

# 35 Southwest Riverside | Consortium 2017-18 Annual Plan

**INSTRUCTIONS:** The form below has been partially completed based on information provided from your prior year's Consortium Annual Plan. Please carefully review and update each section. You may save your progress by clicking the **Save** button at the bottom of the page. As you coordinate with your member agencies to complete your annual plan, you are encouraged refer to the planning materials provided by the AEBG office located on the AEBG website here: <http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit> (<http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit>).

Click on the **Section 1: Plans & Goals** header to begin.

## Section 1: Plans & Goals

### Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2017– 18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)

For four years The Southwest Riverside County Adult Education Consortium has been committed to building and expanding our services to help adult learners acquire the skills necessary to prepare for college, career and the workforce as detailed in our comprehensive plan.

Over the 2017-2018 school year we are focusing on five areas to continue to support our vision and implementation plan. These five areas include: 1.rigor for existing programs including course alignment to assist with transitioning students into post-secondary successfully; 2.a diverse professional development plan focused on including our instructors throughout our consortium; 3.development of a new career pathway; 4.increasing CTE courses throughout the region that align to post-secondary, certificate, and degree program; and 5.student support services. Collectively we met as a group to ensure we all felt that these areas of growth for the upcoming year aligned with our plan and met our regional needs. Moving forward as we look at data results for our prior year, we will continue to evaluate how our funds were planned for allocation and if our adjustments are still supported with funds appropriately. As a consortium we originally left funds unallocated to give us the opportunity to support changes in our plan and areas we felt needed additional funding. With this strategy we have been able to use our rollover unallocated funds to assist as we grow and implement new strategies. This will be the case with our new pathway development and staff development.

Over the 2016-2017 year, we successfully implemented many programs and activities that supported our original plan and the direction we have been moving. This included our consortium wide use of CASAS, ASAP and the continuation of West-Ed. We utilized funds for staff development with these new data systems. We also piloted counseling support for all of our members with on-site students support. This program is being increased and more formally implemented for the 2017-2018 year. This will allow us to increase our support and success for students matriculating into post-secondary and employment. This past year we also were able to support new CTE course offerings throughout our consortium. With implementation in many of these areas, our data showed large expansive growth in numbers of students graduating and completing programs.

The strength of our consortium is that we work collectively and cohesively to implement our goals and support our students, programs and region.

## Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need and identifying the gaps or deficit in your region? Please provide the reasons for the gap between the need in the region and the types and levels of adult education services currently being offered.

Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
1 Professional Development	We see this as a need for our instructors and classified staff to ensure all our regional students receive consistent academic services and support.	Number of teachers and staff members who participate Data use that allows us to track students and increase completion and matriculation rates Support student need more accurately and see increases in student advancement into post-secondary and employment
2 Rigor /Alignment for post- secondary coursework	As a consortium we discussed the need to increase the academic rigor in our courses to ensure students are prepared to transition to employment and post-secondary.	Number of students transitioning into post-secondary and certificate programs or employment Number of students completing programs Reading CASAS scores increasing due to a focus on reading and writing
3 Career Pathway	West Ed survey data, regional employment data, and industry need based on partner and regional data.	Number of students being served in CTE, pathway or certificate programs Putting a pathway in place Increasing the business partners we have as resources in the community
4 Increase CTE courses throughout the region that align to post-secondary, certificate, and degree programs.	West Ed survey data, regional employment data, and industry need based on partner and regional data.	Number of students being served in CTE, pathway or certificate programs.Increasing the business partners we have as resources in the community. Job placement data.
5 Student support services throughout the region.	West Ed surveys and CASAS data.	Number of students utilizing services.

GAPS IN SERVICE

**For 2017-18, what strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service (Must list at least one)?**

Identify strategies planned to incrementally increase capacity in identified gap areas as well as those that help maintain established levels of service. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

We are looking at increasing the current opportunities we have offered and to add specific training opportunities for our teachers to come together and collaborate while allowing us to add more consistency throughout our consortium.

We are looking at curriculum and course opportunities that will allow our adult programs to prepare students to matriculate into the college certificate and credit programs. This includes aligned courses through MSJC and advanced courses being offered.

We are investigating a program that helps research and then build networks that allow consortiums to successfully implement pathways in areas of need. We also will be offering more CTE entry courses throughout the region. This includes HVAC, an increase in the health care field and computers courses.

Working with our executive committee more collaboratively this year to increase partnership opportunities. This will assist as we begin to create a pathway and increase our CTE and certificate offerings. Working with our Workforce Development through the WIOA MOU to streamline offerings and support more students in our areas. This will allow us to offer more services to our current students. We also will continue to look at classes we can offer that align our adult education programs with our community college and better prepare our students for the transition into post-secondary.

Increase our student support services over the next year to include child care, transportation, counseling, FAFSA events, registration workshops and career and work exploration.

## Seamless Transitions

Explain how consortium members and partners are integrating existing programs and services and creating seamless transitions into post-secondary education or the workforce. Please also identify key challenges faced and / or overcome during the 2016–17 Program Year in your efforts to transition students.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
FAFSFA Night	3 - Somewhat implemented	Because we just implemented post secondary counseling services throughout our consortium this year it has been a bit of a challenge to educate our students on the need for participating in FAFSA evenings and even college tours. This is the first year we have offered these events and as we move forward we are strategizing to increase participation.	Our counseling team will be making this a priority over the next school year.	None
Align Curriculum	3 - Somewhat implemented	Increase in staff training	Increase staff development opportunities and interagency collaboration	Provide regional opportunities to collaborate on curriculum alignment
Citizenship classes	4 - Mostly implemented	None	None	Support through the state to address this as an area of need for our programs.
Community Forums	5 - Fully implemented	None	We will continue to increase participation and partners in this area.	None
Continue alignment of assessments, placement, and curriculum in sub regions	3 - Somewhat implemented	Increase in staff training	Increase staff development opportunities and interagency collaboration	Provide regional opportunities to collaborate on curriculum alignment
CTE Pathways	3 - Somewhat implemented	Creating MOUs and building pathways that connected to current pathways through our community colleges.	As a consortium we are looking to strategically plan pathways needed in the region that we can collectively support and participate in.	None
Explore Digital Badging System to support seamless transitions among members and partners	5 - Fully implemented	None	None	If this program was implemented across the state and students had data that could be shared as they transitioned from programs using one student ID like ASAP student numbers this would allow us to increase data and student tracking.
FAFSFA night	3 - Somewhat implemented	Because we just implemented post secondary counseling services throughout our consortium this year it has been a bit of a challenge to educate our students on the need for participating in FAFSA evenings and even college tours. This is the first year we have offered these events and as we move forward we are strategizing to increase participation.	Our counseling team will be making this a priority over the next school year.	None
Guidance Class	3 - Somewhat implemented	Lack of formalized planning need more frequent visits	Focus on individual student transition	Provide more assistance for model programs

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Strategic Plan	3 - Somewhat implemented	Budget delays the initial year had an impact on implementing our plan. We also revised our initial plan slightly after realizing there was so much more we could accomplish and to plan in broader terms.	None	Continued funds for data use, consistent hiring requirements implemented through the state and aligned curriculum.

**For 2017-18, what NEW strategies are planned to Integrate existing programs and create seamless transitions into postsecondary education or the workforce (Must list at least one)?**

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

Collaboration among staff members to align curriculum to post-secondary and increase rigor.

Strengthen partnership with MSJC CTE

Strengthen partnership with Workforce Development Agency and Division of Apprenticeship Standards.

Guidance workshop for all MSJC non credit students transitioning into MSJC certificate or credit classes or careers (For advanced ESL and GED completion students).

Implement counseling services for transitioning students into post-secondary and career training throughout our consortium.

## Student Acceleration

Explain how your consortium members and partners have employed 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, post-secondary institutions, and career technical education.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
(Gaps Identified) Expand current CTE programs at RCOE School of Career Education	3 - Somewhat implemented	Staffing	New strategies for recruitment.	None
Offer college courses on Site	3 - Somewhat implemented	Our region is very large and it is extremely difficult to offer satellite entry courses throughout the entire region.	We are looking at partnerships MOUs and other strategies to bring entry level courses for certificate programs onto our adult campuses this year.	None
Offer FAFSA applications support on site or while still incarcerated	4 - Mostly implemented	Identifying students ready to transition before they leave an adult program.	Adding additional counseling support and more consistent plans at each of our adult schools to increase this service.	None
On line course and supplemental materials on line	3 - Somewhat implemented	Lack of licenses and teacher training Non all members were using this program and we also needed more training on the classroom use	Staff development and expand licenses and teacher training	None
Open and hire new EMT position	3 - Somewhat implemented	Staffing	New strategies for recruitment.	None
Provide ACCUPLACER assessments while still incarcerated	3 - Somewhat implemented	Staff support.	Staff development.	None
Summer School Classes	3 - Somewhat implemented	Ensuring that we had these programs spread through out region to support all students when possible. This is the first year that we were able to provide services with a plan in place that met basic needs.	Ensuring that we dialogue as a consortia to ensure we cover our region with these course offerings as needed.	None

### For 2017-18, what strategies are planned to accelerate student progress (Must list at least one)?

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

Offering HSD, HSE, CTE and ESL online programs  
Add more instructional staff

Staff development opportunities  
Technology integration in classes

Career assessment and preparation services for all students

Flexible schedule offerings (on line, summer, night, weekend)

College readiness classes/college transition classes

## Shared Professional Development

Explain how your consortium has collaborated in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration, consortium alignment, and improve student outcomes.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
ASAP Training	4 - Mostly implemented	Large staff.	Future training.	None
Guidance Class	3 - Somewhat implemented	Getting adult students throughout the consortium to participate in central classes.	Small mini workshops tailored to individual adult schools will allow us to offer this support without having students need to travel. This will also support the matriculation process for students transitioning from adult schools into post-secondary.	None
Provide Digital Badges training	5 - Fully implemented	None	None	None
Provide professional development for all staff and faculty	3 - Somewhat implemented	Large staffs and a large region made it difficult for all staff to participate.	Continue staff development scheduled throughout the year.	Regional staff trainings.
Provide Technology training such as Google Docs and online resources	4 - Mostly implemented	Pulling all consortium staffs together.	A continued staff development schedule through this year to continue on what we offered this year.	None
Scheduled meetings with program teachers and staff	3 - Somewhat implemented	Because our staffs are so large and spread through the region not all staff is always able to participate in our professional development training. We also struggled to find time to offer extensive training throughout the year.	We were able to offer several trainings this year to include ASAP, CASAS, Burlington along with several presentations. We also funded the CASAS conference and the ASAP conference but need to schedule curriculum trainings throughout the upcoming year.	State trainings not limited in participation numbers, especially regionally would be helpful in this area.
West-Ed	5 - Fully implemented	Online access for some of our remote classes and programs.	A push to continue implementing our surveys throughout the region and using this key data.	None

**For 2017-18, what NEW strategies are planned to provide shared professional development (Must list at least one)?**

A critical element to ensuring the effective implementation of the Consortium’s plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

ASAP training will continue to assist with tracking student needs, progress, counseling support and connect members when students transfer between programs. This fall training will allow more staff members to become more familiar with some of the additional tools we can now use in ASAP.

Burlington Software will be coming out to individual sites during fall staff development to assist with how to use the program to assist students with accelerated and supplemental learning.

CASAS Staff development will continue with an all staff training to discuss data outcomes and how to improve student progress through assessment and utilizing CASAS resources more effectively.

Offer high quality staff development in the areas of content knowledge and pedagogical skills.

Offer training opportunities for staff on data management and instruction.

## Leveraging Resources

See the attached adult education fiscal resources table on your consortium fact sheet. Explain how your consortium is leveraging and braiding these funds sources including those provided by consortium members and partners, incorporating existing regional structures, and reaching out to stakeholders and partners for participation and input.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
MOU	3 - Somewhat implemented	This has been a slow process to align services  Formalize collaboration and streamline throughout our consortium to serve more students	A more aggressive use of the counselors with more support to improve data on transitioning post-secondary and other outcomes	A system to track the students that are referred between programs.



**For 2017-18, what NEW strategies are planned to leverage existing regional structures, including, but not limited to, with local workforce investment areas (Must list at least one)?**

Identify strategies planned to leverage existing regional structures and utilization of resources, including leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

We are partnering with our local WIOA I through an MOU to support adult students currently being supported by Workforce Development and/or our consortium members. By partnering, students will transition between programs with outcomes as the primary focus.

We have included a partner from Apprenticeships, Cal Works and the Workforce Development on our Executive Committee. With these partnerships we are looking to increase resources for our students as they transition.

Collaborating with MSJC our community college consortium member to offer counseling services for all partners is one of our strongest partnerships. We will increase student counseling support and post-secondary transition services by adding additional support staff. This will include financial aid assistance and career planning services.

Exploring a consortium-wide industry partnership network strategy (next generation sector partnership)

Partnering with another community college to provide introductory HVAC CTE courses through AEBG to help students then matriculate into an HVAC CTE pathway.

RCOE is partnering with the Riverside County Sheriff, Riverside County Probation, and EDD.

## Section 2: Fiscal Management

Please provide an update on your AEBG fiscal spending. In the table below, identify the total MOE & Non-MOE funding spent or encumbered for the 2015-16 and 2016-17 program years.

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
2015-16	\$4,509,553	\$4,370,637	\$138,916
2016-17	\$4,595,366	\$2,904,752	\$1,690,614
<b>Total</b>	<b>\$9,104,919</b>	<b>\$7,275,389</b>	<b>\$1,829,530</b>

Please identify challenges faced related to spending or encumbering AEBG funding.

As a consortium we regularly meet to ensure that as we move forward with our plan, our expenditures align directly with our outcomes and our program areas. This past year, our districts were much more supportive, allowing us to staff as needed and to treat these AEBG funds as a funding source and not as a grant. In the future if there was documentation across the state that notified AEBG participants that the funds are not a grant this would generate even more success for spending out funds and staffing as planned.

As we finalized our 2015-2016 budget reporting, we were extremely close to spending out these funds. This has put us still one calendar year behind but based on the struggles for year one, we feel that we are on track to aligning our budget to our plan and spending an entire year's allocation each year.

Originally we had some unallocated funds for year 2015-2016. This actually ended up serving us well. With these funds we were able to support some of our programs that advanced in areas not previously planned for. This included staff development, CTE pathways and work preparation programs. The rollover funds gave us the freedom to supplement new projects not initially budgeted for. Many of these expense were one-time costs that gave us the flexibility to put programs and materials in place as needed.

We still faced changes in leadership in some of our programs that did result in some delays but overall we made strong progress with implementing our plan and spending the necessary funds.

Please describe your approach to incorporating remaining funds from 2015-16 and 2016-17 into activities planned for 2017-18. (Limit: 250 words)

With minimal 2015-2016 funds remaining, we have put in place additional counseling support for fall 2017. This will support all of our consortium members. We also have scheduled staff development with CASAS and the upcoming ASAP conference to support stronger reporting and data collection for teams from each of our consortium schools. The 2016-2017 budget will be spent out by the end of the 2017-2018 school year with a majority of our three year plan up and running. Over the last few months we have spent time reviewing our original three year plan and feel that with adjustments and additions we are aligned to our original plan with the focus on the program areas and student success data.

## Section 3: Certification and Submission

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the **2017-18 AEBG General Assurances Document**.

**Failure to meet the requirements listed in the 2017-18 AEBG General Assurances Document may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.**

### Certification (Required)

- I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2017-18 Program Assurances Document.
- I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

### Signature (Required)

- Click to indicate you are ready to Submit your 2017-18 Consortium Annual Plan