



AB104 Adult Education Block Grant - Three-Year Consortia Plan Update from AB86 Final Plan

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

15-328-035

1.2 Consortium Name:

Southwest Riverside Adult Education Consortium

1.3 Primary Contact Name:

Joyce Johnson

1.4 Primary Contact Email:

jajohnso@msjc.edu

Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

2.1 Provide an Executive Summary of your consortium's AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.

The Southwest Riverside County Consortium's plan was put in place to better serve the educational needs of or adult students. We want to expand and improve services and create linkage and transitions between educational programs.

Guiding Principles

- 🔍 Focus on the needs of the regions
- 🔍 Develop programs based on principles and standards of accreditation
- 🔍 Ensure that students can complete a program of study
- 🔍 Be true to principles of AB 86 (legislation)
- 🔍 Be guided by data through a process of consensus and feedback/input from constituents
- 🔍 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

Member Organizations

The Southwest Riverside County Adult Education Consortium (SWRCAEC) is made up of Mt. San Jacinto College, The Riverside Office of Education (RCOE) 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

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 AEBG. Mt. San Jacinto College acts as the fiscal lead. 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 seven program areas identified in AEBG. 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 Southwest Riverside County Consortium is committed to establishing and expanding 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 will greatly benefit the entire region in providing comprehensive services (academic and vocational) while avoiding potentially unnecessary duplication of services. As we develop these comprehensive career pathways, we will seek out and receive input from all stakeholders including students. We have put in place a comprehensive website that contains career pathways and provides students with comprehensive information about all of our consortium programs and potential career/higher education choices and roadmaps to reach their goals.

We continue to work towards, a common data base for all students throughout the region to 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 Southwest Riverside County Consortium.

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 seven areas will continue to meet regularly to create curriculum and pathways that will help our students.

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 monthly. 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.

2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document for attachment instructions.

NOTE: The updates shall include data and changes regarding the seven program areas in AB104 (five of which were in AB86):

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
5. Programs for adult with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

2.2a Objective #1: An updated 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).

Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation

of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.

At this time we have no changes or updates to submit. The data submitted by our Southwest Riverside county AB86 Consortium is still valid and current. The revisions made to our three-year plan were submitted as of 11/1/2015 and reflect adjustments decided on by all consortium members to reflect RCOE and MSJC as members.

2.2b Objective #2: An updated evaluation of *current needs* for adult education programs within the consortium's region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts' K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (<http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx>).

This should provide an updated overview (if applicable) of the consortium's region including:

- Analysis/description of local regional economy
- Additional analysis utilizing other data

At this time The Southwest Riverside County Consortium is not submitting additional updates to the gaps and needs identified in our spring 2015 plan. The members of The Southwest Riverside County Consortium are continually updating and assessing gaps and needs.

2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.

2.3a Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED)

The Southwest Riverside County consortium members including RCOE will be offering courses aligned to earning a diploma or. Dispersed through our region we also will offer GED and HSET courses and testing sites to ensure adults throughout our region have convenient access to continuing education. With our additional funds through the block grant we will now be able to increase our offerings and support more students who are on wait lists. These funds will also allow us to promote our programs seeking more students from the communities we serve who have been unable to enroll or who were unfamiliar with our program offerings.

Our website will also allow us to streamline our services and communicate efficiently through the region, informing potential students of our offerings and services available to them

In the area of workforce development and training we have also shored up our offerings and looked at need through the data that was pulled in our initial plan. We have identified areas of growth in employment throughout the region and are aligning our new courses, to support those areas of need and employment. With the block grant funding we are looking at doubling our training opportunities and offered programs within the next year and by the 2017-2018 school year to have tripled our offerings at a minimum. These new courses and programs are spread equitable throughout our region to support not only student need but to increase access and convenience for all adults looking to enter the work force or to increase their work skills.

2.3b Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards. (REQUIRED)

The Southwest Riverside County consortium members have identified through our

community data, the areas of need in workforce development. We are working with Planet Youth and RCOE along with other partners and programs to increase our training programs aligned with apprenticeships and pre-apprenticeships. These increases include, Logistic certification, Auto certification, Solar certification, Medical training, and a focus on increasing the offering over the next two years. This will include Welding and Technology. We are looking to align our programs not only with each other but with our partners to ensure there are apprenticeship and employment opportunities in these pathways.

2.3c Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED)

The Southwest Riverside County consortium El Civics, EL classes and diploma classes are being increased throughout our consortium to align to this area of need. We are increasing our on-line opportunities as well to increase access and extended learning into our student's homes. Adults taking these courses through our consortium service area will learn the language and day to day life skills and knowledge that will enable them to assist their children. Many of our programs will be offered during the day at schools where their children may be attending. This will increase knowledge, access and comfort for parents with school age children. Our focus as a consortium is to increase access, visibility and increase services throughout our communities with this new funding to ensure that parents are becoming educated and able to successfully communicate.

2.3d Collection and availability of data. (REQUIRED)

By using West-Ed, the Southwest Riverside County consortium members able to look at comprehensive data throughout our region. We want to continue our relationship with West-Ed to track our population. This will include surveys consortium wide for all students served to ensure we are meeting the needs of our communities. We will look at employment data and economic information available to align our work and training programs appropriately.

For student data we have chosen ASAP as a provider for the entire consortium. We will be collecting data consistently throughout the consortium to ensure what we have committed to in our plan is being realized. We must ensure during regular reporting periods that our

focus areas we identified and committed to accomplish with funding are being met. Our Fiscal agent as well is requiring data pulls quarterly. Funding will only be released as programs show through data that they are successfully meeting the outcomes projected in our three-year plan. This accountability process put in place will allow us to re allocate or ask for additional funding based on data. It will also allow us to track progress with students, completers and employment data.

Many of us currently also uses TOPS and CASAS. These also will allow us to access more detailed data and to share data with students served throughout the consortium.

2.3e Qualifications of instructors (including common standards across entities).
(REQUIRED)

Funding will be allocated directly to districts serving students throughout the consortium. We are currently looking at aligning our graduation requirements, curriculum used, on line extended learning programs and pooling data. In the area of instructors, we are using two models. Many of our members will be using our junior college, MSJC to support EL and EL Civic classes. These staff members will be hired though both the districts and the junior college. This will ensure we are looking at the same credentials for our instructors. K12 districts will be responsible for hiring teachers to support Diploma and other programs and classes they we are directly offering that are not through the college. Salaries will align with the K12 districts they support.

All of our Apprenticeship programs are being supported thought our county partner RCOE and or our K12 CTE instructors. These instructors hold appropriate CTE credentials and certificates. They will be paid by the individual member programs they are offered through. These salaries align to the K12 pay scales and the college salary schedule.

2.3f Alignment of academic content and curricula (OPTIONAL)

As a consortium we are currently working on aligning our graduation requirements. We also are aligning our on-line programs, ESL and EL Civics curriculum when appropriate. We have included teachers from each of our member districts to participate in coursework and

alignment. We also are looking at common core development.

2.3g Alignment of educational services supported by this grant . (OPTIONAL)

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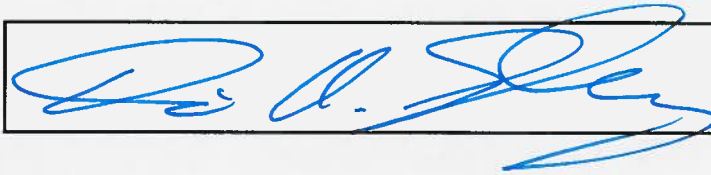
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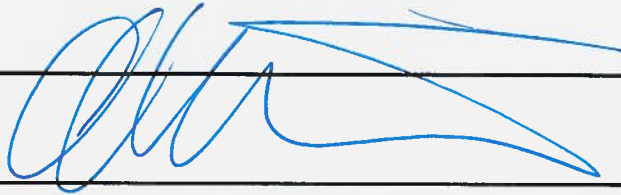
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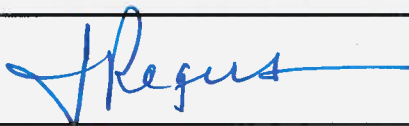
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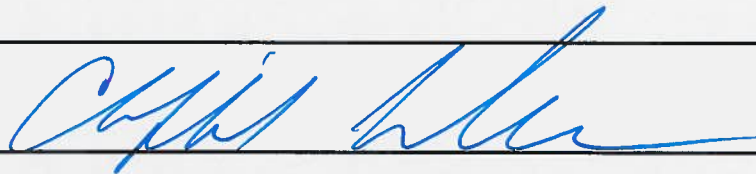
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