</p> <p>3b. Number of adult learners placed in on-site training opportunities.</p>	<p>Winter 2016 and ongoing</p> <p>3c. Fall 2015</p>
4. Need to develop curriculum Instruction/Materials	4a. Connect with other member organization within the region or outside of the region that have existing short-term CTE program	<p>Planning time</p> <p>Qualified teachers</p> <p>Funds for new programs</p> <p>Suitable facilities</p>			4a. Number of organizations participating	Initial planning fall 2015; Execution in January 2016

Table 4.1: Short-term Career Technical Education Programs						
Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	that have been identified SW Riverside Region. 4b. Develop and/or purchase a soft skills curriculum that can be embedded within CTE programming	4b. Leverage resources with Workforce Development centers		4b. Consortium (all stake holders)	4b. Students obtaining and retaining employment	
5. Need to address gaps in access for adult learners: transportation, childcare, financial need for students and access to information.						

Program Area 5: Programs for Apprentices

The Apprenticeship Program Area is promising and will be reviewed in greater depth as the planning process moves forward. Preliminary conversations on this Program Area have been held in conjunction with CTE and moving forward the strengths and gaps of each will be further clarified.

Table 4.1: Apprenticeship						
Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
1a. Lack of Apprenticeship Programs in the region	1a. Work with Local (unions and non-union) Apprenticeships to develop apprenticeship programs. Develop relationships with the Community Colleges, local WIB's, Chamber of Commerce to develop these programs	1a. A dedicated staff within the district for building these programs at the community college	1a. \$100,000	All sites		Fall 2015
	1b. Create apprenticeships programs in the Information Technology, Manufacturing, and Healthcare industries by targeting potential	1b. A fulltime Apprenticeship Director in our region to assist with developing/promoting Apprenticeship programs	1b. \$100,000			

Table 4.1: Apprenticeship						
Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	employers in those fields					
2a. Lack of awareness about Apprenticeship Programs within the K-12 schools	2a. Work with Local (unions and non-union) Apprenticeships to educate counselors, parents, faculty staff, school boards about Apprenticeship programs	2a. Team up with Local (unions and non-union) Apprenticeships to do outreach, presentations, and also tours of their facilities, camps for kids 2b. Create an "Apprenticeship Day" for students to find out Apprenticeships	2b. \$10,000	All sites		Fall 2015

Student Surveys: An AB 86 Student Survey was also developed collaboratively between Steering Committee members, representatives from each member district, and a consulting agency. Student surveys were administered online and on paper as needed. Student surveys were collected to capture their points of view regarding current adult education services, challenges, delivery modalities, as well as input for future consideration.

Surveys were completed by 1,497 adult education students at K-12 Adult Schools and Mt. San Jacinto Community College campuses over approximately three weeks in mid-late September and early October 2014. Complete results for quantitative variables for the overall sample, adult schools and the community college are detailed in Appendix A. Highlighted findings are described in the paragraphs below.

Demographics: Approximately 61% of the sample is from adult school sites, whereas 39% is from adult education classes offered by Mt. San Jacinto Community College. All community college classes surveyed are two or more levels below transfer, non-credit. About 25% of the overall sample is 18-24 years old, 16% is 25-30, and the majority (58%) is 31 or older. Community college adult learners reported being older than the adult school students: 72% were 31 or older at MSJC compared to 48% of adult school learners. Nearly two-thirds (63%) of adult education students surveyed are Hispanic, followed by Caucasian (10%), Asian (8%) and multi-ethnic (6%). About 72% of students surveyed reported they were in their first year of enrollment at the adult school.

Program Areas: A majority of adult education students reported currently taking ESL/Citizenship/courses for immigrants (55%). However, 72% of MSJC students indicated taking courses in this program area compared to 43% of adult school students. Elementary and secondary basic skills courses represent the next most popular program area with 28% of the overall sample indicating they are currently taking classes in this area. Career training classes (6%) and career education certificate programs (6%) were reported by a smaller population of the adult school sample which is aligned with the fact that only Beaumont Adult School currently offers short-term, non-credit CTE courses among all member organizations in the Southwest Riverside Consortium Region.

Educational Goals: As noted above, the most frequently reported program area in which students are currently enrolled in adult education was “ESL, citizenship, career training ESL classes, courses for immigrants”. This aligns with the most common goal respondents indicated: “Improve English Language skills (58%)”. An additional 13% indicated the need to pass the citizenship exam. The other most commonly indicated educational goals were aligned with Basic Skills with 30% seeking to pass a, “*High School Equivalency Test (GED)*” and 21% to earn a, “*High School Diploma*”.

Students were asked to rate ten options to the question, “*How important were the following reasons in your decision to enroll in your school*” on a 4-point scale ranging from, “*Not at all important*” to “*Very important*”. Responses rated “*very important*” or “*important*” were combined in an overall index of importance. The reasons students identified as most commonly important were, “*Future employment opportunities*” (93%) and “*Availability of courses*” (91%). Next most highly rated were, “*Location of school*” (85%) and “*Academic reputation*” (81%). It should be noted that all the reasons offered were rated as important by more than half of the sample with the exception of, “*other*”. For further details please see Appendix A.

Reasons taking CTE and ESL classes: Two items were included in the survey to assess the reasons students took or are taking career training or English as a second language classes. About 13.5% of students surveyed indicated they were currently enrolled in career training-related classes. Among those the most common goals were to, “*Improve my job skills to get a better job*” (59%), “*Expand job options*” (57%), and “*Complete a program/certificate to get a job*” (52%). As noted previously, a majority of those sampled indicated they were currently taking classes in English as a second language. About 62% of the sample responded “yes” to the question, “*Are you currently or have you taken ESL classes at your school?*” Among these students, the most common reasons offered for taking the classes were:

“*To improve the way you feel about yourself*” (69%)

“*To make it easier to do things on a day-to-day basis*” (64%)

“*To help your children with school work*” (55%)

“*To get a better job*” (50%)

Barriers to Educational Goals: Survey respondents were asked, “*What are some of the issues that have made it hard for you or your classmates to complete your education?*” and were to mark all that apply among 17 common barriers including, “*other*”. The most commonly indicated barriers were work schedule (33%) and childcare needs (27%). Differences were also found in responses between MSJC adult education students and adult school students across a number of barriers. Not surprisingly, tuition cost (30%) and costs of books and related materials (29%) were more of an issue for MSJC students, as compared to adult school students among which only 21% felt these costs were a barrier. There was also a difference between these groups in terms of types of classes available and convenience of classes (hours offered), with MSJC and adult school students rating the former at 26% and 18%, respectively, and the latter at 28% and 18%, respectively. Not having access to a computer/internet was also seen as a greater need among MSJC students (30%) than adult school students (16%).

Services: Respondents were also asked what services/help they would like offered at their school and were given 14 choices in a, “mark all that apply” format. The most commonly marked service was “Information about educational and job training programs” at 47% overall, and MSJC students rated this item more commonly (54%) than did their adult school counterparts (42%). Next highest was, “Information about jobs and careers” (44%) overall, with 50% of MSJC respondents marking this, as compared to 39% of adult school students. Two other areas commonly rated were, “Tutoring” (41%) and, “Job placement assistance” (40%), again with MSJC students rating these more commonly than those from adult schools.

Transportation: The majority of adult education learners drive their car/motorcycle to get to school (72%) and another 22%, “get a ride from a friend/family member.” About 12% indicated they walk to school. Surprisingly, only 4% said they take the bus (public transportation), and 3% ride a bicycle to school.

REGIONAL COMPREHENSIVE PLAN OBJECTIVE #5

Consortium Plan Objective #5:

Plans to employ approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education.

Narrative

The members and partners at each site of the Southwest Riverside County Adult Education Regional Consortium are continuously analyzing best practices in terms of maximizing positive student outcomes. The utilization of contextualized learning, compressing courses to accelerate completion, providing blended courses etc. and of course implementing, specific workforce/career training that focus on both the acquisition of cognitive and emotional/social skills are essential components of our focus in preparing students for careers/workforce. We are committed in establishing a comprehensive framework to accelerate and maximize student learning.

Several of our goals center on developing consistent metrics for initial placement, assessment of learning and long term outcomes. The eventual creation of a common data base should help our cause in monitoring and accelerating student progress across all program areas. Moreover, staff at each site incorporates best practices within their teaching and we feel that through enhanced collaboration and professional development that we will continue to adapt the curriculum to accelerate and maximize positive outcomes. Strategies for accelerating positive outcomes on both the cognitive or competency based side and the social/emotional side are deemed critical in helping our students succeed in the pathway of their choice. Consequently, curriculum, workshops and other academic avenues will be sought in trying to instill these competencies in each of our students. We firmly believe that the cognitive and social/emotional competencies must be an integral part of all our programs.

Implementation includes:

- contextualized learning embedded across curriculum to reflect student pathways
 - mini-courses to focus on specific problem areas (ratios, multiplication etc.)
 - civic participation activities in ESL
 - incorporating basic skills in contextualized manner within CTE programs
 - modify courses and forms of delivery
- look at alternative ways of granting credit for skill attainment outside the regular academic programs

- challenge courses to demonstrate proficiency or competency for all program areas
 - blended instruction to maximize and accelerate course completion
 - bridge programs across all areas

Members and partners within the region are committed to helping our students and realize that the traditional academic approach is not sufficient in preparing students for career/higher education. We are proposing a comprehensive student support program that will develop competencies within their social/emotional realms. Self-improvement and interpersonal skills attainment is critical to student success and we feel that only a comprehensive program will suffice in helping our students. Implementation activities would include:

- course development for social and emotional learning
- understanding industry needs as it relates to social and emotional learning and identifying essential competencies
 - self-management courses
 - assess personal strengths/limits/interests/motivation
 - assessing and providing feedback on social/emotional competencies
- workforce skill development (cognitive and social/emotional) specific to area including apprentice programs incorporated into all program areas

Our region is dedicated to create a comprehensive student support services program to help each student along their career path. Counselors, guidance techs and staff will work individually with each student in developing a comprehensive, educational plan while providing the necessary interventions along the way. The creation of individualized folders (computer based or paper based) would be created and utilized in maintaining focus of each individual plan. Counselors in conjunction with the teachers at each site would meet with all students to create an individualized, specific career pathway with a roadmap to assist in reaching their ultimate career goal. Moreover, counselors at the various sites will utilize and share their expertise with all sites by providing guidance and information about their specific programs.

Most of our sites do not have specific Adults with Disabilities Programs. However, many of the K-12 Adult Schools work with their K-12 Special Education Program, regional centers and other agencies to place adults with disabilities in the proper arena to ensure success. Many of the adult schools are equipped to work with adults with mild disabilities and are also able to develop and design individualized instruction for these students. The teachers are adept in implementing accommodations and modifications to ensure learning.

Critical components for student success across all five program areas center on regular assessment and progress review of student work. Best practices dictate that prompt assessment and immediate interventions provide the best possible scenario for ensuring student success. Our consortium members and partners will develop a plan for regular feedback and assessment of all student work across all five program areas. Scheduled consortia meeting will be developed and maintained to analyze progress towards objectives (cognitive and emotional/social).

We also feel that a comprehensive professional development program and professional learning communities will aid all members and partners in reaching our goals of educating all students in their quest of attaining meaningful goal attainment. Enrollment in these learning communities will be focused on providing student accountability in attendance, school accountability in number of students placed in a classroom, proper placement of students upon entry, and limits to repetition of courses. These procedures will help accelerate learning and ensure timely completion of goals. Clear registration policies will be developed, including explicit guidelines related to placement testing, wait lists, enrollment caps, and repetitions of courses where needed.

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Short Term Courses or challenge courses in all program areas	Create curriculum and/or assessments for this	Time, consortium faculty non-instructional funding, workspace, editing and grading software, PD funds, computers, learning software, IT and web support		Staff at all sites	Number of students who enroll, pass and move on.	Fall 2015
Blended learning-combination of computer and classroom instruction. (Up to 50% computer time.)	<p>Research best approaches/existing programs.</p> <p>Training of staff and students to implement.</p> <p>Purchase of needed technologies.</p> <p>Training to record learning gains/attendance in new system.</p>	<p>Computer labs/notebooks/tablets.</p> <p>Internet access.</p> <p>Distance Learning training for office and instructional staff.</p> <p>Application for approval of online courses-OTAN/A-G UC/...</p>	<p>Varies with the number of sections and whether using own instructors or those of outside agency.</p> <p>\$20,000+ per year for license</p>	<p>Admin IT Department OTAN/other agency supplying software.</p> <p>IT both ends to transfer data between systems.</p> <p>Fiscal. Instructors</p>	<p>Course completion rates. (Student persistence rates.) Grades earned.</p> <p>Number of students requiring additional tutoring compared with traditional classroom instruction courses.</p>	<p>Review and select blended learning system. Upgrade/Installation/infrastructure.</p> <p>Recruit and train staff. Set up lab.</p> <p>Apply for</p>

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
		May need to develop courses with instructional staff or purchase site license of already approved programs. Instructors.	for 36 computers for 15 courses. Cost varies with program selected.			permission to implement/ A-G status unless choosing not to offer A-G courses.
Learning environments based on contextualized learning	<p>Incorporation of student goals into the class through survey, polling and group discussion.</p> <p>Collaborative efforts between staff and administration to ensure that teaching and learning environments are based on current research and evidence proven strategies.</p> <p>Lead teacher or</p>	<p>Curriculum Alignment</p> <p>PLC</p> <p>Staff Development</p> <p>Technology Access</p> <p>Purchase of research based and competency based texts</p>		<p>Staff</p> <p>School Districts</p> <p>College Staff</p>	<p>Student success and participation in class activities via progress review</p> <p>Successful acquisition of skills applicable to real life as demonstrated in student projects and exit level tests.</p> <p>Teacher survey Student survey</p>	12-18 months

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	<p>coordinator within the regional consortium who will visit school sites and provide feedback and suggestions.</p> <p>Consortium-wide sharing of strongest programs.</p> <p>Schools that provide research based texts and working technology to support a contextualized learning environment for students which incorporates the interface and application of technology.</p> <p>Regular training and sharing regarding Common Core, CASAS, EFF, and</p>					

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	Model Standards and research and evidence driven teaching strategies.					
Individualized Educational Plans	Teacher/Counselor/student time to develop plan	Initial development of plan to be computerized/paper based. Orientations with students. Follow up with teachers and counselors Presentations on career paths		Consortium wide collaboration and design	Student success in courses, transitions and eventually completion and placements	Fall 2015 and on-going
Remediation/Interventions	Develop interventions/tutoring services. Online, in person, study halls, web help	Tutoring instructors Lab with staffing Online tutoring, training for online tutoring teachers and staff		Teachers/tutors/counselors Web instructor	Student usage. Percent who improve. Student teacher feedback.	Fall 2015 and on-going

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
		Study space / study centers Student volunteers for study centers				
Technology integration for individualized instruction and accelerated learning	Identify and purchase appropriate technology tools for the level and facility. Instructors learn about technology use in the classroom by attending workshops and conferences. Instructors develop and present tech-integrated sample lesson plans to colleagues in the consortium	Computer savvy instructors Workshops Computers with appropriate necessities Work with K12 for relevant software and licenses	Unknown	Tech committee and computer savvy instructors	Tech usage Student improvement Student pass rates	
Accelerated courses	Develop leveled courses with specific objectives (competency-specific) as identified by CA Model Standards as	Curriculum Staff Space		Instructors	Enrollment Exit tests scores CASAS scores	Fall 2015 and on-going

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	well as exit tests.					
Life skills classes/groups	Write curriculum, contextualized instruction, addressing learning styles and disability limitations, behavioral analysis techniques, smaller group sizes Hire staff and faculty Identify facilities Purchase equipment	Curriculum Faculty Facilities Counselors Classroom Aides Classroom supplies Adaptive technology Support staff Marketing		Staff	#of course offerings and certificates # of students enrolled # established Ed Plan # of support staff # of community partners Supply inventory # of Faculty Student Learning Outcomes (SLOs)	
Emotional/Socialization skills classes/groups	Write curriculum Hire staff and faculty Identify facilities Purchase equipment Design marketing strategy	Curriculum Faculty Facilities Counselors Classroom Aides Classroom supplies Adaptive technology Support staff		All sites	#of course offerings and certificates # of students enrolled # established Ed Plan # of support staff # of community partners	

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
		Marketing			Workforce surveys	
Supportive job clubs, interviewing skills	Peer support groups, advertise/market clubs Parental/guardian support Mock interview	Location/facility Community location that is accessible and within travel distance Staff and faculty		Staff: counselors, job developer	Multiple Job clubs established strategically located throughout the district Successful job placement	
Develop Common Metrics for student placement, assessment, and outcomes	Create a consortium-wide database system for tracking student progress and benchmarks. Create benchmarks to be used in metrics Professional Development for instructor use of database to measure student progress and determine interventions	Funding Professional Development	\$7500 per day for 50 people	Staff at all sites	Comparison of CTE program completion rates and time to completion of accelerated program as compared to traditional timelines.	Fall 2015
Pre-Apprenticeship Programs (Accelerated)	K-12 school districts, Adult Ed Providers and ROP's will continue	Additional educational providers who are		Each program Director would have to	Development of new programs Course Curriculum	Fall 2015

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	and/or look into offering pre-apprenticeship programs as a way to accelerate student's progress into entering an apprenticeship program. The pre-apprenticeship program can provide opportunities for students to be more successful in their apprenticeship program as well as provide skills needed to earn income while enrolled in the apprenticeship program	willing to offer pre-apprenticeship programs Additional faculty Curriculum		determine if their institution had the ability to offer and/or expand pre-apprenticeship programs	Enrollment Completion rates	
Dual enrollment: Concurrently take Basic Skills/GED/ESL classes and CTE or developmental college credit or non-credit courses	Recruitment and Outreach: introduce students to college programs or workforce certificate programs. MOUs between adult ed districts, colleges,	Instructors Materials for instruction MOU Technology Facilities as Appropriate	\$300,000 to hire 4 staff (\$75,000 x 4) \$45,000 materials	Partners School District Staff College	gain in computer literacy number of student in dual classes number of students completing a certificate or	1-6 months

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	<p>local employers, workforce training programs.</p> <p>Articulation for assistance on registration and placement at adult ed campus</p> <p>Provide student services such as financial aid, transition advisors, career counselors, employment guidance to help with short and long term goals.</p>		(\$5,000 x 9 districts)		<p>bypassing the noncredit college classes</p> <p>Student persistence in each of the programs</p>	

REGIONAL COMPREHENSIVE PLAN OBJECTIVE #6

Consortium Plan Objective #6:

Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

Narrative

The Southwest Riverside County Adult Education Consortium is committed to the professional development for all staff. Our philosophy of developing life-long learners extends not just to students but, also to staff; consequently, we are committed in developing a comprehensive staff development plan throughout the region. Through collaboration with peers and addressing/identifying needs through the use of surveys, and questionnaires we will develop professional development opportunities to address the needs, wants, and desires of staff, students and stakeholders. A key component will be to establish Professional Learning Communities where members of the various sites across the region will be able to address student issues, curriculum, assessments etc. and then prescribe or create materials to enhance student learning outcomes. We fully expect members to participate in professional development opportunities with our partners and various stakeholders in order to stay abreast of industry and school needs and then being able to implement curricular changes when needed. Professional development activities will include:

- Developing or obtaining meaningful contextualized curriculum
- Exchange ideas and developing pathways for students
- Develop courses for accelerated instruction and completion of programs
- Identify successful local and regional practices
- Integrate CTE/Apprentice skills within the other program areas
- Learning to incorporate cognitive and personal/emotional competencies
- Create career/workforce pathways
- Strategically embed basic skills development across program areas
- Embedded motivational themes across all programs
- Create bridge or transition programs
- Incorporating partners, business communities including union apprentice programs, into our lessons (guest speakers, tours, etc.)

In addition to the specialized Professional Development Opportunities that the consortium and each site will provide to its members and partners, we fully support and encourage all staff to pursue trainings conducted by outside agencies such as County Office of Education, K-12 trainings within each district, OTAN, CALPRO, Department of Education, and CASAS. We further encourage all participants in outside trainings to

return to the region to disseminate all relevant information and for the staff to determine how to incorporate what was learned into our teaching. We also are committed to remaining current with technological advances and in training staff in utilizing this technology for the betterment of our students and their education. Faculty and staff will be trained on any new and emerging technology such as promethean boards, smart boards, use of phones in the classroom etc.

There is a huge need to develop skills other than cognitive or competency based skills typically taught in the classroom. Personal/emotional/social development is critical to our students attaining success in the workforce or higher education. Professional development opportunities will be designed to address these issues and to give teachers and staff the opportunities to design curriculum, worksheets, and workshops to help students attain the necessary personal, emotional, and interpersonal skills to be successful in society.

Moreover, professional development opportunities will be developed across the five program areas to enable students within each area to complete their program, transition to another program and to devise meaningful instruction for all students as they traverse through their pathway.

Table 6.1 Current Professional Development

In the table below, identify current, effective professional development strategies carried out by consortium members that could be adapted for consortium-wide use. Table rows can be added.

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium- Wide
Practices in basic and secondary skill that build the “college readiness” skills	Common Core Development	ABE/HS, ESL	\$7500 per day for 50 people
Technology use and integration to enhance and expand technology in Instruction	Use of smart boards in the classrooms Word/power point/internet usage for student improvement	ABE/HS, ESL	Unknown
Practices in basic and secondary skills that build College and Career Readiness Skills	Trainings and workshops on topics of research based strategies College and Career Readiness Standards and soft skills. Civic Participation	ABE/HS, ESL	\$7500 per day for 50 people

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Professional Learning Communities	Teachers form small groups with a group leader to build lesson plans, work on assessments, etc. – monthly meetings. Counselors and coordinators of consortium could suggest areas of improvement to be the focus of group.	ESL, VESL, EL Civics – groups work on areas of need of specific program	\$30,000 (\$125x40 people x6 meetings)
Curriculum improvement and trainings	Topics based on teacher surveys. Teachers problem solve, share in lesson planning and demonstrations. Experts invited to guide group in areas of need.	ESL, VESL, EL Civics – groups work on areas of need of specific program	
Understanding CASAS	CASAS implementation and understanding competencies	ABE/HS, ESL	Varies
Conferences, workshops, and webinars	OTAN, CALPRO, TIMAC, OTAC, EL Civics, CCAE Teachers participate in workshops, some teacher trainings are held in Sacramento where teachers bring back learned skills and teach staff. Some are through webinars Two day Adult Education Training related to K-12 in August before school begins addressing learning gains by teachers, State Goals, school gains in relation to CASAS	ABE/HS, ESL	\$1500 per person \$12,500 for 50 people (\$125 x 50 x2 days)
Outreach	Belong to industry manufacturers councils Go to meetings of Chamber of Commerce Go to meetings of Board of Directors and Regional Center Attend Service club meetings Attend Board meetings at Regional Center		

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Skills building intercultural competence among faculty, staff, and administrators	Host multi-cultural days and invite staff to come and participate. Students and staff can be the hosts and presenters at these meetings. Staff/students from various cultural backgrounds can make short videos on native cultural customs and post on consortium website or speak to groups. A multi-cultural day should be planned consortium-wide so that staff becomes more familiar with cultures within our region/or presented on the website.	All participants in the consortium	\$45,000 (\$5000 per site x 9 sites)
Shared Leadership	Learning to work together for the betterment of the team	all	
Teamwork	Learning to work as a team and understanding roles	all	

Table 6.2 Collaborative Professional Development Plan

In the table below, address topics the consortium considers priorities for collaborative professional development. Include, at a minimum, topics to help achieve integration among consortium members and improvement of student outcomes. Table rows can be added

Topics	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Evaluation	Each semester all parties gather to evaluate program effectiveness.	all	
PLC's	Staff from all sites and then divide by subject area	all	\$15,000 per PLC meeting(\$125 x 40 people x 3 meetings)
Career Days	Highlight different pathways including apprenticeships so that the public is aware of all pathways and the steps to achieving success. Have as many career pathways and career personnel available to provide roadmap and support. Have representatives from all 5 program area	all	

Topics	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Practices in basic and secondary skills that build College and Career Readiness Skills	<p>Trainings and workshops on topics of research based strategies College and Career Readiness Standards and soft skills.</p> <p>Consortium-wide lesson planning – in person meetings, or on consortium website to develop lesson plans, post lesson plans and possibly videos. Establish a meeting place for Professional Learning Committees in person or on website.</p> <p>Community College representatives inform programs at K-12 sites to help them incorporate college and career readiness skills.</p> <p>Create bridge classes – offer at specific sites coordinated with CTE programs or with post-secondary programs to make it easy for students to complete programs.</p>	all	\$7500 per day for 50 people per meeting
Career Pathways	<p>Develop career pathways for all program areas</p> <p>Newsletter; designed to provide updates from the field and highlight project activities of interest.</p> <p>Agency Leadership Team</p> <p>Webcast Series focuses on key topics that support implementing high-quality Adult Career Pathway programs, and feature experts from the field speaking on key topics.</p>	all	

Topics	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Team building	Team Building (Provide opportunities for teachers to meet, collaborate and build trust)	All	\$125 per day per person
Job Days	Have real jobs available for students in all program areas	all	
Instructional Development: Online Teaching How to Access the Data You Need	Monthly department meetings Webinars/Webcast Online Self pace Courses Agency's network meetings	all	
Content Area Development Contextualizing Instruction	Provide programs or workshops for faculty, staff or students Present workshops/programs to civic organizations or groups in the community Participate in research or individual studies Participate in educational travel Participate in teleconferences, webinars or online trainings	ABE/ASE ESL	
Establishing/building a Bridge Program	Online Course Series offered through CALPRO, OTAN Agency Teams: Admin, Support Provider, Instructor Usually 4 weeks	ABE/ASE ESL	No Cost for course Teacher day of pay

REGIONAL COMPREHENSIVE PLAN OBJECTIVE #7

Regional Comprehensive Plan Objective #7:

Plans to leverage existing regional structures, including, but not limited to, local workforce investment areas.

Narrative

Currently, the Southwest Riverside County Adult Education Regional Consortium members have extended relationships with many organizations in our communities. Many of the members partner with each other through formal or informal means; but, we do work together and collaborate in order to meet the needs of our students or clients. Many of the organizations have had long-standing relationships with one or more of the member districts. These partner organizations include, but are not limited to:

- Local Work source centers and Workforce Investment Boards (WIBs)
- Employment Development Department (EDD or EDA)
- Local Library and Literacy Programs
- Department of Rehabilitation
- Chambers of Commerce throughout region
- Business and industry partners
- Post-secondary institutions
- Local military branch recruiters

The consortium has reached out to numerous community organizations through a kickoff event in which the goals of AB 86 were shared with all parties. The event provided an opportunity for stakeholders in the region to come together and discuss potential means of leveraging existing regional structures and resources in a manner that will strengthen the consortium work.

The consortium members understand and appreciate the need to partner in order to leverage resources and more importantly, to be able to provide the best possible education for our students. Many of the partners play a pivotal role in helping our students succeed. It is these partnerships that make the consortium stronger. Some of the important functions with partners include:

- Leveraging resources with the Workforce Center to ensure that students served through EDD obtain assistance with transportation, childcare, book, and tuition costs
- Sharing facilities with various community agencies

- Gaining professional development opportunities through the County Office of Education
- Collaborating with counselors to attend career fairs and different apprenticeship programs in order to understand career opportunities
- Working with Chamber of Commerce to keep abreast of industry needs
- Continue outreach to employers and industry leaders and promote similar meetings to ascertain what employers' needs and how to optimize training

Existing and future partner relationships will help the consortium inform planning and implementation. These relationships are an important aspect of our foundation and provides the necessary impetus to improving, integrating, and expanding our educational (support services, etc.) to adults in our region. Partners also provide insight in designing programs that are relevant, up-to-date and current with today's and tomorrow's industry standards.

Our partnerships with area chambers of commerce, businesses, and industry groups will help us better align our curriculum with industry and employment standards or certifications, which in turn will help increase student employability. By utilizing the expertise of our partners it will help us improve internship and on the job training opportunities as well as helping our programs stay relevant and current.

**Table 7.1 Leverage of Existing Regional Structures from Partners
(expand table as necessary)**

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
EDD/WIBS	All	Communication (partnership meetings, labor market analysis,) MOUs, Counseling support, Develop onsite training as needed, increasing access to available facilities,	Sites based on interest and needs	Students, support Tools, license fees, job placement, job development, case management	Fall 2015
GAIN/Rehabilitation	All	Communication (partnership meetings, labor market analysis,) MOUs, Counseling support, Develop onsite training as needed, increasing access to available facilities,	Sites based on interest and needs	Student, support	Fall 2015
CALWORKS	All	Communication (partnership meetings, labor market analysis,) MOUs, Counseling support, Develop onsite training as needed, increasing access to available facilities,	Sites based on interest and needs	Student support	Fall 2015

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
High Schools/School District	All	Counselors contact, high school minors who can enter adult diploma programs Test prep. ASVAB, SAT, CBEST, boot camps (college placement). TOEFL Communication with individual high schools in districts to determine their needs with our resources.	Sites based on interest and needs	Students, support,	Fall 2015
Libraries	all	Literacy, applications, job search, resumes, etc.	all	services	On-going
Student Support Services in K12 District	All	Utilize services in K12 for adults including adults with disabilities, career pathways, ESL, HS Diplomas'	Sites based on interest and needs	Services to our students	Fall 2015
Churches	All	Contacts, help with placement, classes	All sites	Services to students	On-going
Veterans	All	Contacts, support, classes	All sites	Services to students	On-going

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
Regional Center and other adults with disabilities support groups	Adults with disabilities	Utilize services to help with adult placement in correct programs.		Referrals support services including transportation liaison between the state and consumer marketing outreach on-going advisory role such as curriculum design etc. liaison between vendor services	On-going
<ul style="list-style-type: none"> • Chamber of Commerce • County libraries • County Office of Education • Industry Employer Groups • Literacy Coalitions • Economic Development Regions • County Social Services – CalWORKs • Employment Development Department (EDD) 		<ul style="list-style-type: none"> • Partner with Regional Center • Partner with Chamber of Commerce to identify worksites, employment opportunities within each community • Develop an Industry Employer Group • Meet with Service clubs • Meet with Parent groups <p>Gather Community members for advisory boards</p>		Marketing Ongoing advisory role Liaison between vendor services Referrals	On-going

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
Unions/apprenticeships: Create pre-apprentice program certificate that will allow those with certificate priority in these programs	all	Provide knowledge, support and job opportunities	all	Support, jobs, placement	On-going
Planet Youth	Internships Career Preparation Program	Individual Schools or districts will need to partner with their local Planet Youth location	LEUSD, Valley Adult School	Resources for these support programs.	Each school year beginning in August (ongoing partnership)
LEUSD CTE Auto	Auto certificate programs Apprenticeships Employment	Advertising the course Connecting with community businesses for internships/apprenticeships Funding for teacher salary	LEUSD, Valley Adult School	Internships organized Apprenticeships Employment opportunities Facility and equipment	Classes run for one term. Internships/apprenticeships run during the course as available. Students should be able to take two courses in a school year. August-June
LEUSD Welding	Welding Certificate Junior college Matriculation Certified in course area	Generate a student interest list Funding for teacher salary	LEUSD, Valley Adult School	Certification Certificate for completers RCC Matriculation pre-set Facility and equipment	Classes run one school year. This program is available as soon as we have a student list and funding for salaries.
Immigration and Customs Enforcement	ESL, Citizenship, ABE, GED, CTE, Application Preparation	Meetings, Production of Virtual Materials, Content Design, Communications Plan	All	Leverage roles and responsibilities, oversight, development of content, process management	June 2015
Department of Motor Vehicles	CTE/Driver's License	Meetings, Interviews, Resource Assessment,	All	Referrals, content, process, data bank,	June 2015

		Development of content and delivery systems, measurement			
Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
County District Attorney/Superior Court	CTE	Meetings, Interviews, Surveys, Resource Assessment, Define Roles Responsibilities, Develop Programs, Measurement Systems	All	Court Waivers, Policy and Regulation Shifts, Resources, Tracking Systems	January 2016

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