

Rio Hondo Region Adult Education Consortium

AB 86 Reporting Requirement

REGIONAL COMPREHENSIVE PLAN

3/1/15

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EXECUTIVE SUMMARY

AB 86 breathes new life into the education of adults across the state of California. It presents a unique opportunity for K-12 adult education and community college programs to revitalize and invigorate existing systems and reinvent adult education to develop new approaches, new pathways, and new partnerships responsive to the needs of all Californians. It also provides a framework to begin rectifying the unintended devastation brought about by the severe cuts and program eliminations under flexibility during the state's recent recession.

In the Rio Hondo Region Adult Education Consortium service area, for example, member and partner agencies provided instruction for 76,195 adults prior to the 2009 state budget cuts. In 2013, 40,140 adults were served, representing 53 percent reduction in adults served – at the very moment when adult education should have been addressing the needs of the unemployed and underemployed populations. Unemployment soared, reaching between 8.1 percent and 13 percent in pockets in the region, while opportunities for adult learners to access education and training in order to help themselves, their families, and their communities thrive diminished.

The Rio Hondo Consortium's work over the past year has been focused on restoration through leveraging resources and collaborating across district boundaries. The consortium has met in planning sessions with five task force groups, as a Work Group, as an Executive Committee, in a Strategic Planning Meeting, and participation in a Regional Planning Summit. We have conducted and collected data from a consortium faculty survey and a consortium student survey. Our commitment has resulted in the formulation of a regional plan with unique goals, objectives, and guiding

principles based on a shared vision, a collective mission and common goals. We have worked collaboratively and diligently to address the needs of our unique population and communities – and the challenges and opportunities in which we find ourselves. This mission, vision and these goals – like AB 86 – are dedicated to one idea: improving and expanding educational opportunities for all adults.

The vision of the Rio Hondo Region Adult Education Consortium is first, foremost and always focused on the individual student ...on the student *now*, on the student moving forward – and on the student secure in the community now and in the future. The plan is divided into sections, but there is the unity of a shared vision and a seamless whole. Communications *is* Professional Development *is* Measurement & Accountability and all the other dynamic moving parts – they all blend together with Instruction and Student Services/Counseling. We are simply exploring new pathways. It is this unity of purpose that strengthens the plan and the consortium’s role as the unifier of all the separate parts and components of the Regional Adult Education Plan.



Member Districts

- El Monte Union High School District
- Rio Hondo Community College District
- El Rancho Unified School District
- Whittier Union High School District

Partner Districts

- Bassett Unified School District
- Hacienda-La Puente Unified School District
- Tri-Cities Regional Occupational Program

The AB 86 planning process is proving to be an excellent beginning. But as the work continues into implementation in FY 2015 and beyond there is much more work to be done. To be successful RHRAEC and our sister/ brother Adult Ed Regional Consortia up and down the state need to look beyond FY 2015... at least five years into the future. We need to look beyond the horizon to the future of Adult Education in California.

There needs to be a new funding formula to support adult learners, and a better defined role for the consortium.

Several issues remain unresolved / unaddressed by AB86. Parent Education and Programs for Older Adults are not included even though they have been critical components of traditional K-12 Adult Education and community college non-credit programs for years. The need for better informed parents to support their children in school and life screams from the page. The older adult population is growing. It has specific educational needs that need to be addressed. The fate of Regional Occupational Programs (ROP) will also have a strong impact on career training for adult learners. Current trends forecast increased release from the corrections system, which will create an increased need for post-incarceration programs. Changes to immigration and naturalization law and/or regulations are coming soon, which will bring growing immigration and citizenship issues.

As noted previously, the AB 86 planning process is just the beginning, creating collaborations that will develop the programs and services that will give students what they need to be successful.

OVERVIEW OF CONSORTIUM

Member Organizations

AB 86 Consortium members include the following districts:

- Rio Hondo Community College District
- El Monte Union High School District
- El Rancho Unified School District
- Whittier Union High School District

Partner Organizations

The partner districts are:

- Bassett Unified School District
- Hacienda-La Puente Unified School District
- *Tri-Cities Regional Occupational Program (TCROP)

*Tri-Cities ROP is the only partner not represented in another AB 86 Regional group.

Organizational Structure

Consortium Coordinating Council

In anticipation of the forthcoming work to be done with AB 86, the Council started meeting in September 2013 with two to six representatives from each participating district. The Council was instrumental in establishing the consortium, and guides its work. The Council formed the Work Group that has lead responsibility for developing the AB 86 consortium plan.

Consortium Work Group

Since beginning its meetings in January 2014, this group has completed much of the work required by the AB 86 Certificate of Eligibility (COE). The Work Group developed the consortium's organizational structure laid out in the RHRAEC's Memorandum of Understanding, and was also instrumental in setting out the competitive bidding process that led to the selection of the consulting firm of Adult Education Solutions to advise and assist in meeting the reporting requirements of AB 86. Their collective work constitutes the plan's sections that were due for submission to the state on July 31, 2014; October 31, 2014; December 31, 2014; and the current March 1, 2015 submission.

Executive Board

The Rio Hondo Region Adult Education Consortium Executive Board is made up of one representative of each member district, and a rotating member representing the Partner agencies. The five voting members of the Executive Board have ultimate authority over fiscal decisions and other issues needing formal approval.

Task Force Groups

An integral element of this consortium is the work accomplished by the five task force groups that were established to provide recommendations on the five program areas listed in the AB 86 legislation. The majority of members of these task force committees are teachers, but they also include administrators and classified staff. These task force groups have been meeting since May 2014, and their recommendations are included in the plans submitted in July, October, December, and

March.

Shared Leadership Strategies

Shared leadership has been achieved and exhibited at all levels of decision-making through the establishment of the Coordinating Council, Working Group, Executive Board and Task Force committees. These entities have managed to reach decisions on a consensus basis, with the clear understanding that a voting structure is available if needed. The shared leadership is exemplified through the use of consortium rotating chairs. With this approach, the chair is held by one member district for four months and then rotated to another district. Similarly, as noted previously, the Partner agency representative on the Executive Board also rotates every four months.

Description of Planning Process

The planning for this consortium has been accomplished through the collective work of the Coordinating Council, the Work Group, the Subject Matter Task Force Groups and the larger planning meetings held. The day-to-day work to complete the reports responding to the AB 86 COE, however, has been done by the Work Group.

Since January 2014, the Work Group has met weekly to accomplish the steps identified in the AB 86 COE. It is at these meetings that schedules are established and assignments are delegated. Priorities to be addressed by the consortium are also identified. The planning work of the Work Group is enhanced and supported through input and recommendations from the five Task Force groups/committees.

Description of Teacher, Faculty, [and Student] Involvement

Teachers and classified staff, along with administrators and program coordinators, have been active participants in the Rio Hondo Region Adult Education Consortium planning process. In May 2014, five Task Force Committees were formed around the five program areas targeted by AB86. The Task Force Committees include teachers and classified staff from each of the RHRAEC Member and Partner agencies. From May to July, Task Force committees met regularly (usually weekly) in order to evaluate the status of existing services to adult learners and to identify needs and gaps. This included reviewing data and discussing needs and potential responses to those needs as requested. The result of their work was the foundation for the RHRAEC Planning Grant report that was submitted in July. During the writing of the report, Task Force Committee members received copies of the tables and drafts of the narrative based on their discussions and input for their feedback and/or edits.

In order to assure as much faculty and staff participation as possible, work on Planning Grant Objectives 3, 5, 6, and 7 were postponed until Fall term sessions had begun. On September 12, 2014, a RHRAEC Regional Planning Summit was held at Rio Hondo College. In addition to an introduction and overview of the AB86 process, each Task Force Committee met to discuss its goals and aspirations for RHRAEC and the consortium concept. Ideas regarding improving student transitions to postsecondary and job training, accelerating student learning, providing professional development, and leveraging resources available in the community were addressed for each program area. The results were recorded on Tables 3, 5, 6, and 7. After the information was collated, all Task Force participants had the opportunity for review and feedback. The information gathered and ideas generated by the Task Force Committees formed the

basis for the second planning grant report that was submitted in October.

Pam Battleson, a CTE teacher, teacher leader, and collective bargaining unit president, attended the state AB86 Planning Summit in October. Along with program administrators, she was an active participant and contributor to the planning activities. She also participated in a follow-up RHRAEC Work Group meeting where plans and visions for the future were discussed.

Input from certificated and classified staff has been critical to the development of the RHRAEC plan. In order to expand faculty input, staff members of RHRAEC agencies were asked to participate in a survey regarding the effectiveness of programs and the identification of needs and gaps. (Rio Hondo College was engaged in its WASC accreditation process at the time of the survey, so they were not able to participate.) In responding to the survey, staff members confirmed the work of the RHRAEC Work Group and Task Force Committees and identified the same priorities that the committees had identified. The results of the survey are discussed elsewhere in this report, and a copy of the survey is in the Appendix.

Each RHRAEC Member and Partner agency has used faculty/staff meetings, department meetings, and written communications to inform all faculty/staff members regarding the AB86 Planning and Implementation process. Obviously, any efforts to address the needs of adult learners will require the involvement of an informed, focused, and well-trained instructional and support staff. Their experience, perceptions, and expertise must be, and have been, part of the planning process.

CONSORTIUM ACTIVITIES REPORT
January 2014 – February 28, 2015
Rio Hondo Region Adult Education Consortium

CONSORTIUM MEMBERS:

Rio Hondo Region Adult Education Consortium (RHRAEC)

- Rio Hondo Community College
- El Monte Union High School District
- El Rancho Unified School District
- Whittier Union High School District
- Bassett Unified School District – Partner District
- Hacienda-La Puente Unified School District – Partner District
- Tri-Cities Regional Occupation Program – Partner District

FISCAL AGENT:

- Rio Hondo College was selected by the Consortium to serve as the fiscal agent for the Consortium in Fall 2014. This selection was the result of an open, transparent process where each member and partner agency had the opportunity to apply to be a fiscal agent for the consortium.
- Rio Hondo College Grants Management and Accounting personnel provide technical support to ensure compliance per grant terms.
- Rio Hondo College prepares expenditure items, collects all back-up paperwork and documentation that is required to process reimbursements, and submits all materials to the Executive Committee for approval.
- Rio Hondo College drafts, maintains, and submits the AB86 Planning Grant Budget that is reflective of changing priorities and needs. This budget is submitted to the Executive Committee for approval and adoption.
- Rio Hondo College assumes responsibility for submitting all quarterly reports, documents, and budgets to the California Community College Chancellor's Offices as required by AB86.

CONSORTIUM COORDINATING COUNCIL:

- The Coordinating Council consists of members, partners, stakeholders and staff to act as an advisory body.
- The Council is composed of two to six representatives from each participating agency.
- Met monthly beginning September 2013.
- Initiated the formation of the Rio Hondo Region Adult Education Consortium and established basic framework and guidelines.
- Guides the work of the Consortium under the leadership of the Executive Board and Chairperson
- Formed the Work Group to formulate details of governance and establish procedures for completing the reports required by AB86

CONSORTIUM WORK GROUP:

- Has met weekly, from January 2014 to present.
- Composed of at least one Representatives from each Consortium Member and Partner
- Facilitation of Work Group by the Executive Board chairperson (rotating position)
- Responsible for submission of AB 86 Consortium Application to the State
- Created the MOU that will be in effect throughout the period of the Planning Grant – (MOU to define responsibilities, shared leadership strategies and governance structure)
- Responsible for the review and approval of the contract with Adult Education Solutions
- Adult Education Solutions, a consultant group, joined Work Group weekly Meetings (beginning June 17, 2014) to collaborate in the preparation of the Regional Comprehensive Plan: Due dates – July 31, 2014, October 31, 2014, December 31, 2014 and March 1, 2015

EXECUTIVE COMMITTEE:

- Composed of five members: one representative from each member district and one representative from one of the partners
- Partner representative rotates every four months.
- One of the Member representatives serves as chairperson. Chairperson rotates every four months.
- Supervises the Work Group activities and regional plan work

TASK FORCE GROUPS:

- Five Task Force groups were convened, one for each of the five program areas identified in the AB 86 Certification of Eligibility Document
- Each was composed of two to three staff members from each Member and Partner district
- The majority of participants were teachers, but classified staff and administrators were also included.
- Task Force groups began meeting in May 2014 to collect and review data and to discuss and develop ideas in response to AB86 objectives 1,2, and 4.
- Task Force groups met regularly, usually weekly, through early July 2014 in preparation for the July 31 AB86 report.
- Communication among Task Force members continued via email and shared information.
- Task Force members participated in the RHRAEC's Strategic Planning meeting held on Friday, September 12, 2014 at Rio Hondo Community College.
- Task Force Members discussed AB86 Objectives 3, 5, 6, & 7 in small groups
- Task Force members reviewed the compiled and completed October 31 plan and were given the opportunity to provide feedback to the Work Group
- Representatives of the Task Force groups participate in Coordinating Council meetings

CONSORTIUM LOGO:

- A logo was designed and selected to represent the RHRAEC.
- Logo design developed by an adult education class.
- The Work Group made the final selection of the logo design.

CONSORTIUM STRATEGIC PLANNING MEETING:

- Held on Friday, September 12, 2014 at Rio Hondo Community College from 1:00 p.m. to 4:30 p.m.
- Invited participants were the members of the five Task Force Groups and RHRAEC Work Group
- The welcome was delivered by the President of Rio Hondo College, Dr. Teresa Dreyfuss
- The Work Group members presented information related to AB 86
- The Task Force Groups met in two Break-out Sessions to discuss the role of the Consortium and the AB 86 Objectives Tables 3, 5, 6, and 7
- Discussion information from the breakout sessions was charted and shared among participants
- Information from the Task Force working sessions was collected and typed for sharing with Consortium member districts and their stakeholders

CONSORTIUM STAFF SURVEY:

- Co-developed by Adult Education Solutions and West Ed for certificated and classified staff
- The Survey focused on issues that were pertinent to the development of the regional consortium plan (Certificate of Eligibility Objectives 3, 5, 6, and 7)
- Surveys were implemented and evaluated electronically during October 2014
- The highlights and findings resulting from the administration of the survey were included in the December 31 Consortium Plan.

ADULT EDUCATION REGIONAL PLANNING SUMMIT:

- Monday, October 6 and Tuesday October 7, 2014 in Sacramento CA
- Led by state AB86 Work Group and Cabinet
- Each of the 70 AB86 regions was asked to send four representatives—an administrator and faculty member from the community college, and an administrator and faculty member from K12 districts.
- The Rio Hondo Reps for the Community College were – Russell Castañeda-Callero, Director of Gov't & Community Relations and Chris Guptill, Dean of Arts & Cultural Programs. The K12 reps were – Nick Salerno, Superintendent, El Monte Union High School District and Pam Battleson, Whittier Adult School CTE Dept. Chair.
- The welcome was given by the Chief Deputy Superintendent, Calif. Department of Education and the Chancellor of California Community Colleges
- A Legislative Panel participated
- Consortium representatives engaged with other consortia representatives, shared what they had learned during the planning process, shared promising practices and heard from the legislators
- Summit information was shared with Consortium Work Group and Task Force Groups

CONSORTIUM STUDENT SURVEY:

- Co-developed by Adult Education Solutions and West Ed for adult students enrolled in AB 86 Program Areas
- The focus of the Survey were issues that were pertinent to the development of the regional consortium plan (Certificate of Eligibility Objectives 3, 5, 6, and 7)
- Surveys were in English and Spanish were implemented in classrooms using either paper and pencil survey forms or online surveys
- The highlights and findings resulting from the administration of the survey were included in the December 31 Consortium Plan.

CONSORTIUM PLAN:

- Drafts of the Consortium Plan were submitted July 31, October 31, and December 31.
- FINAL Plan is due March 1, 2015.
- Plans are being read and reviewed at the state level by the AB86 Work Group
- State AB86 Work Group and cabinet will submit a report to the legislature by March 1, 2015. Report will be used by the legislature and the governor to inform legislation, budget and plans for adult education and services to adult learners

NEXT STEPS:

- Implementation of ideas developed by the Consortium will begin
- Short term and long term priorities have been developed
- Planned first steps include:
 - Expanding participation of the Coordinating Council to include counselors, social service agencies, union representatives, Task Force group (program area staff) representatives, and other stakeholders (February 2015)
 - Panel regarding AB86 and consortia activities at Los Angeles County School Trustees Association meeting (March 13, 2015)
 - Stakeholders Strategic Planning Meeting (March 2015)
 - Trades/Apprenticeship informational and planning meeting (April 2015)
 - Create a Directory of programs and services offered in all RHRAEC member and partnership districts. (March-June 2015)
 - Establish linkages between participant agency websites (March-June 2015)
 - Create/establish an RHRAEC website with information about programs and services available at each participating agency (March-June 2015)
 - Interagency professional development in specific program areas and with counselors (March-June 2015)
- Long term goals will be finalized dependent on funding available

Faculty and Staff Survey Summary

In response to the question of improving and expanding services, adult school respondents identified funding and communication with the community as being most needed. ESL, Adult Basic Education, and CTE were viewed as having the highest quality and being most effective. Short-term career education offerings were seen as the subject area with the greatest need for expansion.

Additional physical space and counseling services received the most responses in regards to what additional services are needed. Competency-based instruction and contextualized course work were identified as having the most promise for accelerating a student's educational growth. Lack of funding represented the largest challenge to implementing strategies to accelerate a student's growth.

Respondents had the least knowledge about services provided by the Office of Economic Development and local Chamber of Commerce. City and County Social Services and articulation of courses were identified as the areas with the greatest collaboration currently. Lack of childcare and limited resources were identified as obstacles to succeeding in educational pursuits. Evening hours were viewed as the best strategy to facilitate student access to services.

In regards to professional development, use of technology was viewed as the best way to enhance access to opportunities and learning by students in adult schools .

Rio Hondo Adult Education – Faculty and Staff Survey Preliminary Highlights

Survey Respondents by Adult School

Below are preliminary highlights from the faculty/staff survey. Results are solely from adult schools. Question numbers are bolded and indicated after each item.

- A total of 77 faculty/staff surveys were completed in fall 2014.

**Table 1. Number of responses per school/college
(Q2)**

Adult Schools	Responses (Total: 77)
El Monte-Rosemead Adult School	62.3% (48)
El Rancho Education Center	1.3% (1)
Whittier Adult School	36.4% (28)

- An overwhelming number of surveys were completed by teachers/faculty. **(Q3)**

Table 2. What is your current role or position? (Q3)

Adult School	Responses (Total = 77)
K-12 School / District Administrator	3.9% (3)
Program Coordinator/Manager	3.9% (3)
Teacher/Faculty	66.2% (51)
Counselor	6.5% (5)
Career Center / Assessment / Tutoring / Guidance Staff	1.3% (1)
Classified Staff	13% (10)
Other	5.2% (4)

- The largest number of **adult school** survey respondents was primarily affiliated with Short-term Career Technical Education programs (43.4%; n=33), which was closely followed by affiliations from ESL/Classes for Immigrants (39.5%; n=30). **(Q4)**
- 69.7% of the respondents stated that their school provided “No” services to correctional facilities. **(Q5)**

Overall quality and/or effectiveness of programs, services, and courses.

- Four programs were rated by the adult school respondents as being seen with the highest *Above Average* or *Very High* results in terms of quality/effectiveness. ESL (92.1%, n=58), Adult Basic Education (89.8%; n=53), GED (89.5%; n=51) and CTE (87.9%; n=51). **(Q6)**
- No more than 4 respondents identified any of the programs and services to being *Below Average* or *Very Low* in terms of quality/effectiveness. **(Q6)**

Adequacy (sufficiency, comprehensiveness) of the programs, services, and courses

- The largest number of adult school respondents rated ESL, Adult Basic Education, High School Diploma and CTE programs for being *Very or Extremely Adequate* (90.4%, 89.5%, 85.4% and 81.1% respectively). **(Q7)**
- Programs for Apprentices were rated by 65.4% (n=17) respondents as being *Not At All Adequate*. The highest yield for *Not at All Adequate* responses were in regards to the adequacy of programs available in the area of Correctional Facilities (83.3%; n=15) **(Q7)**

Program areas offered have the greatest need for additional course offerings, services, or other improvements

- Adult Education surveys identified Short-term Career Technical Education programs (CTE) with the greatest need for additions. 56.5% (n=35) of the respondents selected CTE with the greatest need in comparison to the lowest selected need in the area of Programs for Adults in Correctional Facilities 11.3% (n=7). **(Q8)** Additional course offerings needed
- The most common suggestions by adult school respondents to this open-ended question included suggestions on areas to expand CTE programs particularly ones related to medical fields. **(Q9)**

Additional services needed

- The need for additional physical space and a variety of counseling services garnered the most responses by adult school respondents as additional services needed. **(Q10)**
- When asked the question (open ended), “What other improvements do you recommend?” – Technology, reopening of the Rosemead Career Center and Externships/Apprenticeships emerged as the most common responses by adult school members. **(Q11)**

Rating of participants’ knowledge of the resources and services provided by the specific agencies

- Adult school respondents have the most amount of knowledge about area adult schools 31.1% [n=19], as expected, and the least amount of knowledge about the resources and services provided by the Office of Economic Development and Chamber of Commerce. **(Q12)**

Collaboration efforts with outside service providers (e.g., non-profits, community based organizations) to improve or expand programs and services.

- The greatest area of collaboration came, *Occasionally or Frequently*, in the areas of City and County Social Services (75.6%; n=31). **(Q13)**

- Articulation of Courses (38.5%; n=20) and Student Referrals (36.5%; n=19) were identified as the highest areas of collaboration. **(Q15)**
- *Insufficient Time* (45.5% n=20 to a great degree) was selected as the largest barrier to collaboration with outside service providers by adult school participants. **(Q17)**
- Respondents most frequently cited the need for increased *Communication/Information* as ways to overcome these barriers. **(Q18)**

Obstacles for Students

- An overwhelming majority of adult school respondents cited the *Lack of Childcare* as an obstacle to adult learners/students (88.9%; n=54). *Limited Financial Resources* (60.7%; n=37) was also seen as a significant obstacle to adult learners/students. **(Q19)**

Strategies to accelerate student progress

- Respondents chose *Competency-based* strategies (65.8%, n=25) and *Contextualization* (63.2%; n=24) as the highest strategies to accelerate student progress. **(Q20)**
- *Competency-based* strategies were seen as being either *Effective* or *Very Effective* [82.2% n= 33] at accelerating student progress. The other four strategies *Competency-Based*; *Contextualized Courses*, *Integrated Basic Skills Training (I-BEST)*, *Learning Communities* received between 81.8% to 91.3% ratings for their effectiveness. **(Q21)**
- The extent of use of Co-location Strategies was very low according to respondents. The primary responses to each strategy was “*Not At All*”. **(Q24)**
- 90.2% (n=46) cited Evening Hours to a great extent or a moderate extent as the strategy most used to facilitate student access to services. **(Q27)**
- Lack of funding [70%; n=28 in Q28; 74%; n=37 in Q29] was selected as the largest challenge to implement strategies. **(Q28 and Q29)**

Professional Development

- The top requested professional development topics by both adult school respondents was the *Use of Technology to Enhance Access and Learning* (73.5%; n=36) **(Q30)**

Summary

- When able to give open responses to “What is the most important thing that can be done to improve/expand services?” the most prominent themes included: funding and communication with the community. **(Q31)**

Student Survey Summary

The following responses by students in the RHRAEC community college and adult schools present interesting data that should be valuable in addressing consortium priorities and developing plans:

- Age: The highest percentage of community college students was over 55, while the adult schools' highest percentage were 40-55 years.
- Gender: The majority of respondents were female with the community college having 83 percent and adult schools having 67 percent.
- Enrollment: The majority of students in both groups, community college and adult schools, heard about their schools from family members and friends.
- Basis for school selection: Access to the school was identified as the primary factor in students deciding on which school to attend.
- Course Selection: The top three kinds of courses selected by both groups of students were those that led to learning English, those that sought to improve English skills, and those that would lead to parents helping their children with their school work.
- Career Technical Education Enrollment: The vast majority of students surveyed were not enrolled in career technical education courses.
- Career Options: Community college students identified education, child development and family resources as their top preferences for careers, while adult school students selected the area of finance and business.

- Technology: Regarding technology and on-line instruction, community college and adult school students, at 45 and 36 percent respectively, stated that they could not take a class on a computer by themselves, but a higher percent said that they could take a class on a computer if assisted by a teacher.
- Scheduling of Classes: Both groups of students replied positively to taking classes if offered early in the morning, for example five a.m., or on Saturdays and Sundays.

Rio Hondo AB86 Adult Education Student Survey Highlights

Student Survey Respondents by Community Colleges and Adult Schools

Below are preliminary highlights from the survey. Results were separated for community colleges and adult schools. Question numbers are bolded and indicated after each item.

- A total of 900 surveys were completed in fall 2014.

Table 1: Number of responses per institution (Q5)

Colleges <i>n = 186</i>		Adult Schools <i>n = 714</i>	
Name	Total	Name	Total
Rio Hondo Community College	100% (186)	Basset AS	0.4% (3)
		El Monte-Rosemead AS	29% (204)
		El Rancho Education Center	6% (40)
		Tri-Cities ROP	0.1% (1)
		Whittier AS	65.3% (466)
Total	100% (186)	Total	100% (714)

Table 2: What is your age (Q1)

Community College <i>n = 184</i>		Ault Schools <i>n = 711</i>	
Age	Total	Age	Total
Under 18 years	0.5% (1)	Under 18 years	0.6% (4)
18-24 years	2% (4)	18-24 years	21% (151)
24-30 years	4% (8)	24-30 years	16% (110)
31-39 years	20% (37)	31-39 years	23% (165)
40-55 years	27% (49)	40-55 years	29% (203)
Over 55 years	46% (85)	Over 55 years	11% (78)
Total	100% (184)	Total	100% (711)

Table 3: What is your gender (Q2)

Community College <i>n = 184</i>		Adult Schools <i>n = 711</i>	
<u>Gender</u>	<u>Total</u>	<u>Gender</u>	<u>Total</u>
Female	83% (154)	Female	67% (476)
Male	17% (31)	Male	33% (231)
Total	100% (184)	Total	100% (711)

Table 4: What is your background? (Q3)

Community College <i>n = 185</i>		Adult Schools <i>n = 706</i>	
<u>Background</u>	<u>Total</u>	<u>Background</u>	<u>Total</u>
American Indian or Alaskan Native	0.5% (1)	American Indian or Alaskan Native	0.8% (6)
Asian or Pacific Islander	5% (10)	Asian or Pacific Islander	19% (135)
Hispanic or Latino	76% (140)	Black or African American	0.7% (5)
White/Caucasian	23% (43)	Hispanic or Latino	73% (512)
Prefer not to answer	0.5% (1)	White/Caucasian	4% (31)
Other	2% (4)	Prefer not to answer	2% (14)
Total	100% (184)	Total	100% (711)

- The age of respondents from the **community college** surveys were primarily “Over 55 years” of age (46%; n=85). The ages of **adult school** respondents were distributed mostly for the categories representing ages 18-55 with the highest number from the 40-55 years category (29%; n=203). **(Q1)**
- Respondents from both student survey groups were predominately female (83.2% for **community college** and 67.3% for **adult schools**). **(Q2)**
- The largest “background” identified by both **community college** and **adult school** respondents were “Hispanic or Latino” (75.7% and 72.5% respectively). **(Q3)**
- Both sets of respondents mostly heard about their schools from “Family/Friends” – **community colleges** at 64% (n=101) and **adult schools** at 53% (n=371). **(Q6)**

The Areas of Enrollment

- **Community college** respondents have been enrolled in their schools for “less than 1 year” (39%; n=72). The next largest group of respondents from the **community college** reported that they have been enrolled in school for “5 or more years” (21%; n=39). **(Q7)**
- 56% (n=398) of **adult school** results showed largest group of students enrolled were from

“1 year or less”. (Q7)

- When responding to the question regarding the degree certain factors *“affect your decision to enroll in your current school,”* both **community college** students and **adult school** students rated highest how *“easy to get to location of the school”* was *“very much”* a factor. (68% and 57% respectively). Similarly, *“availability of financial aid”* was the highest rated factor for *“Not at all”* being a factor in students’ decisions to enroll (80% and 56%, respectively). (Q8)
- The top three kinds of courses, from both community college and adult school survey groups, students enrolled in were those that: *“learn to speak English”* (86% and 50%, respectively), *“improve my English skills”* (59% CC and 48%, respectively) and *“help my children with their school work.”*(34% and 15%, respectively). However, 37% of adult school respondents listed *“get career / job training / certificate”* compared to 20% of community college respondents. (Q9)

Areas of Career and Work

- 90% of **community college** students and 78% of **adult school** students reported that they were not *“enrolled in a career or technical education/vocational education program.”* (Q11)
- When students were asked, *“Which industry best describes your current work,”* **community college** participants (49%; n=63) mostly listed *“other”* as their option. The most common stated open-ended response to *“other”* was *“retired.”* When **adult school** students were asked the same question, 35% (n=200) mostly listed *“other”* as their option as well. The most common stated open-ended response to *“other”* was around *“not being employed.”* (Q14)
- **Community college** students listed *“education, child development and family resources”* as the top possible job which interested them. (34%; n=45) (Q16)
- **Adult school** students listed *“finance and business”* as the top possible job which interested them. (37%; n=241) (Q16)

Student Services

- Both **community college** and **adult school** students overwhelmingly selected *“I have never used these services”* for each of the student service areas listed when asked about *“how helpful”* they have been. (Q17)

Additional Demographic Information

- 25% (n=32) of **community college** respondents stated that their *“highest level of school/degree”* was *“Elementary (0 to 6 years of school)”*. **Adult school** students stated *“Secondary (6 to 12 years of school)”* at 25% (n=121). (Q19)
- The majority of **community college** participants (52%) do not have a California Driver’s license but the majority of **adult school** participants do have one (58%). (Q20)

Student Access to Technology

- **Community college** students had access to technological devices ranging from mostly “*cell phones*” (88%; n=160) to “*iPad/Tablet*” as the least (46%; n=67). **(Q24)**
- **Adult school** students had access to technological devices ranging from mostly “*cell phones*” (94%; n=621) to “*iPad/Tablet*” as the least (53%; n=284). **(Q24)**
- **Community college** (45%) and **adult school** (36%) students stated they could not take a class on a computer by themselves. **(Q25)**
- Yet, both groups surveyed selected that they “*could take a class on a computer with the help of a teacher.*” (78% and 65%, respectively) **(Q26)**

Additional Course Availability

- **Community college** and **adult school** respondents replied affirmatively to “*if classes were offered early in the morning (e.g., 5am), would they attend?*” (64% and 64%, respectively). **(Q27)**
- **Community college** and **adult school** respondents also replied affirmatively to “*if classes were offered on Saturday or Sunday, would they attend?*” (55% and 63%, respectively). **(Q28)**

Communication Plan

To date, the regular weekly meetings of the Work Group have served as a basis for ongoing communication among the consortium participants. Also, primarily through email, the work-to-date has been shared with the various participants involved in consortium planning—Task Force Committees, Coordinating Council members, etc. This has been accomplished through establishing deadlines for recommendations and modifications to proposed documents.

Pending is the development and implementation of a communication plan that reaches out on a broader basis using available technologies, such a web site. A directory of services provided at each participating agency is also in the works. A more detailed explanation of the need for a communication system and ways to address it is discussed in the body of this plan under the heading of “Communication.”

Demographic Profile of the Region

As more fully presented in the Narrative of Objective 2, this region contains sobering statistics that indicate that 21 percent of its residents meet the nation’s poverty criteria, 32 percent lack a high school diploma and nearly 40 percent need to learn English.

Also, all three K-12 member districts have student enrollments that meet the criteria for supplemental state LCAP targeted funding at the 70 percent level or higher. This supplemental funding is a part of the Local Control Funding Formula that provides extra support on a per pupil basis for students identified as low income, English learner, and foster child.

Economic Profile of the Region

This region is a part of the largest urban area, both geographically and in population, in the nation with a wide range of employment opportunities and challenges driven by a broad range of businesses.

Economic analyses of this region also point to the myriad of opportunities driven by its immediate proximity to the center of the Los Angeles. The region is approximately 15 miles from downtown Los Angeles. This region also sits in the potentially ideal location of being accessible to nearby Orange, San Bernardino, and Riverside counties, yet the area's expansive geography and lack of public transportation can be limiting. Partly because of proximity to economic and employment opportunities, property values and rents are higher than other parts of the state. These housing expenses lead to residents having to dedicate a higher proportion of income to housing.

Workforce Development

The RHRAEC exists in the southeastern portion of Los Angeles (L.A.) County, which is the most populous county in the nation. In a study conducted by the LA County Economic Development Corporation, titled *Industry Sectors in LA County*, the gross regional product is estimated at \$544 billion. At a glance, in 2010, L.A. County employed 3,856,800 and the average annual wage was \$53,143.

The RHRAEC seeks to prepare adult learners to be educated and skilled to contribute immediately to the L.A. County regional workforce. Furthermore, as the second decade of the 21st Century unfolds, the RHRAEC strives to position the adult learner workforce to compete in the global marketplace. To best prepare adult learners

for the regional workforce, one must study industry trends to identify the industry areas most likely to exhibit employment opportunities and job growth.

Manufacturing

- In 2013, Centers for Excellence (COE) surveyed employers in the L.A. County region in the area of Advanced Manufacturing to better understand the demand for skilled workers. Manufacturing is also an area identified by *Doing What Matters for Jobs and the Economy* as a top 10 sector need area. The COE survey indicates a significant impact of Advanced Manufacturing in the workforce and economy. The L.A. county region already leads the state in manufacturing, providing a substantial employment opportunities.

Architecture and Engineering

- Architecture and Engineering, which holds about 2,364 total annual openings in LA County, is another area of high growth. According to *2010-2020 California Occupational Handbook*, Employment Projections, L.A. - Long Beach-Glendale Metro Division demand will increase by 10.6%. Manufacturing Engineers have a bright outlook nationally and are emerging in green occupations according to the DWD Labor Market data.

Information and Communication Technologies

- DWD Labor Market data also reveal that high skill-high wage employment opportunities will be available in Information and Communication Technologies. ICT is a major engine driving 21st century information, knowledge, and innovation in all industry sectors across the state.

Health Science Medical Technologies

- Health Science Medical Technologies is another industry highlighted for growth based on data from the Bureau of Labor Statistics. The data indicates that the healthcare sector is one of the largest employers in California. The demand created by rapid population growth and expanded coverage under healthcare reform creates an increasing need for high quality healthcare services. Also, due to an aging population and workforce, demand for healthcare jobs will continue to grow.

With a focus on the above industries, the RHRAEC will be able to shape the content and delivery of adult education and training that is targeted to these industry needs.

As the state and local regions continue to rebound from the recession of 2008, this region will have its share of business expansions and commensurate hiring. An example of this region's economic growth is the planned development of the former state Fred Nelles Youth Correctional Facility in Whittier, California. As reported by the *Whittier Daily News*, Brookfield Homes plans to develop this 74-acre site, largest piece of transferable open land in Los Angeles County, to provide mixed housing and retail. Such a development promises to provide employment to numerous individuals in a myriad of fields, with construction being a major recipient of added jobs as the project is initiated and developed. These types of projects that provide new employment will help to lower the unemployment statistics in the region that range from eight percent to well over 13 percent depending on the particular community, if we are able to meet the challenge of providing the education and training required.

OBJECTIVES

In keeping with the spirit and letter of Assembly Bill 86 and the prescriptive activities outlined in the Certificate of Eligibility, following are narratives and tables for Objectives 1 through 7.

OBJECTIVE 1: CURRENT PROGRAMS AND SERVICES

Describe, in a narrative format, the services and programs the consortium members and partners are currently providing and provide a narrative evaluation of adequacy and quality.

Narrative

The Rio Hondo region is in a part of the state that has a substantial history for delivering adult education and community college non-credit programs. Participating member agencies are El Monte Rosemead Union High School District, El Rancho Unified School District, Whittier Union High School District and Rio Hondo Community College District. Three partner agencies are also actively participating in the Rio Hondo Consortium – Hacienda La Puente Unified School District, Bassett Unified School District and Tri-Cities ROP. These districts have delivered services for up to 85 years and have responded to the ever-changing educational needs of adults, whether in adult education, ROP or community college settings. Member districts offer programs in the five program areas specified in AB 86 – *Elementary and Secondary Basic Skills, including classes required for a high school diploma or high school equivalency certificate; classes and courses for immigrants eligible for educational services in citizenship, English as a second language, workforce preparation, education programs for adults with disabilities; short-term career technical education programs with high employment potential; and programs for apprenticeships.*

Elementary and Secondary Basic Skills programs include Adult Basic Education programs for students working below high school level, high school equivalency/GED preparation and testing programs and high school diploma programs. GED preparation programs that reflect the newly developed and managed GED exams, as developed by the Pearson Publishing Group are available at El Monte, Whittier, Bassett and Hacienda-La Puente Adult Schools. Approved Pearson-Vue testing centers are operating at El Monte-Rosemead, El Rancho, and Hacienda-La Puente Adult Schools. At this point, none of the Rio Hondo consortium members/partners have undertaken preparation or testing for the other alternative high school equivalency tests. This program's adequacy remains to be seen until cohort test results can be measured and compared with previous results, as well as the expectations of employers and post-secondary programs.

Courses and classes for immigrants have been defined as English as a Second Language, citizenship and workforce preparation classes in basic skills. Adult schools also offer citizenship classes through direct instruction and/or distance learning programs. To an extent, workforce skills are embedded in ESL and ABE classes or offered through Career and Technical Training ROP courses. There is a need to develop more contextualized programs designed to support specific career pathways.

Hacienda-La Puente provides **adult education to incarcerated adults (corrections)**. This program is run in collaboration with the Ventura County Sheriff's Department. The program provides career technical education, GED, and English as a second language courses. All schools include post-incarcerated adults in each program area.

Each of the Adult Schools has limited but effective **Career Technical Education (CTE)** programs. A variety of vocational training programs are available. The recent budget crisis and the option for K-12 districts to utilize previously categorical funds have severely impacted CTE programs in the region. However, the existing programs are still operating with high levels of quality with focus on student success and certification outcomes. Most schools provide some level of coordination between academic and CTE programs as well as hard and soft job skills, employment counseling and varying levels of certifications.

The **apprenticeship programs** in the region are focused on successful preparation for placement into the trades. Apprenticeship training is offered through Rio Hondo College and Hacienda -La Puente Adult School. Awareness of apprenticeship content, scope, options and opportunities is unacceptably low, and strategies to increase awareness, improve attitude and expand usage must be developed. The Rio Hondo College Career Center is a clearinghouse for internships and career counseling. The remaining consortium members currently do not offer apprenticeship education but are open to exploring the process of developing such programs.

Adults with Disabilities students currently served in the region have a variety of disabilities that include but are not limited to cognitive and other intellectual challenges. Their ability to benefit from course content is dependent on strong supplemental educational support services. Currently students served in the region receive career technical training, job placement, life and social skill acquisition programs and adult basic education courses. In most Rio Hondo Consortium agencies, adult learners with disabilities are “mainstreamed” into academic or CTE classes, sometimes with additional supportive services. Hacienda-La Puente Adult

School provides separate job training and academic courses for adults with disabilities.

Although **Parent Education** programs are not addressed in AB 86, it is important to note that many adult students are parents of K-12 students or will soon become parents of K-12 students. It's critical to note the importance of helping adult learners be prepared to assist in their children's education. In addition, while not addressed in AB 86, it's equally important to note that **older adult programs** that are currently offered and/or could be offered in the future should be a consideration for evolving adult education paradigms and funding.

Regarding adequacy and quality, neither could be considered optimal simply because of significant cuts in funding that have both limited the quantity (adequacy) of services and programs to the Rio Hondo adult community, as well as the quality of programs that were forced to reduce professional development, formative evaluations, counseling, measurement and access to certifications.

Table 1.1 A Page 1

Table 1.1A Consortium Members: Evaluation of Existing Adult Education Programs Offered

Directions: Complete this worksheet by first selecting the name of your region from the drop down menu in B5. Then, beginning in A10, list the data for each consortia member with a separate line for each program area (1-5). Please list separately credit, credit ESL, Credit Basic Skills, Non-Credit and Enhanced Non-credit for community colleges. Cells F7-W7 will auto populate as will columns B, H and P. If additional rows are needed, just begin typing data on the next empty row. Note, this is a data table, you can add more rows by simply entering data on the next line once you have entered information into all of the existing rows.

Region (select your region from drop down): Rio Hondo

					FY 12-13 Unduplicated Enrollment	FY 12-13 ADA or FTES	FY 12-13 Operational Cost for Instructional Program Total	FY 12-13 Operational Cost for Instructional Program 1000's	FY 12-13 Operational Cost for Instructional Program 2000's	FY 12-13 Operational Cost for Instructional Program 3000's	FY 12-13 Operational Cost for Instructional Program 4000's
Total for Consortium Members:					40,418	12,483.21	33,951,063	16,431,914	3,993,830	6,093,916	914,463
Consortium Member Name	Consortia (autofill)	Program Area (select from drop down)	Community College or CDE Adult Ed? (select from drop down)	For Community College Response Only: Credit, ESL, Credit Basic Skills, Non-Credit, Enhanced Non-Credit	FY 12-13 Unduplicated Enrollment	FY 12-13 ADA (CDE Adult Ed)/ FTES (Community Colleges)	FY 12-13 Operational Cost for Instructional Program Total	FY 12-13 Operational Cost for Instructional Program 1000's	FY 12-13 Operational Cost for Instructional Program 2000's	FY 12-13 Operational Cost for Instructional Program 3000's	FY 12-13 Operational Cost for Instructional Program 4000's
El Monte-Rosemead Adult School	Rio Hondo	1-Elementary and Basic Skills	CDE Adult education		4,701	613.51	2,224,387	777,387	600,270	388,703	70,670
El Monte-Rosemead Adult School	Rio Hondo	2-Classes and Courses for Immigrants	CDE Adult education		7,415	1,942.07	4,198,964	1,846,071	950,206	750,686	87,482
El Monte-Rosemead Adult School	Rio Hondo	4-Short Term CTE	CDE Adult education		3,501	823.26	2,845,808	1,402,519	401,300	491,724	195,944
El Rancho Education Center	Rio Hondo	1-Elementary and Basic Skills	CDE Adult education		217	8.10	43,012	32,000	0	4,893	6,119
El Rancho Education Center	Rio Hondo	4-Short Term CTE	CDE Adult education		116	27.13	87,414	73,083	0	13,249	1,082
Whittier Adult School-WLHSD	Rio Hondo	1-Elementary and Basic Skills	CDE Adult education		1,710	175.49	1,354,753	746,594	192,457	152,644	4,800
Whittier Adult School-WLHSD	Rio Hondo	2-Classes and Courses for Immigrants	CDE Adult education		1,147	174.74	650,387	302,393	101,833	70,818	3,207
Whittier Adult School-WLHSD	Rio Hondo	4-Short Term CTE	CDE Adult education		742	185.40	646,534	305,952	119,398	58,076	44,750
Rio Hondo College	Rio Hondo	5-Programs for Apprentices	Community College	Non-Credit	2,244	153.49	785,234	59,264	32,000	20,378	0
Hacienda La Puente USD	Mt. Sac	1-Elementary and Basic Skills	CDE Adult Education	Credit	5,153	163.00	3,378,294	2,128,325	236,481	743,225	101,349
Hacienda La Puente USD	Mt. Sac	2-Classes and Courses for Immigrants	CDE Adult Education	Non-Credit	2,343	543.00	4,011,724	2,166,331	401,172	1,002,931	120,352
Hacienda La Puente USD	Mt. Sac	3-Adults with Disabilities	CDE Adult Education	Non-Credit	516	1,039.00	3,378,294	2,128,325	236,481	743,225	101,349
Hacienda La Puente USD	Mt. Sac	4-Short Term CTE	CDE Adult Education	Non-Credit	6,834	5,828.00	7,390,018	4,434,011	665,102	1,625,804	147,800
Hacienda La Puente USD	Mt. Sac	5-Programs for apprentices	CDE Adult Education	Non-Credit	3,809	803.00	2,956,008	29,560	59,120	29,560	29,560

Table 1.1 A Page 2

FY 12-13 Operational Cost for Instructional Program 5000's	FY 12-13 Operational Cost for Instructional Program 6000's	FY 12-13 Operational Cost for Instructional Program 7000's	FY 13-14 Unduplicated Enrollment	FY 13-14 ADA (CDE Adult Ed)/ FTES (Community Colleges)	Total FY 13-14 Operational Costs for Instructional Programs	FY 13-14 Operational Cost for Instructional Program 1000's	FY 13-14 Operational Cost for Instructional Program 2000's	FY 13-14 Operational Cost for Instructional Program 3000's	FY 13-14 Operational Cost for Instructional Program 4000's	FY 13-14 Operational Cost for Instructional Program 5000's	FY 13-14 Operational Cost for Instructional Program 6000's	FY 13-14 Operational Cost for Instructional Program 7000's
249,252	21,998	116,107	3,144	499.70	2,367,486	770,817	431,171	330,080	240,409	342,420	116,761	135,828
329,115	36,663	198,741	5,474	1,467.71	4,411,143	1,757,872	714,192	633,496	450,974	424,455	194,604	235,550
253,836	14,665	85,820	3,666	697.68	3,017,174	1,294,034	372,904	483,798	342,624	281,605	144,921	97,288
0	0	0	152	3.50	68,413	18,828	25,624	2,749	9,226	5,381	0	6,605
0	0	0	71	27.94	143,326	48,489	59,789	7,079	0	12,557	0	15,411
36,523	0	221,657	1,744	168.25	1,336,979	730,110	186,821	138,587	12,940	49,929	0	218,592
24,224	0	148,112	1,219	180.63	676,716	297,432	110,456	72,229	9,034	34,857	0	152,708
22,341	0	96,017	783	193.39	677,002	333,948	123,701	86,444	23,542	5,917	5,390	98,060
673,592	0	0	1,029	68.83	738,389	47,729	32,502	19,181	0	638,977	0	0
168,914					3,217,719	2,027,164	225,239	707,898	96,532	160,886		
320,938					3,821,039	2,063,363	382,104	955,260	114,630	305,682		
168,914					3,217,719	2,027,164	225,239	707,898	96,532	160,886		
517,301					7,038,759	4,223,213	633,488	1,548,570	140,775	492,713		
2,808,208					2,815,504	28,154	56,308	28,154	28,154	2,674,734		

Table 1.1 B Page 1

Table 1.1B: Total Dollar Amount by Funding Source for Consortium Members

Directions: Complete this worksheet by first selecting your region in B5 from the drop down menu. This will automatically populate row B. Enter the total dollar amount for each funding source in a data table, you can add more rows by simply entering data on the next line once you have entered information into all of the existing rows.

Region (select your region from drop down): Rio Hondo

	Apportionment 12-13	WIA I 12-13	WIA II 12-13	VTEA 12-13/Perkins 12-13	Fees 12-13	State Categorical Basic Skills Initiative (CCC) 12-13	SSSP (CCC) 12-13
Total For Consortia Members:	26,041,720	0	2,100,910	747,225	2,230,563	0	0

		Funding Source - Total Dollar Amount 2012-2013							
Member Name	Region	Apportionment 12-13	WIA I 12-13	WIA II 12-13	VTEA 12-13/Perkins 12-13	Fees 12-13	State Categorical Basic Skills Initiative (CCC) 12-13	SSSP (CCC) 12-13	
El Monte-Rosemead Adult School	Rio Hondo	7,897,837	0	1,132,316	176,716	654,683	0	0	
Hacienda La Puente USD	Rio Hondo	15,114,338	0	672,824	519,039	1,384,005	0	0	
Whittier Adult School-WUHSD	Rio Hondo	2,076,735	0	295,770	51,470	191,875	0	0	
Rio Hondo College	Rio Hondo	952,810	0	0	0	0	0	0	
El Rancho Education Center	Rio Hondo	468,567	0	0	0	29,039	0	0	

Table 1.1 B Page 2

Source by consortium member. Note, this is

Other Grants 12-13	Other 12-13	Apportionment 13-14	WIA I 13-14	WIA II 13-14	VTEA 13-14/ Perkins - 13/14	Fees 13-14	State Categorical Basic Skills Initiative (CCC) 13-14	SSSP (CCC) 13-14	Other Grants 13- 14	Other 13-14
209,330	1,236,830	25,642,252	0	2,019,370	834,807	2,342,404	0	0	1,470,276	90,840
Funding Source - Total Dollar Amount 2013-2014										
Other Grants 12-13	Other 12-13	Apportionment 13-14	WIA I 13-14	WIA II 13-14	VTEA 13-14/ Perkins - 13/14	Fees 13-14	State Categorical Basic Skills Initiative (CCC) 13-14	SSSP (CCC) 13-14	Other Grants 13- 14	Other 13-14
134,000	0	7,422,374	0	1,259,024	176,806	635,788	0	0	134,000	0
0	1,146,467	15,114,338	0	446,000	614,000	1,612,005	0	0	1,298,135	0
75,330	90,363	2,152,730	0	314,346	44,001	94,611	0	0	38,141	90,840
0	0	952,810	0	0	0	0	0	0	0	0
0	0	468,567	0	0	0	8,298	0	0	0	0

Table 1.2

Table 1.2: Evaluation of Existing Adult Education Programs Offered by Consortium Partners

Directions Complete this worksheet by first selecting your region in B5 from the drop down menu. This will automatically populate row 8. Next, enter data for each consortium partner listing program areas 1-5 separately. Select the program area from the drop down menu. Note, this is a data table, you can add more rows by simply entering data on the next line once you have entered information into all of the existing rows.

Region (select your region from drop down): Rio Hondo

					FY 12-13 Unduplicated Enrollment	FY 12-13 ADA or FTES (if applicable)	FY 12-13 Operational Cost for Instructional Program	FY 13-14 Unduplicated Enrollment	FY 13-14 ADA or FTES (if applicable)	FY 13-14 Operational Costs for Instructional Program
Total for Partners:					19,362	8,430	10,377,088	17,365	7,691.77	10,038,125
Consortium Partner Name	Region	Program Area (select from drop down menu)	Type of Organization (select from drop down)	Source(s) of Funding e.g. State, Federal, Fees, Private Donations, Other. List all that apply	FY 12-13 Unduplicated Enrollment	FY 12-13 ADA or FTES (if applicable)	FY 12-13 Operational Cost for Instructional Program	FY 13-14 Unduplicated Enrollment	FY 13-14 ADA or FTES (if applicable)	FY 13-14 Operational Costs for Instructional Program
Tri-Cities ROP	Rio Hondo	4- Short Term CTE	ROP	fees, federal	589	0.00	318,095	243	0.00	374,629
Tri-Cities ROP	Rio Hondo	3- Adults with Disabilities	ROP	fees, federal	25		13,501	1		1,542
Basset Unified School District	Rio Hondo	4- Short Term CTE	CDE Adult Education		123	53.73	0	128	65.77	0
Hacienda La Puente USD	Rio Hondo	1- Elementary and Basic Skills	CDE Adult Education		5,153	163.00	196,890	4,821	107.00	222,932
Hacienda La Puente USD	Rio Hondo	2- Classes and Courses for	CDE Adult Education		2,313	543.00	1,093,445	2,191	531.00	904,558
Hacienda La Puente USD	Rio Hondo	3- Adults with Disabilities	CDE Adult Education		516	1,039.00	2,836,250	485	645.00	2,914,499
Hacienda La Puente USD	Rio Hondo	4- Short Term CTE	CDE Adult Education		6,834	5,828.00	3,898,860	6,175	5,530.00	3,576,656
Hacienda La Puente USD	Rio Hondo	5- Programs for Apprentices	CDE Adult Education		3,809	803.00	2,020,047	3,311	813.00	2,043,309

OBJECTIVE 2: CURRENT NEEDS

Describe and assess current needs for each of the adult education program areas (1-5) as informed by regional data. Provide an overview of the consortium's region including analysis/description of local regional economy.

Narrative

The Rio Hondo region is located towards the eastern section of Los Angeles County and constitutes part of the Gateway Cities. It is approximately 15 miles from downtown Los Angeles and includes a number of communities that have low to middle income populations.

Property values and rents in this region are higher than other parts of the state which leads to income-earners having to dedicate a higher proportion of their income to housing. This region is in an area with a wide range of housing including single-family homes, multi-apartment units and mobile home parks.

A wide range of employment and businesses exist in this region. The Rio Hondo region is a part of the largest urban area in the nation and, as such, numerous education and employment opportunities are available, although accessibility and knowledge of these opportunities can be an issue. Beyond these necessities, the region is also readily accessible to the recreational and entertainment opportunities of the greater urban area.

The need for education programs for adults is evidenced by the statistics the state used to allocate the AB 86 consortium grants.

Total Region Population:	407,330
Poverty	87,576
No High School Diploma	130,753
Unemployment	37,882
ESL (English Language Learners)	169,432
Adults with Disabilities	41,231
Citizenship	58,192
Literacy	64,634

These sobering statistics show that 21 percent of the region’s residents meet the nation’s poverty criteria, 32 percent lack a diploma, and nearly 40 percent need to learn English. What is an interesting statistic is that in spite of the low level of educational attainment, the unemployment rate is below what might be expected. This could lead to the conclusion that the region is comprised of adults who work but need additional education and training to improve employment conditions and education achievement.

Another set of figures to consider in determining education needs in this region are those used by the state to distribute Local Control Funding Formula (LCFF) supplemental funds to school districts. These supplemental funds are provided to K-12 districts based on the number of pupils identified as English learners, low income, and foster youth. The percentages of students meeting the LCFF supplemental funding criteria are as follows:

School District	Students	% Total
El Monte UHSD	9,738	89%
El Rancho USD	9,920	84%
Whittier UHSD	12,941	67%

A super majority of K-12 students in these districts need English instruction, meet criteria for low income, or are identified as foster youth. These percentages need to also be placed in the context that they are indicators that there are students with similar needs that seek enrollment at Rio Hondo Community College.

Regarding specific needs for the program areas, adequate and consistent funding focused specifically on adult learners is the most critical need, and programs that have been reduced because of lack of funding must be restored. With regard to ESL, Citizenship and Basic Skills, it is clear that Southern California in general and Rio Hondo in particular will shortly face a critical capacity issue as possible immigration policy changes create even more demand for ESL, Citizenship and Basic Skills instruction. Current programs are still struggling to recover from cuts; clearly there will be an increased need for professional development, new technologies, new delivery systems, and new systems for measurement and accountability. The Rio Hondo Consortium task force committees continue to discuss and analyze the needs and gaps in the region, as described in AB 86.

With regard to Career Technical Education, there is a need to expand and improve courses and career counseling. Students, at all levels, need to focus on how their education and training fits into an achievable Career Pathway plan. That paradigm shift calls for professional development, new technologies, electronic portfolios, regular formative updates and adjustments, measurements and certifications.

We have identified a need to develop pre-apprenticeship programs. Curricular changes are needed to better prepare students to pass the apprenticeship entrance exams. Due to the increasing number of students taking the entry-level tests,

there is increased attention on the resulting pass rates. There is a need to provide information regarding apprenticeship education for counselors, administrators, teachers, parents and students. Students applying for apprenticeships need an awareness of minimum qualifications and the eligibility courses. The education of apprenticeship programs and opportunities needs to begin with an outreach to elementary, middle, and high school students in order to build upon the trade interests and provide the learning experiences.

The Adults with Disabilities program in the region works with special students that have a variety of needs. Proper counseling and assessment of students is needed to ensure that program and class offerings are available and accessible to adults with disabilities. There is also a need to expand career technical training, individual job coaching, and social and life skills classes.

Table 2

Table 2: Evaluation of Existing Adult Education Enrollment

Directions Complete this worksheet by first selecting your region in B5 from the drop down menu. This will automatically populate row B. Next, enter data for each consortium member and partner listing program areas 1-5 separately. Select the program area from the drop down menu. Note, this is a data table, you can add more rows by simply entering data on the next line once you have entered information into all of the existing rows.

Region (select your region from drop down): Rio Hondo

	FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 2013-14 Unduplicated Enrollment	FY 2015-16 Projected Enrollment (*This information is not required at this time)
Total for Members and Partners:	80,712	40,541	34,393	0

Consortium Member or Partner Name	Region	Program Area (select from drop down menu)	FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 2013-14 Unduplicated Enrollment	FY 2015-16 Projected Enrollment (*This information is not required at this time)
Basset Unified School District	Rio Hondo	4 - Short Term CTE	210	123	128	
El Monte-Rosemead Adult School	Rio Hondo	1 - Elementary and Basic Skills	3,930	4,701	3,144	
El Monte-Rosemead Adult School	Rio Hondo	2 - Classes and Courses for Immigrants	10,995	7,415	5,474	
El Monte-Rosemead Adult School	Rio Hondo	4 - Short Term CTE	6,816	3,501	3,666	
El Rancho Education Center	Rio Hondo	1 - Elementary and Basic Skills	1,704	217	152	
El Rancho Education Center	Rio Hondo	2 - Classes and Courses for Immigrants	1,145	0	0	
El Rancho Education Center	Rio Hondo	3 - Adults with Disabilities	118	0	0	
El Rancho Education Center	Rio Hondo	4 - Short Term CTE	518	116	71	
Hacienda La Puente USD	Rio Hondo	1 - Elementary and Basic Skills	7,298	5,153	4,821	
Hacienda La Puente USD	Rio Hondo	2 - Classes and Courses for Immigrants	4,983	2,313	2,191	
Hacienda La Puente USD	Rio Hondo	3 - Adults with Disabilities	1,441	516	485	
Hacienda La Puente USD	Rio Hondo	4 - Short Term CTE	23,174	6,834	6,175	
Hacienda La Puente USD	Rio Hondo	5 - Programs for Apprentices	3,729	3,809	3,311	
Whittier Adult School-WUHSD	Rio Hondo	1 - Elementary and Basic Skills	2,476	1,710	1,744	
Whittier Adult School-WUHSD	Rio Hondo	2 - Classes and Courses for Immigrants	2,419	1,147	1,219	
Whittier Adult School-WUHSD	Rio Hondo	3 - Adults with Disabilities	263	0	0	
Whittier Adult School-WUHSD	Rio Hondo	4 - Short Term CTE	1,503	742	783	
Rio Hondo College	Rio Hondo	5 - Programs for Apprentices	7,990	2,244	1,029	
Tri-Cities ROP	Rio Hondo	3 - Adults with Disabilities	49	25	1	
Tri-Cities ROP	Rio Hondo	4 - Short Term CTE	961	589	243	

OBJECTIVE 3: SEAMLESS TRANSITIONS

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

Narrative

Transitions for students seeking employment, a career change, or career improvement will be facilitated by a cross-agency “Career Pathway.” The career pathway should include a roadmap that identifies advisors, resources, training, timelines, career certifications, and possible apprenticeship programs. Some new career planning tools are interactive electronic software programs that provide comprehensive assessments, career explorations, interest inventories and tailored career pathways. These tools allow for counselor access, tracking, interventions, adjustments and language needs. Finally, since these tools are electronic, they remain dynamic and vital and thus can operate through seamless transitions from adult school to community college, apprenticeships, trade schools or military.

Well-coordinated assessment programs and procedures also play a part in facilitating student transitions for all populations, including basic skills, English as a Second Language (ESL), and Adults with Disabilities (AWD). This consortium assumes that improving and standardizing intake will expand and improve student outcomes. In order to develop a realistic and achievable career pathway, it’s critical to develop assessment strategies that identify experiences, skills, interests, resources and determination. In order for students to transition from adult school academic programs to community college academic programs, well-defined and aligned assessments are necessary. And, within programs, for students to progress from one program to another,

assessment plays a critical role. Student assessments will serve as valuable tools for the students themselves, instructors and counselors to assure that aptitudes and skills will facilitate a matching career pathway. Assessments will be formative, regular and will be scheduled so that students and support staff are constantly in-tune with student progress, barriers and interventions. It is critical to provide supportive transitional programs for all students, including Adults With Disabilities.

Pathways should be clarified at any point of entry into consortium programs and should identify the alignments and transitions required. The consortium understands the value of using resources and services available at different agencies to leverage delivery by guiding students to the services and programs they need. An awareness of curriculum content and how it aligns (or not) among agencies is critical to facilitating transitions. Curriculum content may be improved and/or modified through joint examination. Outcomes may be improved and expanded through examination of best practices, blended virtual delivery systems, use of technology, and/or on-the-job training (OJT) (internships/externships). Specific training may be required to prepare ESL students for community college.

In order for these seamless transitions to work effectively, it is essential that the quality of each member program meets the consortium standard of quality. All consortium agencies must be accredited in order for the transition of students to be viable.

The Consortium recognizes that a uniform data system may help to facilitate transitions and communications among programs. SB 173 provides a mandate to the state to develop data systems and assessments that will serve both K-12 adult schools

and community colleges. Information about the effectiveness of current tools will be investigated, while instructions from the state will be forthcoming.

In order to facilitate transitions from one system to another or from one program to another, each agency must be informed about the others. Gathering and sharing information is critical. Counselors – including those in middle and high schools – must know what courses and pathways are available and where. Office personnel must have access to information so that they can refer adult learners to the program that best meets their needs, even if it is at another agency. Websites can be updated to share this information and make it available directly to prospective students. The Consortium provides opportunities to enhance the sharing of information through interagency meetings, shared website information, a directory of services, and training for counselors, staff and faculty.

ABE Table 3.1

AB 86 Certification of Eligibility COE- Objective 3 ----ABE TASK FORCE

ABE 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 district and/or community colleges)	Methods of Assessment	Timeline
Need for GED prep in Spanish	Find class offering regionally and refer students	-Prep materials -Computers -Communication -Counseling -Web presence -Connect web site	\$210,000 (30 hours per week times 4 sites)	Certificated Bilingual Staff	Tracking and student follow-up (counseling)	By June 2016
Pre-GED courses, year round Summer and Evening			\$210,000 (30 hours per week times 4 sites)	Certificated Staff		
Direct teaching model in addition to self-guided GED prep			\$210,000 (30 hours per week times 4 sites)	Certificated Staff		

ABE 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 district and/or community colleges)	Methods of Assessment	Timeline
Placement assessment materials	Counseling prior to placement and common assessment	Networking to transmit and track student placement and referral systems	\$80,000 varies on what each of the 4 sites utilize	Site counselors and programming IT, curriculum, instruction referral system		
Literacy Programs	Join Engage employers, libraries, EDD, GAIN, workplace literacy Free literacy programs		\$420,000 (60 hours per week times 4 sites)	Site and Career Counselors		
Computer Literacy			\$210,000 (30 hours per week times 4 sites)	CTE Staff		
Links to further college pathways	Database	*Communication *Continue to meet as a consortium to fine tune	Embedded in the Counseling duties	Site and Career Counselors	Effective counseling to transition students	

ABE 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 district and/or community colleges)	Methods of Assessment	Timeline
Education Planning	Common assessment Teacher collaboration regionally		Embedded in the Counseling duties	Site and Career Counselors		
Tracking of High School Students			Embedded in the Counseling duties	Site and Career Counselors		
Childcare for students			\$114,000 (30 hours per week times 4 sites)	Classified Staff		
Pre GED preparation			\$210,000 (30 hours per week times 4 sites)	Certificated Staff		
GED Distance Learning Component			\$210,000 (30 hours per week times 4 sites)	Certificated Staff		

Adults With Disabilities Table 3.1
October 10, 2014

AWD 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
<ul style="list-style-type: none"> Establish, expand and increase current programs through job readiness skills training for adults with disabilities 	Career Planning Write curriculum Hire staff and faculty Identify facilities Purchase equipment Design marketing plan describing services offered.	<ul style="list-style-type: none"> It is also important to note that this survey is exclusively quantitative and further qualitative research could develop insights that could inform planning. Curriculum Faculty Facilities Counselors Classroom Aides Classroom supplies 	\$650,000	Rio Hondo, HLPAE, Whittier and El Monte	#of course offerings and certificates # of students enrolled # established Ed Plan # of support staff # of community partners Equipment/supply inventory # of Faculty Student Learning Outcomes (SLOs)	Begin planning summer, 2015 Curriculum development fall 2015 Limited offering in spring of 2016 Fall 2016 program expansion

		<ul style="list-style-type: none"> Adaptive technology Support staff Marketing 				
<p>Alignment of:</p> <ul style="list-style-type: none"> Placement Curriculum Assessments 	<ul style="list-style-type: none"> Partner with regional center Utilize students' historical data and IEPs Counseling Oral interview Testing 	<ul style="list-style-type: none"> Faculty Counselors Support Staff <p>(continued)</p>	\$20,000	Rio Hondo, HLP AE, Whittier and El Monte	<ul style="list-style-type: none"> # of students placed # courses aligned across region # assessments available to schools Retention rate Completion rate Sustainable employment certificates awarded 	
<ul style="list-style-type: none"> Provide supportive transitional programs for post-secondary education(Higher Education), independent living skills, social skills and job readiness skills 	<p>Career Planning Write curriculum Hire staff and faculty Identify facilities Purchase equipment Design marketing strategy</p>	<ul style="list-style-type: none"> curriculum Faculty Facilities Counselors Classroom Aides Classroom supplies Adaptive technology Support staff 	\$640,000	Rio Hondo, HLP AE, Whittier and El Monte	<ul style="list-style-type: none"> #of course offerings and certificates # of students enrolled # established Ed Plan # of support staff # of community partners Equipment/supply inventory # of Faculty Student Learning Outcomes (SLOs) 	<p>Begin planning summer, 2015</p> <p>Curriculum development fall 2015 Limited offering in spring of 2016 Fall 2016 program expansion</p>

AWD 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
<ul style="list-style-type: none"> Establish meaningful bridge programs that will support individuals as they transition upwardly in abilities 	Career Planning Write curriculum Hire staff and faculty Identify facilities Purchase equipment Design marketing strategy	<ul style="list-style-type: none"> Develop meaningful relationships to align with Employment First goals Meet guidelines to qualify to be a vendor with Regional Center 	\$250,000	Rio Hondo, HLP AE, Whittier and El Monte	# of community partnerships Parent/guardian involvement Become vendedored with Regional Center Expand relationship with Department of Rehabilitation	Summer 2016 Summer 2016 Fall 2015 Fall 2015
<ul style="list-style-type: none"> Life skills programs providing training in, home care, meal preparation, laundry, financial management, and mobility, etc. 	Career planning Write curriculum Hire staff and faculty Identify facilities Purchase equipment Design marketing strategy Goal setting	<ul style="list-style-type: none"> Curriculum Faculty Facilities Counselors Classroom Aides Classroom supplies Adaptive technology Support staff Marketing 	\$320,000	Rio Hondo, HLP AE, Whittier and El Monte	#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)	Begin planning summer, 2015 Curriculum development fall 2015 Limited offering in spring of 2016 Fall 2016 program expansion

AWD 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
<ul style="list-style-type: none"> Transition to the workforce through competitive and supportive employment 	Career Planning Write curriculum Hire staff and faculty Identify facilities Purchase equipment Design marketing strategy	<ul style="list-style-type: none"> Curriculum focusing on work attributes and job seeking skills Utilizing existing job placement offices specializing in job placement for AWD 	\$125,000	Rio Hondo, HLP AE, Whittier and El Monte	# of jobs acquired and sustained\ # of certificates issued Competitive pay rate per hour	Spring 2017
<ul style="list-style-type: none"> Create a bridge program between Rio Hondo, El Monte, HLP AE and Regional Centers utilizing referrals from situational and formal testing/assessment 	Career Planning Write curriculum Hire staff and faculty Identify facilities Purchase equipment Design marketing strategy	<ul style="list-style-type: none"> Situational test (actual work skills assessment) 	\$75,000	Rio Hondo, HLP AE, Whittier and El Monte	# of test preformed # of referrals for specific job training # of referrals for specific career tested classes/certification	Fall 2016

Apprentices Table 3.1

AB 86 Certification of Eligibility COE- Objective 3

Apprentices 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 district and/or community colleges)	Methods of Assessment	Timeline
<p>Creating awareness level; move to a higher awareness</p> <p>Apprenticeship</p> <p>Trusts</p>	<ul style="list-style-type: none"> • Outreach to M.S. Enlightenment Lifelong learning, career/college pathways • HS counselor to be involved – mtg. Be consistent A to G requirement • Carry pathway message • Regional competition 	<ul style="list-style-type: none"> • Access to parents, state • Principals/counselor • Tell story • Graduates of middle school • Thumb drives • Food/mtg expenses • Presentations Dog and Pony Shows • CTE Spokesperson w/ props – hire • Buses <p>Costs</p> <ul style="list-style-type: none"> • Insurance (Summer Academy extended) • 7th 8th • Come and see • Technology 	<p>Advertising Costs = \$100K</p> <p>Beyond traditional marketing, use social media, digital radio, website = \$1K</p> <p>Marketing materials = \$100K</p> <p>F/T Advocate champion position = \$ 200K</p> <p>Startup costs Food costs = \$5K</p>	<p>CTE program</p> <p>Adult school</p> <p>Middle schools</p> <p>VOA</p> <p>Elem. Supts</p> <p>HS – hardest to crack</p>	<ul style="list-style-type: none"> • #students/parents launch • Board (data gathering) • Gather data from the states • Tracking • CalPass 	

Apprentices 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 district and/or community colleges)	Methods of Assessment	Timeline
			F/5 Product champion position/Producer - \$100K F/T Data Analyst or Tracker = \$100K			

**CTE Table 3.1
AB 86 Certification of Eligibility COE- Objective 3**

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 district and/or community colleges)	Methods of Assessment	Timeline
Articulation with colleges through counseling with students	<ul style="list-style-type: none"> • Business community collaboration • Hire consortium articulation coordinator • Career postsecondary college counselor • Career pathway advisor 	<ul style="list-style-type: none"> • Consortium funding • Coordinator • Informational database 	\$	Consortia Districts	<ul style="list-style-type: none"> • Students who successfully transition • Employment 	2015 -- ongoing
Articulation with colleges through consortium and administration	<ul style="list-style-type: none"> • Career shadow day • Industry certification 	<ul style="list-style-type: none"> • Consortium funding • Coordinator • Informational database 	\$	Consortia Districts	<ul style="list-style-type: none"> • Continue to Higher Ed. • Certification • Completers 	2015 – ongoing

CTE 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 Cost	Responsible Parties (specific school district and/or community colleges)	Methods of Assessments	Timeline
Information Access	<ul style="list-style-type: none"> • Create Database Assessment pathways Transcript certification • IT Coordinator • Website, Intranet 	<ul style="list-style-type: none"> - Consortium funding - IT coordinator 	\$	C D	<ul style="list-style-type: none"> - Accurate information - Reliability - Access 	2015 – ongoing
Alignment of Industry Sectors	<ul style="list-style-type: none"> • Curriculum and/or content experts • Online or distance learning; Hybrid/blended classes 	<ul style="list-style-type: none"> - Funding - Technology 	\$	C D	Industry standards	2015 – ongoing

ESL Table 3.1

Rio Hondo Consortium - ESL Task Force

ESL 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
Cooperative strategies for facilitating transitions to postsecondary education or vocational training.	In order to encourage collaboration, provide funding that is not competitive by nature, such as supplemental funding through the consortium in addition to base funding for each agency.	State funding plan	\$500,000 for ongoing consortium and regional activities.	State legislature and governor determine state funding. RHRAEC agencies	Tracking of new activities that support transition to postsecondary and/or vocational training. Tracking students who transition to postsecondary and/or vocational training	January 2015- Governor's preliminary budget May/June 2015 budget for 15-16 finalized. July 2015 to ... consortium develops collaborative strategies to meet needs of adult learners.
Ongoing sharing of information regarding services available.	1) Information on each agency's website describing programs & services available at the other agencies in the region.	Technical support. Program information.	\$5000	All districts Consortium	Track "Hits" on website information. Survey of students/ website users.	2014-2015

ESL 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
	2) Create and maintain a consortium website					
Improve access to programs and transitions from one program to another within agencies.	1) Provide information and/or informational meetings for targeted students. 2) Provide additional counseling at both “referring” and “receiving” agencies. 3) Shared staff development to improve awareness of available programs. 4) Develop strategies for tracking student movement among agencies.	Cooperative scheduling and shared information. Additional funding for counselors and professional development Access to current student information systems and IT support to investigate the integration of systems	 \$400,000 \$20,000 \$50,000	All participating agencies.	Track counseling contacts with ESL students. Track student progress/transition among programs. Data reflecting number of student transitions.	Initial activities 2014-15 2015-16 – counseling, professional development and database development, dependent on funding

ESL 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
		and/or procedures.				
Evaluation and alignment of assessment strategies and procedures.	<p>Rio Hondo assessment staff to adult schools to compare/train regarding assessment.</p> <p>CC common assessments being developed may impact assessments policy.</p> <p>Share information on levels and placement.</p>	<p>Information on assessment tools used in each agency</p> <p>Trained assessment staff</p>	<p>\$500</p> <p>\$5000 for ongoing meetings and information sharing</p>	<p>All participating agencies</p> <p>Assessment staff</p>	<p>Organized sharing of information regarding assessment</p> <p>Track implementation of common and/or correlated assessments</p>	<p>2014-15 – initial meetings of assessment staff</p> <p>2015-16 – analysis and correlation of assessments</p>
Facilitate transition to community colleges from adult schools.	<p>Introduce vocabulary of the registration process in classes.</p> <p>Workshops for students in all programs regarding registration</p>	<p>Staff training regarding registration process</p> <p>Meeting space</p>	<p>\$5000 for training of adult school staff in all agencies</p>	<p>Counseling and/or Admissions staff from all agencies</p>	<p>Number of students who complete the community college registration process</p>	<p>2014-15- Training for staff and development of workshop content. Define required</p>

ESL 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
	<p>procedures for community college, including required computer skills.</p> <p>Provide information regarding financial aid.</p> <p>Provide training for staff regarding procedures for registering for community college.</p>	<p>Registration information</p> <p>Counseling and/or Admissions staff</p> <p>Teachers</p>				<p>vocabulary</p> <p>2015-16- Implementation of pertinent lessons and workshops.</p> <p>Ongoing instruction to facilitate student transitions</p>
<p>Facilitate transition from non-credit community college classes to credit classes.</p>	<p>Develop a certificate from non-credit program verifying that students have skills needed for credit classes—basic computer literacy skills, info on credit program requirements, etc.</p>	<p>Information required for certification</p> <p>Credit and non-credit staff</p>	<p>\$8000 for staff meetings and the development of certification requirements and necessary instructional activities</p>	<p>Credit and non-credit staff and administration</p>	<p>Monitor student participation and certificates issued</p> <p>Monitor credibility of certification and effectiveness in identifying students who are “prepared” for credit classes-success/pass rate</p>	<p>Spring 2015- Determine requirements for success in credit classes (computer literacy, note-taking skills, etc.)</p>

OBJECTIVE 4: ADDRESS GAPS

Plans to address the gaps identified pursuant to paragraphs (1) and (2)

Narrative

This consortium is proposing a number of ideas that have promise for expanding and improving services and outcomes for adult learners. It is a given that addressing gaps will require the dedication of state funding to support the ultimate recommendations.

Rio Hondo consortium committees have identified gaps/needs and have discussed how to address these needs. Finalizing strategies, methods of assessments, timelines and costs will continue to evolve from further research, surveys and interagency discussions.

Following are prioritized RHRAEC identified needs and gaps:

Highlighted RHRAEC Service Priorities

1. *Counseling*: Clearly one of the early victims of budget cuts, counseling ratios and services have been devastated and thus represent one of the clear and consistent gaps identified by RHRAEC as well as other consortia around the state. Strategies and solutions that have been discussed include improving intake and assessment; providing counseling intervention for all students—including ESL; developing achievable career pathways for all consortium students/clients; leveraging counseling and career services through tactically placed locations within the consortium; examining new technologies and electronic career portfolios; improving and expanding formative assessments and improving professional development—particularly related to career options and opportunities.
2. *Measurement and Accountabilities*: A plan, almost by definition, must include tracking, measurement and accountability standards. Identified clearly as a need, measurement

has been discussed both as a district/school need but possibly more importantly, as a consortium need that could be leveraged throughout member, partner, and stakeholder services. Adaptable dashboards will be examined, as well as an assortment of best practices that provide both formative and summative assessments.

3. *Seamless Transitions*: Discussions around transitions have included both vertical and horizontal movement. Within the consortium, adult students should be able to comfortably move along their pathway into post-secondary education, training, and employment. Students should be confident that roadblocks and barriers will be minimized, and ease and support will be maximized. Additionally, incorporating concepts like “zones of choice” and “passporting,” consortium students should be able to move horizontally within the consortium to create optimal options and opportunities. Finally, existing articulation schemes will be examined with “scalable pilot” approaches to expanding and improving these agreements.

4. *Professional Development*: Clearly another victim of waning resources, professional development took significant hits during cuts and flexibility. Identified by all as a critical gap, professional development programs and capacity must be restored. As the consortium research and planning efforts begin to explore new technologies, new delivery systems and reformed pedagogy, commitment to professional development is both critical and integral to success going forward. New programs and technologies are totally dependent on the quality, commitment and consistency of professional development.

5. *Collaborative planning*: This project is all about collaborating to create a regional plan that improves and expands programs for adults. However, it is apparent that as the

plan morphs to implementation, collaboration between members, partners, and stakeholders is integral to leveraging resources and policies, developing measurements and outcomes, and providing contextual opportunities for all students. Operational collaborations have to be developed between teachers from different departments, schools within districts and districts within consortia. Further collaboration must include partners/stakeholders who are providers of services/programs for adults that intersect with related consortia programs.

Program areas that need further development

1. *Corrections:* Regarding corrections there is a current need to serve individuals “post-incarceration.” As inmates are released, acclimation is needed to get the parolee, involved in the workforce. Social skills need to be taught and/or reinforced regarding how to make good decisions and how to be a positive functioning person in society. “Post-incarceration” programs could be leveraged with resources from partner agencies such as the probation department and/or vocational training sites.
2. *Adults with Disabilities:* In regards to the needs for the region’s Adults with Disabilities programs, programs should be expanded to accommodate new learning and training opportunities not currently provided. These include expansion of current career technical education training, development of life skills/social educational classes, job development, job placement, case management, counseling and assessment. Additionally support staff is needed in each of these critical services areas.
3. *Apprenticeships:* That there is a need/gap regarding apprenticeships seems apparent, however it is difficult to evaluate the existing levels and types of apprenticeship programs available to adults in the region. Until there is substantial qualitative and quantitative data illustrating that demand for apprenticeship programs-outweighs the supply of such

programs, it cannot be concluded that the existing level is insufficient or sufficient. Additional research is clearly needed. Some will involve examining models of best practices around the region, country and world. Another aspect will involve qualitative interviews and discussions with stakeholders and potential partners. The balance of the research will be market-driven and will include focus on students and potential employers. The RHRAEC Apprenticeship Task Force will hold additional meetings with stakeholders, including K12/Adult Ed providers, Rio Hondo College's CTE staff, representatives of the trade unions and industry as well as community based organizations and government agencies.

A variety of perspectives confuse the narrative to date and suggest the prematurity of offering a definitive evaluation of the adequacy and quality of apprenticeship programs. In large part, this confusion comes from the relationship between the labor union training trusts, which operate regional apprentice programs, and K12/adult providers and community colleges. There is very little communication between these entities especially in regards to career pathways in the trades. To this end, members of the Apprenticeship Task Force will hold a public forum on apprenticeship programs and trades to which counselors, teachers, administrators, parents and students from all member and partner districts will be invited to learn about apprenticeship programs and trades and offer feedback.

As part of an investigation of potential resources, Rio Hondo is planning webinars/demonstrations related to Dashboard Measurement Technology and Electronic Career Portfolios.

In addition to the highlighted service area and program area priorities noted above, the following is a running list of needs/gaps that have been identified as generally related to adult

education to date. As the RHRAEC continues the planning and implementation process, this list of concerns will be researched and evaluated. Addressing these needs and gaps is integral to the success of the ultimate plan's implementation.

A list of general statewide consortia needs and gaps is as follows:

- Professional development conducted district/inter-district
- Measurement, tracking, accountabilities – vertically/horizontally
- Counseling – intake, assessment, pathway, tracking, access, regional services and community resources
- Student services – financial aid, other aid, counseling, childcare, referrals for professional help
- Collaborative planning scheme, resources and time
- Common Core integration into Adult Education /Non-Credit
- Consortium Certifications – work ethic, global careers, green consciousness, hard skills, etc.
- Interdepartmental/inter-schools/inter-districts, projects
- Curriculum and Pathway development based on industry demand
- Credit Community Service programs in Community Colleges
- New delivery systems/programs for instruction – distance learning, hybrid classes, and dual credit classes
- New technology for management and/or instruction
- Driver's license program for undocumented adults
- Entrepreneurial programs for adults in Adult Education and Community Colleges
- Programs to prepare for federal reform
- Counseling in-general – needs further understanding and definition

- Interschool/district mutual understanding of programs/goals
- Funding for Adult Education and Community College Non-credit
- Outreach and Accessibility to Adult Education and Non-credit
- Passporting to allow inter-district participation
- Seamless articulations between K-12 and Community College
- Developers – job creation, internships, placement, grants, student scholarships/loans
- Corrections, including post incarceration education
- Disabilities including cognitive and physical
- Veterans
- Apprenticeships
- Pre-literacy for non-readers
- Parent Education – definitely a need/gap but not clearly defined as a part of the AB 86 exercise—strategies should be developed
- Consortium brand with unique equity and dimensions

These needs and gaps directly support the development of regional plans to better serve the educational needs of adults by leveraging the effort and by systematizing the work. A mutual understanding of programs and goals is needed and is created by the collaboration of planning, resources and time. Work to date will inform content and framework as the regional plan continues to develop.

Table 4.1 – Elementary and Secondary Basic Skills (ASE/ABE)

Implementation Strategies to Address Identified Gaps

<i>Description of the Gap</i>	<i>Strategies to Address the Gap</i>	<i>Resources Needed</i>	<i>Estimate of the cost</i>	<i>Responsible Parties (specific school district(s) or college(s))</i>	<i>Methods of Assessment</i>	<i>Timeline</i>
<p>1. GED Class</p> <p>GED Prep in Spanish</p> <p>Offered 2-3 per week 1-2 hrs/day</p>	<p>Offer classes regionally.</p>	<p>1) Classes available or in small groups with portable divider.</p> <p>2) Teacher for 15 hours/week.</p> <p>3) Instructional Aide 6-10 hours/week.</p> <p>4) Tutor</p> <p>5) Bilingual Staff</p>	<p>\$230,000 for all four sites</p>	<p>Local districts</p>	<p>Tracking and student follow up (counseling) in regards to passing the GED.</p>	<p>Evaluate data at intervals</p>
<p>2. Computer Literacy classes to take GED online.</p>	<p>Making equipment more accessible.</p>	<p>1) TeKnimedia</p> <p>2) Computer Lab</p> <p>3) Teacher</p>	<p>\$320,000 (30 hours per week times 4 sites)</p>	<p>Local districts</p>	<p>TeKnimedia built-in tests.</p>	
<p>3. Prep materials for GED in English and in Spanish</p>	<p>1) Counseling prior to placement and common assessment.</p> <p>2) Software; peer tutors; library,</p>	<p>1) Textbooks available for students in class.</p> <p>2) Software</p>	<p>\$160,000 varies on what each of the 4 sites utilize.</p>	<p>Local districts</p>		

	resources; Lab	materials 3) More work stations				
4. Need more updated books, materials, and software for ASE.		Books, software, and time for teachers/staff to research	20 hrs per month x \$40 hr x 12ms = \$9,600 teacher +\$3,000 est. materials = \$12,600/year x 4 sites = \$50,400	Local districts	Semi-annual inventory	Ongoing as curriculum is always changing.
5. CAHSEE Math and English classes for adults		1) Teacher 2) Teaching materials	1) 32 hours/month x \$40/hour for teacher = \$1,280 per subject per month x 10 months = \$12,800 per subject per year x 4 sites = \$51,200 2) materials: \$500	Local districts	CAHSEE Testing	Ongoing as all students need to pass the CAHSEE to earn their H.S. diploma.

			x 4 sites = \$2,000 total: \$52,200			
6. Tutor/Translator for struggling students.		Tutor	30 hours/week x \$20 = \$2,400/month x 11 months = \$26,400/year x 4 sites = \$105,600	Local districts	More classes completed by students.	Ongoing.
7. Educational Planning for each student. Tracking of students.	Develop templates for plans	Computer	\$220,000 Embedded in Counseling duties	Local districts	Track student progress and document completion rate.	
8. Teacher collaboration	Teaching workshops/meetings			Local districts		
9. Pathway to college once high school diploma completed.	Contact college	Communication	\$220,000 Embedded in Counseling duties	Local districts		
10. Curricular alignment with comprehensive schools.	1) Teacher meetings 2) Teacher collaboration	Textbooks		Local districts		

11. Transition Support Services from H.S. to career, or college.	Orientation Advice	1) Counselor for high school diploma 2) Counselor for vocational programs	0	Local districts		
12. Orientation for new students	Schedule workshops for students	Teacher that works 2-4 hours/month for orientation once a week.	\$1,900 x4 sites = \$7,600	Local districts		
13. Create 2-3 levels of ABE low intermediate, and high	Create schedules to accommodate.			Local districts		
14. More availability for ABE during the summer.	Provide budget for teacher salary.	For one teacher, add two Fridays, two more full weeks, four evenings, and six weeks for summer.	\$7,000 x 4 sites = \$28,000	Local districts		
15. Independent Study Program		1) Books 2) Aide	1) \$5,000 x 4 sites = \$20,000 2) 120hours/month x \$20/month = \$2,400/month = \$24,000 year x 4	Local districts	See if more students are finishing classes/graduating.	

			sites = \$96,000 total: \$116,000			
16. More support for Parent Education.	Provide budget			Local districts		
17. Security			\$2,060 for two nights x 4 sites = \$8,240	Local districts		
18. Childcare for all programs	Provide space, salaries, materials	1) Space 2) Staff	\$114,000 (30 hours per week times 4 sites)	Local districts		

Table 4.1: Implementation Strategies to Address Identified Gaps - AWD

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
Expand CTE training and supportive work programs.	Re-establish vocational and life skill courses at all sites.	Staffing Skill based materials Curriculum Development	\$480,000	HLPAE Rio Hondo CC El Monte USD Whittier USD	Benchmark assessment Additional courses offered Additional students trained and job ready.	2015-17
HLPAS – Re-establish PASS class for life skill support.	Offer classes that support everyday living for AWD students.	Staffing Materials Software	\$120,000	HLPAE Rio Hondo CC El Monte USD Whittier USD	Benchmark assessment Student participation Additional class offerings.	2015-16
Develop life skill and ABE classes in El Monte Union and Whittier Union districts.	Add and re-establish classes that support AWD student life skills and ABE.	Staffing Materials Software	\$240,000	HLPAE Rio Hondo CC El Monte USD Whittier USD	Benchmark assessment Student participation Additional class offerings.	2015-17
Develop a CTE certificate process for AWD within the region.	Standardize a CTE certificated program within the region.	Professional Development Curriculum Development	\$40,000	HLPAE Rio Hondo CC El Monte USD Whittier USD	Certificates offered Certificates of completion issued. Member/Partner participation.	2015-18

Provide career counseling/work sample evaluation services within the region.	Assess student readiness through counseling and skill evaluation.	Staffing Materials Software	\$520,000	HLP AE Rio Hondo CC El Monte USD Whittier USD	Assessment materials developed Staffing hired Number of students served and assessed.	2015-17
Add job developers to enhance employment placement opportunities.	Add job developers to seek employment opportunities and accurate placement of students.	Staffing Technology	\$320,000	HLP AE Rio Hondo CC El Monte USD Whittier USD	Staffing hired Student placements New student opportunities	2015-17

Table 4.1 – Classes and Courses for Immigrants
Implementation Strategies to Address Identified Gaps

<i>Description of the Gap</i>	<i>Strategies to Address the Gap</i>	<i>Resources Needed</i>	<i>Estimate of the cost</i>	<i>Responsible Parties (specific school district(s) or college(s))</i>	<i>Methods of Assessment</i>	<i>Timeline</i>
1. Lack of dedicated funding leaves adult education vulnerable to agency funding/budget fluctuations in meeting perceived priorities elsewhere in the district/agency. Districts postpone or make cuts based on overall district needs rather than the needs of adult learners, leaving the needs of adults in the state and larger community unmet. Limited funding for adult education has meant increased costs to students, including higher	Provide funding at an adequate level to support needed adult education programs and that allows districts/schools to reduce or eliminate fees. In order to encourage collaboration, provide funding that is not competitive by nature, such as supplemental funding through the consortium in addition to base funding for each agency.	State funding Consortium funding	*See notes on program losses due to funding reductions.	State legislature Governor RHRAEC to determine strategies and plans	Restoration of services to adult learners	January 2015- Governor’s preliminary budget May/June 2015 budget for 15-16 finalized. July 2015 to ...consortium develops collaborative strategies to meet needs of adult learners.

fees for community college and fees at some K-12 districts.						
<p>2. Insufficient number of classes offered to serve the quantity of students who desire and qualify for services. Most agencies have waiting lists for ESL classes, demonstrating that students/needs are not being served. Reduction or elimination of some adult school programs in the area (El Rancho, Alhambra, etc.) have put pressure on the resources (funding, space, etc.) of remaining districts to provide services.</p>	<p>1) Restoration/ expansion of programs to meet needs. 2) Create a blended model which includes class time and distance learning.</p>	<p>1) Funding for additional classes. 2) Staff 3) Class space</p>	<p>*See notes regarding program cutbacks</p>	<p>1) State/ legislature in allocation of funding. 2) Districts in distribution of funding/assessment of need. 3) Ongoing sharing of information regarding services available.</p>	<p>Monitor the number of classes offered and the preponderance of waiting lists.</p>	<p>As soon as funding becomes available.</p>
<p>3. Multilevel classes may be a detriment to</p>	<p>1) Develop sequences of instruction where multiple classes are</p>	<p>1) Staff development 2) Assessments</p>	<p>See #2 Funding for training</p>	<p>With sufficient funding: 1) Districts/colleges</p>	<p>1) Monitor trends in the use of multilevel ESL</p>	

<p>student progress and student transition to ABE, GED, vocational classes and/or community college. District priorities have caused the re-location of classes away from public transportation creating barriers to attendance.</p>	<p>available. 2) Connect to sequences at main sites. 3) Expand program. 4) Open more classes 5) Take information and resources to offsite locations and so students have access to information and activities. 6) Assure that offsite teachers are included in training. 7) Create regional training for multilevel teachers 8) Allow access to cross-system resources (CalPRO, OTAN, CCCCCO, etc.)</p>	<p>3) Staff 4) Class space 5) Funding 6) Time</p>		<p>2) Consortium planning 3) Public transportation authorities 4) Program administration and support staff</p>	<p>classes. 2) Monitor the availability of instructional sequence in ESL classes. 3) Data reflecting number of students completing levels and program.</p>	
<p>4. Students need assistance in order to successfully transition from one program to another within agencies (ESL to ABE, GED, high school diploma or CTE classes and non-credit to credit community college classes.) There needs to</p>	<p>1) Improve communication among programs/departments within agencies (ESL, ABE, GED, high school diploma, CTE). Increase staff awareness of resources/opportunities available to students. 2) Provide additional information to students regarding pathways within programs and from one program to another.</p>	<p>1) Funding 2) Personnel 3) Staff development</p>			<p>Track counseling contacts with ESL students. Track student progress/transition among programs. Data reflecting number of student transitions.</p>	

<p>be more awareness within agencies of assessment and placement strategies used.</p>	<p>3) Improve/increase counseling for ESL students, including goal-setting. 4) Provide “bridge” classes for students transitioning from ESL to ABE/GED or Voc Ed or community college.</p>					
<p>5. Students need assistance in order to successfully transition to postsecondary and/or job training. There needs to be more awareness among agencies of assessment and placement strategies used.</p>	<p>1) Provide information and/or informational meetings for targeted students. 2) Provide additional counseling at both “referring” and “receiving” agencies. 3) Shared staff development to improve awareness of available programs. 4) Develop strategies for tracking student movement among agencies.</p>				<p>See #4</p>	
<p>6. Insufficient number of counselors and education/career path counseling stunts student success and transition. Insufficient number of program coordinators and</p>	<p>1) Hire more counselors 2) Staff development for counselors. 3) Provide out-of-classroom/program coordinators to facilitate professional development and to monitor and support instruction and learning.</p>	<p>1) Funding for training and additional counselors 2) Staff development for counselors 3) Funding for support staff, resource teachers, program</p>			<p>1) Number of counselor appointments 2) Staff surveys 3) Student surveys</p>	

<p>program support staff so teachers and students don't get the help they need.</p>		<p>coordinators.</p>				
<p>7. Complexity of class schedules (day, evening, alternating days, etc.) makes communication with staff/ professional development difficult.</p>	<p>1) Provide support/funding for improved staff development and engagement for ALL staff, including part-time staff. 2) Use creative professional development strategies to reach all staff (media, multiple sessions, peer-to-peer, etc.) 3) Implement collaborative professional development among agencies.</p>					

Table 4.1 – CTE

Implementation Strategies to Address Identified Gaps

<i>Description of the Gap</i>	<i>Strategies to Address the Gap</i>	<i>Resources Needed</i>	<i>Estimate of the cost</i>	<i>Responsible Parties (specific school district(s) or college(s))</i>	<i>Methods of Assessment</i>	<i>Timeline</i>
Provide Hybrid/Blended Courses	<ul style="list-style-type: none"> – Develop program – IT support 	Teachers, technology upgrades, classrooms, equipment and materials	State funding	Local Districts Colleges	Graduation, certificates, job placements	2015-ongoing Evaluate data at intervals
Test out – challenging classes Tutor support in class	<ul style="list-style-type: none"> – More support staff – Counselors – Contextualized learning 	Teachers, counselors, classrooms	State funding	Local Districts Colleges	Completion – ongoing to higher education Job placements Graduation	2015-ongoing
Transition class Accelerated class	<ul style="list-style-type: none"> – Short term courses – Basic skills courses 	Teachers, courses, classrooms, equipment and materials	State funding	Local Districts Colleges	Transitions to colleges, certificates, job placements	2015-ongoing
Internships/Externships	<ul style="list-style-type: none"> – MOU’s/training agreement – Business partners 	Technology Teachers Time w/pay	State funding	Local Districts Colleges		2015-ongoing

		Personal Development				
Alignment of Industry Sectors	<ul style="list-style-type: none"> – Curriculum and/or content experts – Online or distance learning 	Consortium Coordinator Staff Advisory input	State funding	Local Districts Colleges	Increased enrollment, student completion and outcomes, employment, increased transition with colleges	2015-ongoing
Articulation with colleges through counseling with students	<ul style="list-style-type: none"> – Business community collaboration – Hire consortium articulation coordinator – Career postsecondary college counselor – Career pathway advisor 	Consortium funding Counselors Advisory input	State funding	Local Districts Colleges	Clearly defined articulation agreements and pathways	2015-ongoing
Articulation with colleges through consortium and administration	<ul style="list-style-type: none"> – Career Shadow day – Industry certification 	Staff Teachers Advisory input	State funding	Local Districts Colleges	Establishment of a qualified articulation between consortium members. Transferrable units to the community	2015-ongoing

					colleges.	
Professional Development	<ul style="list-style-type: none"> – Technology Professional Development – OTAN – CALPRO – CASAS – SCANS – Staff Meetings – Business Advisory Meetings 	Contacts with State, professional associations, and industry and advisory committees.	State funding	Local Districts Colleges	Program development, increased enrollment and outcomes,	2015-ongoing
Aid/community resources to assist students (financial, transportation, materials, etc)	<ul style="list-style-type: none"> – Staff to work with students – Partnerships with community programs – Classroom sets of materials and equipment including textbooks – Scholarships – Fee waiver – Payment plan 	Funding Associations with Industry, State to help with funding and scholarships	State funding	Local Districts Colleges	Increased enrollment, student completions and outcomes, employment	2015-ongoing
Outdated materials and equipment	<ul style="list-style-type: none"> – Upgrade technology and materials – Create a replacement plan to evaluate 	Industry and advisory committee New equipment	State funding	Local Districts Colleges	Employer/advisory feedback, tracking of materials and inventory	2015-ongoing

	material and equipment to meet industry standards					
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Table 4.1: Implementation Strategies to Address Identified Gaps - Apprenticeships

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
Dearth of apprenticeship students who successfully pass entry tests	Pair younger apprentices with more experienced apprentices; perform an updated apprentice intake analysis to better estimate intake needs in the future.	Lists of younger apprentices and lists of experienced apprentices	Apprenticeship meeting/event costs = \$1K	Tri Cities ROP, Rio Hondo College, RHRAEC Apprenticeship Taskforce	1) # of pairings of apprentices 2) # of apprenticeship students who successfully pass entry tests 3) % of apprenticeship students who successfully pass entry tests	Within 2 years
Lack of understanding among parents, counselors, teachers, administrators, students who do not appreciate value of apprenticeship education	Get on agenda of parent group meetings and visit parent centers at local high schools	Lists of parent centers and parent groups; Meeting/event costs of having meetings with parents	Parent meeting/event costs = \$1K Marketing costs = \$100K	High School Counselors, RHRAEC Apprenticeship Taskforce	Assess level of awareness of apprenticeships among parents, counselors, teachers	Within 1 year
Same gap as above	Design a high school counselor professional development program to increase awareness and benefits to middle and high school students who aspire to CTE and apprenticeships.	High School Counselor Professional Development Program focused on apprenticeships	Professional Development Program Costs = \$10K	Apprenticeship contacts, labor unions, K-12 Districts, RHRAEC Apprenticeship Taskforce	Creation of a new program; Evaluations of participants in this new program	Within 2 years
Same gap as above	Develop and make available to high school/adult educators a CTE curriculum for dual enrollment and articulation applicable to trades	Curriculum models from other districts; marketing materials to promote new curriculum	Marketing costs = \$100K (similar to above) Counselor = \$100K Instructor = \$100K	High School Counselors, RHRAEC Apprenticeship Taskforce; unions, trade associations	Assess level of understanding or appreciation for apprenticeship education	Within 2 years

Lack of understanding among parents, counselors, teachers, administrators, students who do not appreciate value of apprenticeship education	Create partnerships with K-12 districts including basic and hands-on activities with students	Examples of hands on activities that could be planned and implemented	Project costs = \$100K	High school counselors, middle school teachers, RHRAEC Apprenticeship Taskforce	Determining whether or not districts were successful with planning “hands on” activities with students	Within 1 year
Students who are applying for apprenticeship programs may not be aware of what minimum qualifications need to be met or aware of what courses are needed to be eligible or competitive	Establish pre-apprenticeship programs which help apprenticeship students to learn about minimum qualifications	Examples of existing pre-apprenticeship programs to explore how helpful they are to prepare students for apprenticeship programs; guest speakers or experts	Pre-apprenticeship related workshops or conferences = \$10K Guest speakers or experts = \$10K	Apprenticeship leaders, labor unions, trade groups and associations and high school counselors	Measuring awareness of minimum qualifications among pre-apprenticeship or apprenticeship students	Within 1 year
Current apprenticeship instructional strategies may not be reaching millennial apprenticeship students.	Adopt new instructional methods for millennial apprentices to include strategic thinking, empowerment, communication, and consistent feedback.	Exemplars of new instructional methods; conferences or workshops on new methods	Apprenticeship instructional methods workshops/seminars/ conferences = \$10K; guest speakers = \$10K	Apprenticeship leaders, labor unions, trade groups and associations, ROP instructors, high school instructors, counselors	Measuring success and completion rates of apprenticeship students who learn from new instructional strategies	Within 1-2 years
The media does not promote trades as a path to success which means that potentially excellent trades persons are diverted to careers where they may not do well and are not exposed to trades that could maximize their strengths.	Plan and host a “trades night” at local middle or high schools to which all local labor unions and trades are invited; Attend the Orange County Trade Show to identify best practices; Communicate with Congresswoman Linda Sanchez regarding her conference titled “Hands On Careers for Creative Minds” to promote the trades.	Information from other existing trade shows or conferences which could provide templates for success	Event costs for trades night = \$5K; Event costs for replicating Congresswoman Sanchez “Hands On Careers” Event = \$5K	ROP instructors, high school counselors, RHRAEC Apprenticeship Taskforce, Apprenticeship leaders, labor unions, trade groups and associations	Tracking the number of attendees at the “trades night” event; tracking the number of attendees at the “Hands On Careers” style event; assessing the satisfaction levels for attendees at both events through surveys or focus groups.	Within 6 months

Educators, parents, students, and others are unaware of apprenticeship training and the benefits of career ladder opportunities.	Disseminate information to educators, parents, and students about career options and employment opportunities related to career ladder (including benefits)	Information on or guest speakers or experts who can speak about the benefits of career ladder opportunities	Parent meeting/event costs = \$1K Marketing costs = \$100K Guest speakers or experts = \$10K	Apprenticeship leaders, labor unions, trade groups and associations and high school district personnel responsible for marketing materials	Tracking the number of attendees at the “trades night” event; assessing the level of understanding of the benefits of career ladder opportunities for attendees at event through surveys or focus groups.	Within 6 months
Apprentices screening and intake processes are subpar in identifying and selecting quality long term apprentices.	Analyze existing screening and intake processes to determine what elements need to be updated or changed.	Model apprenticeship programs with a focus on elements of screening and intake processes that contribute to success of long term apprentices	Visting sites which have outstanding apprentice screening and intake processes = \$5K	Members of the RHRAEC Apprenticeship Task Force and select representatives of labor unions, labor councils, and trade associations	Determining whether or not the quality of apprentice students has improved after implementing changes to screening and intake processes.	Within 2 years
There is a lack of understanding among school district members/partners in the Rio Hondo Region Adult Ed Consortium who may aspire to offer apprenticeship programs but do not know what is required to plan, create, and implement such programs.	Pool resources such as tools or books that apprentices would normally need to purchase for their apprenticeship programs; contact labor union leaders for information on apprenticeship programs.	Guidelines from apprenticeship contacts, trade associations, and labor councils/ labor unions	Material design costs, printing costs, mailing costs =\$5K	Apprenticeship leaders, labor unions, trade groups and associations and high school district personnel responsible for marketing materials	Measuring level of understanding of what is needed to start apprenticeship programs through surveys; determining whether or not certain districts were successful in starting such programs	Within 1 year

OBJECTIVE 5: STUDENT ACCELERATION

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

A student must understand what he/she brings to the table in terms of experience, skills, knowledge, interests and passions. Clearly identified tailored career plans and roadmaps to accomplish those pathways are the integral elements of developing efficient plans that address acceleration: through flexible scheduling, on-line course content, supervised individualized instruction, tutoring, contextualized programs, short-term courses, process monitoring, and formative/summative metrics. Technology and professional development are integral elements of any and all accelerating strategies.

Flexible scheduling is available for individual and/or cohorts of students whose work or whose family schedules are not compatible with traditional adult education/community college schedules. With additional funding, additional classes can be offered. Weekends and/or early morning/late evening classes as well as hybrid or on-line classes could be considered as scheduling options as individual or cohort needs are identified through further surveys and interviews.

Creative delivery strategies can provide additional access that will help to accelerate learning. Distance learning/on-line options and individualized instruction are possible strategies that may be used. Contextualized programs in which students can learn vocational and academic or language skills concurrently can accelerate student progress toward employment goals. Working with local school districts, it may be possible to introduce

the contextualized approach early in a student's educational career. Pre-apprenticeship programs can be established and linked to existing apprenticeship programs.

Monitoring and tracking strategies measure student progress and are dependent on real time and accurate data collection and transfer systems. Summative measurements and tracking are identified through certifications, diplomas, post-secondary, employment and/or promotions. By gathering data on a variety of measurements, missteps can be avoided and a student's progress can be carefully guided and accelerated.

The skills students bring with them can be used to accelerate learning. This requires an assessment of these skills and the student's goals. For example, adult ESL students bring with them the skills of their profession—accountant, nurse, engineer, etc. What they are lacking is the English needed and clear access to the U.S. requirements for licensing in order to pursue that same profession. By knowing the student's goals and skills, connections to the professional community at the college level can be provided and will help the student move more quickly toward their ultimate goal. These connections to professional communities can also help students in any program to be efficient in the selection of the courses and training they need to reach their goals. The specific skills required for entry into an apprenticeship program can be addressed in pre-apprenticeship classes. Students with disabilities (AWD) and others will benefit from focused counseling support when undertaking on-the-job training (OJT), further education, employment or testing for certification.

ABE Table 5.1

AB 86 Certification of Eligibility COE- Objective 5

ABE 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 Cost	Responsible Parties (specific school district(s) and/or community college(s))	Methods of Assessment	Timeline
Need for GED prep in Spanish	Regular consortium meetings		\$230,000	Administration	Agendas, minutes	
Pre-GED courses year round Summer and Evening			\$460,000	Administration		
Direct teaching model in addition to self-guided GED prep			\$460,000	Administration		
Placement assessment materials	<ul style="list-style-type: none"> • Choose assessment • Agree on test contents • Create data transfer system • Use advisory committee to determine needs database for One Stop Center 		\$160,000	Administration		

ABE 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 Cost	Responsible Parties (specific school district(s) and/or college(s))	Methods of Assessment	Timeline
Literacy Programs			\$520,000	Administration		
Computer Literacy			\$320,000	Administration		
Links to further college pathways			\$220,000	Administration and Consortium Partners		
Education Planning			\$220,000	Administration and Consortium Partners		
Tracking of High School Students			\$110,000	Administration and Consortium Partners		
Childcare for students			\$114,000	Administration		
Pre GED preparation			\$210,000	Administration		
GED Distance Learning Component		Computer Systems Staff development	\$210,000	Administration and Consortium Partners		

Adults With Disabilities Table 5.1

AWD 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
<ul style="list-style-type: none"> Scaffolding and general knowledge classes 	Career Planning Write curriculum Hire staff and faculty Identify facilities Purchase equipment Design marketing strategy	<ul style="list-style-type: none"> Curriculum Faculty Facilities Counselor Classroom aides Classroom supplies 	\$130,000	Rio Hondo, HLP AE, Whittier and El Monte		
<ul style="list-style-type: none"> Testing assessment of current skills 	Develop a common or correlated assessment process between agencies including but not limited to Work Sample Evaluation and/or career counseling	<ul style="list-style-type: none"> Faculty Facilities Counselors Work samples Adaptive technology Career Interest Inventory 	\$55,000	Rio Hondo, HLP AE, Whittier and El Monte	# of students assessed and placed in programs	Begin planning summer 2015
<ul style="list-style-type: none"> Life skills classes/groups 	Career Planning Write curriculum Hire staff and	<ul style="list-style-type: none"> Curriculum Faculty 	\$210,000	Rio Hondo, HLP AE, Whittier and	#of course offerings and certificates	Begin planning summer,

AWD 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
	faculty Identify facilities Purchase equipment Design marketing strategy	<ul style="list-style-type: none"> • Facilities • Counselors • Classroom Aides • Classroom supplies • Adaptive technology • Support staff • Marketing 		El Monte	# of students enrolled # established Ed Plan # of support staff # of community partners Equipment/supply inventory # of Faculty Student Learning Outcomes (SLOs)	2015 Curriculum development fall 2015 Limited offering in spring of 2016 Fall 2016 program expansion
<ul style="list-style-type: none"> • Socialization skills classes/groups 	Career Planning Write curriculum Hire staff and faculty Identify facilities	<ul style="list-style-type: none"> • Curriculum • Faculty • Facilities • Counselors • Classroom Aides 	\$210,000	Rio Hondo, HLP AE, Whittier and El Monte	# of course offerings and certificates # of students enrolled	Begin planning summer, 2015 Curriculum

AWD 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
		<ul style="list-style-type: none"> • Classroom supplies 				
<ul style="list-style-type: none"> • Counseling support 	Employ specifically trained counselors in job placement of AWD and to identify individual job strengths and interests.	<ul style="list-style-type: none"> • Counselors • Counseling offices • Job developers • Assessment staff • Career counselor 	\$300,000	Rio Hondo, HLP AE, Whittier and EI Monte	# of counselors Correct placement of students by acceleration of skills	Fall 2016
<ul style="list-style-type: none"> • On the job training 	Experiential job learning opportunities	<ul style="list-style-type: none"> • Community oriented job training sties 	\$50,000	Rio Hondo, HLP AE, Whittier and EI Monte	Resume building # of internships and externships available	Spring 2017
<ul style="list-style-type: none"> • Situational Assessment (continued) 	Individualized instruction based on Situational Assessment and counseling assessment	<ul style="list-style-type: none"> • Work Sample Evaluation • Updated work sample • Assessment tools • Singer • Valpar • JEVS 	\$395,000	Rio Hondo, HLP AE, Whittier and EI Monte	# of students who complete assessment # of students placed in a training program	3 months after funding approval

AWD 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
		<ul style="list-style-type: none"> • Evaluator (teacher) • Aide 				

Apprentices Table 5.1

AB 86 Certification of Eligibility COE- Objective 5

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 Cost	Responsible Member (specific school district(s) or college(s))	Methods of Assessment	Timeline
Contextualized Learning (Teaching math through word)	Research participants	Authority, permission to visit places	Legal fees to assist with JPA structure = \$200K	RHC is the lead LES for apprenticeships (lion’s share)	# students reached	2 years
Hands-on (create accelerated progress)	Engage employers	JPA/MOUs (across boundaries)	Staff costs for clerical support for the entire consortium = \$100K	Chancellor responsible for apprenticeship (should be at comm. colleges)	<ul style="list-style-type: none"> # became first period apprentices Complete journeyman 	
“Earn while you learn”	SLO linked to work/study	Crossing boundaries with people who aren’t in education			# pre-app	
Work study	(from Alice Johnson) Herr Stephen Hollmann, PhD	Dedicated use Apprent students	Stipend costs to adult school teachers to help create contextualized learning opportunities = \$50K	No shifts in LEA’s	How many go into app	
Research other countries to identify	Hon.... Painter Welder (619) 321-0606	“reunions” “stories” Laborers			How many go into their field	
Summer academies	Trade	Student tracking			Assessments 8 th grade math 8 th grade English Appropriation preparation to pass exam, pass the interview	
Pre-apprentices	Inventory existing apprenticeships	Alumni engagement	Summer academies = \$50K			
High schools		Helps w/access				
“Khan academy”	Create/improve					

	<p>collaborative relationship</p> <p>Non-traditional faith groups , service clubs, EIBs Chambers of Commerce</p> <p>Get exposure w/variety of trades</p> <p>“Basic safety skills” “Read a ruler” Mason’s trowel”</p> <p>RSI funds –OSHA ADA PTES Cal- Fed OSHA save</p>	<p>Approaching entire families</p> <p>“Removes charged interest”</p> <p>Career technical student Organizations: HOSA Skills USA</p> <p>CTSO’s do What we’re describing coming back talk to raison ‘d’être (Mike Slawick)</p> <p>Funded pre-apprenticeship</p> <p>Alternative Pathway (workforce prep)</p>				
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CTE Table 5.1

**AB 86 Certification of Eligibility COE- Objective 5
RIO HONDO CONSORTIUM - CTE**

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 Cost	Responsible Member (specific school district(s) or college(s))	Methods of Assessment	Timeline
Provide Hybrid/Blended Courses	Develop program IT support	State funding now!	TBD	Teachers Admin Consortia	Graduation Certificates Awards	2015 – ongoing
Test out – challenging classes Tutor support in class	More support staff Counselors	State funding now!			Completion – ongoing to higher education Job placements Graduation	
Transition class Accelerated class	Short term courses	State funding now!				
Performance based task Tutoring lab support Internships/Externships Contextualized learning	MOU's/training agreement Business partners	Technology Teachers Time w/pay Personal development				
Provide additional student services						

ESL Table 5.1

ESL 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
Insufficient classes are available, creating waiting lists and inhibiting student progress toward academic or career goals.	Provide funding at an adequate level to support needed adult education programs and that allows districts/schools to reduce or eliminate fees. Restoration/ expansion of programs to meet needs.	State funding	\$10,000,000-Restore funding lost due to flexibility and budget cuts.	State legislature and governor		January 2015- Governor’s preliminary budget May/June 2015 budget for 15-16 finalized.
Create a blended model which includes class time and distance learning.		1) Funding for additional classes. 2) Staff 3) Class space	*See notes regarding program cutbacks	1) State/ legislature in allocation of funding. 2) Districts in distribution of funding/assessment of need. 3) Ongoing sharing of information regarding services available.	Monitor the number of classes offered and the preponderance of waiting lists.	As soon as funding becomes available.

ESL 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>Create robust environments for all classroom models.</p>	<ol style="list-style-type: none"> 1) Develop sequences of instruction where multiple classes are available. 2) Connect to sequences at main sites. 3) Expand program. 4) Open more classes 5) Take information and resources to offsite locations and so students have access to information and activities. 6) Assure that offsite teachers are included in training. 7) Create regional training for multilevel teachers 8) Allow access to cross-system resources (OTAN, CalPRO, ForFaculty.org, etc.) 	<ol style="list-style-type: none"> 1) Staff development 2) Assessments 3) Staff 4) Class space 5) Funding 6) Time 	<p>See #2 \$10,000 Funding for training</p>	<p>With sufficient funding:</p> <ol style="list-style-type: none"> 1) Districts/colleges 2) Consortium planning 3) Public transportation authorities 4) Program administration and support staff 	<ol style="list-style-type: none"> 1) Monitor trends in the use of multilevel ESL classes. 2) Monitor the availability of instructional sequence in ESL classes. 3) Data reflecting number of students completing levels and program. 	

ESL 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
Locate classes near public transportation , improving accessibility.	Locate facilities near public transportation, or provide support for transportation costs. Work with local transportation agencies to facilitate access to class sites.	Funds for transportation support. Information on routes and alternative means of transportation. Agreements with local agencies to support location of classes. Maps	Will vary depending on rent/lease agreements required. \$ 10500 Additional funds for bus tokens or other transportation support.	K-12 Districts/ community colleges Public transportation authorities	Student survey regarding class access Data regarding class access for students from various sections of the region— zip codes.	2016-17 - Evaluate class locations and ease/difficulty of access. 2017-18 – RHRAEC agencies work together to pursue and distribute transportation support resources.
Improve access to programs and transitions from one program to another within agencies.	Improve communication among programs/departments within agencies (ESL, ABE, GED, high school diploma, CTE). Increase staff awareness of resources/opportunities available to students. 2) Provide additional information to students regarding pathways within	1) Funding 2) Personnel- teachers, additional counselors, and program support staff. 3) Staff development	Bridge classes – \$10,500/ one per agency \$6000 – staff development \$700,000 – additional counselors \$400,000 for additional program	Counselors/program coordinators to provide training and information regarding program placement strategies and requirements. Administration in each district/community college. Program support staff	Track counseling contacts with ESL students. Track student progress/transition among programs. Data reflecting number of student transitions.	2014-15 – Each agency will evaluate transition between and among programs internally. 2014-15 – Information regarding programs available in each agency

ESL 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>programs and from one program to another. Improve/increase counseling for ESL students, including goal-setting. Provide “bridge” classes for students transitioning from ESL to ABE/GED or Voc Ed or community college.</p>		<p>support staff— coordinators, resource teachers, etc.</p>			<p>will be distributed to other agencies.</p> <p>2015-16 – Interagency meetings and/training will share and explain programs available in each agency, including entrance requirements and placement strategies.</p> <p>2015-16 – Interagency working groups will study strategies needed in</p>

ESL 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
						order to facilitate transitions.
Provide additional support for students in order to facilitate and accelerate progress toward academic and career goals.	1) Hire more counselors 2) Staff development for counselors. 3) Provide out-of-classroom/program coordinators to facilitate professional development and to monitor and support instruction and learning.	1) Funding for training and additional counselors 2) Staff development for counselors 3) Funding for support staff, resource teachers, program coordinators.	Noted above - \$700000 for additional counselors; \$400000 for addition program support staff	Administration in each district. Consortium leadership to implement staff development and monitoring.	1) Number of counselor appointments 2) Staff surveys 3) Student surveys	2014-15 – Begin sharing of information regarding programs and transition strategies. 2015-16 – Use additional funding to hire and train counselors and program support staff. Ongoing
Help students use professional skills developed/used in native country to achieve personal and vocational goals.	Provide access to organizations that review & translate transcripts from outside the U.S. Give ESL students access to services for international students—school rep, counseling, etc. Treat ESL students as international students. Align information from transcripts. Train counselors	Access to staff in “professional” training communities. Information on licensing requirements for pursuing professional training and employment in the US. International student counselors.	Included in costs for additional counselors for each agency \$8000 – Meetings and trainings related to services available to international students, transferable	All agencies Administration of all agencies Counselors at all agencies	Tracking student progress, improvement from baseline regarding transitions, programs completed, etc. Student survey Counselor survey	2015-16 – begin first steps working with current counselors 2016-17 – ongoing collaborative planning among agencies to implement support and cooperation and currency in services available to

ESL 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
	regarding how to help students access resources. Use student questionnaires to find out more about what experience/training have from their native country. Collect and provide information regarding licensing requirements for various professions—what do students need to continue their profession in the U.S.?		to ESL students.			students.
Use strategies to move students through basic skills faster	More hours of instruction. Focused instruction. Contact with counseling Provide a class regarding what students need to be successful in college.	Training for staff Class schedules Funds to provide additional classes and counselors and training	Initial training and program evaluation all agencies -\$10000 \$4000 per year to support ongoing	Administration for all agencies Consortium leadership	Tracking student progress and success rates. Data showing students progressing and completing programs more quickly	2015-16 – Initial planning and current program evaluation including teaching strategies 2016-17 and ongoing – Implement

ESL 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
	Combine levels? “Boot camp” type classes?		interagency meetings and staff training.			recommendations from program evaluation including staff training. As funds are available, implement additional classes and ongoing training.
Provide support based on student goals.	Vocabulary development specifically for CTE or college entrance/ registration, etc. Tours of the community college. Contextualized learning/ vocational ESL “Transition” classes	Transportation to community college from adult schools Information regarding vocabulary required for community college registration/placement Staff development regarding contextualized learning	\$4000 for transportation to community college \$7000 for training and collaborative planning	Staff – to inform regarding vocabulary and strategies to support contextualized instruction College staff/ counselors to provide tours and information	Student evaluations regarding value of tours and information Student survey regarding value of course content Monitor transition rates and completion/ success rates.	2014-15 – Implement interagency and cross-departmental meetings to determine vocabulary for contextualized learning 2015-16 – Initiate campus tours, as funding is available.
Need assessment	Spanish literacy program.	Appropriate assessment tools	\$100,000 – trained staff	Program administrators	Monitoring of proper	2015-16 – Search for

ESL 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
for students who are illiterate in their primary language to determine if it is an issue of literacy or a learning disability.	Spanish language assessment & bilingual evaluators. Staff training	and trained staff	that may be shared among agencies in the consortium \$4500 for staff training		placement of students based on assessment. Referrals to support for students with learning disabilities	proper assessment tools and trained staff Ongoing – Assessment of illiterate second language learners

OBJECTIVE 6: PROFESSIONAL DEVELOPMENT

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

Narrative

Professional development (PD) is an integral part of quality instruction. To that end, there is a need to create professional development plans that include areas of need, information-sharing, a sharing of best practices, and the correlation and/or alignment of programs and strategies. A variety of professional development delivery models will be used—webinars, teleconferencing, traditional delivery, virtual (distance learning), face-to-face or online workshops, mentoring, use of experts, site visits, shadowing, observation and professional learning communities.

Professional development strategies within the consortium will be targeted specifically for each program area. The expertise and instructional strength of each agency should be considered a resource to the others. For example, if an agency or district has a particularly effective ESL program, all consortium ESL programs could benefit from the expertise of the best practice program. Interagency meetings can provide training opportunities throughout the consortium. Interdepartmental meetings within agencies and among districts also provide opportunities to facilitate communication and awareness of effective strategies. Sharing resources may allow for training that a single agency could not afford.

Cross-system professional development can help staff and, especially, counselors, understand the challenges for students who are trying to transition to

postsecondary programs. Specific skills/indicators could be identified and appropriate professional development could be developed to leverage resources and thus improve college readiness, both academically and logistically.

Task Force groups have identified a variety of ways in which professional development can be used to support and benefit agencies, programs, staff and adult learners. Opportunities include training or sharing regarding assessment, technology, critical thinking, counseling, information, team building, intercultural information and sharing teaching strategies.

ABE Table 6.1

Table 6.1 Current Professional Development

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

Topic	Professional Development Strategy	Program(s) Addressed	Estimated Cost to Implement Consortium-wide
Technology Training Classroom Techniques	OTAN/CALPRO SKYPE meetings Regular newsletters Attend WorkSource/One Stop training sessions College seminar for subject areas PD needs assessment consortium-wide	ALL	PD 4 session per year, half-day sessions, and selected conferences - all staff: \$240,000

Adults With Disabilities 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
Workshops offered through district	<ul style="list-style-type: none"> • Newsletters • listserv 	Adults with Disabilities	\$18,000
Outreach	<ul style="list-style-type: none"> • 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 	Adults with Disabilities	\$4,000
Training	<ul style="list-style-type: none"> • Attend Works Services Conferences sponsored by Dept of Rehab 	Adults with Disabilities	\$3,500

Apprentices Table 6.1

AB 86 Certification of Eligibility COE- Objective 6

Table 6.1 Current Professional Development In the table below; identify current professional development strategies carried out by consortium members that could be adapted for consortium-wide use.

Topic	Professional Development Strategy	Program(s) Addressed	Estimated Cost to Implement Consortium-wide
Apprenticeships	<ul style="list-style-type: none"> • RHCLA • CCAOE = Lead Academy • Externships • Cross-Trainings (how do we get) • (Well-rounded) • Mini-sabbatical exchanges • Principal for a day at adult school • Understand needs and dynamics of consortium partners • How to serve as effective consortium • Meetings share what's working well (quarterly) • Newsletters = submit pieces • K-12 doesn't appreciate adult school • Training • Clearinghouse of past expenses/success • Searchable database • Dissemination • Transportation – line • Personality – shared • Culture • Train customer service excellence 	<ul style="list-style-type: none"> • Apprenticeship 	<p>Cross-training events = \$10K</p> <p>Mini-sabbatical exchanges = \$10K</p> <p>Mini summits with other regional consortia in the Los Angeles area = \$5K</p> <p>Start up costs for searchable database for entire consortium = \$250K</p> <p>Customer service training = \$5K</p> <p>Principal for A Day Events = \$5K</p>

CTE Table 6.1

AB 86 Certification of Eligibility COE- Objective 6

Table 6.1 Current Professional Development

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

Topic	Professional Development Strategy	Program(s) Addressed	Estimated Cost to Implement Consortium-wide
P.D.	P.D. Technology Development OTAN CALPRO CASAS SCANS Staff Meeting Business Advisory meetings	ESL, H.S., GED, CTE, All programs	TBD

ESL 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
	Professional Learning Communities	All	\$20,000
	Series of training sessions including instruction and follow-up practice opportunities—"Community of Learning" programs	All	\$20,000

ABE Table 6.2

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 may be added.

Topic	Collaborative Professional Development Strategies (Activities, Participants, Delivery Mode, Frequency)	Program(s) Addressed	Estimated Cost to Implement Consortium-wide
<ul style="list-style-type: none"> •GED •Educate on GED history, availability, requirements, and resources. •Learn minimum requirements (pre-test) before committing to program/see all options. •Teacher strategy database accessible to all consortium members (like OTAN has) •More teacher collaboration to create curriculum across the board •Common teaching resource list employed by instructors in consortium •Expose to actual exam and its content •Student orientation including consortium <ul style="list-style-type: none"> --Web-based communication --Online study aids (free) --Online classes tutorials (Khan academy, etc.) •How to teach literacy to adults in all program areas •Orientation services for students followed by an educational plan and counseling •Summits to develop new courses/training programs not available in the consortium. <ul style="list-style-type: none"> --curriculum--outside partners --advisory groups--labor market 	<p>Professional Development Strategies</p> <ul style="list-style-type: none"> •Independent studies done at home (check out books) •Online teaching strategies/Moodle, etc. •More hours for students to complete courses – Saturday school. – independent study. •One uniform course management system used by entire consortium as opposed to multiple platforms •Promoting culturally relevant (PDO) trainings •Counseling <p>Curriculum Development – HSD</p> <ul style="list-style-type: none"> •Instructional strategies – best practices colloquiums •Cross-program professional development sessions (research and best practices) •Outside training by industry professionals •Visit other schools – share <p>Professional Learning Communities (PLCs)</p>		

Topic	Collaborative Professional Development Strategies (Activities, Participants, Delivery Mode, Frequency)	Program(s) Addressed	Estimated Cost to Implement Consortium-wide
<p>resources</p> <ul style="list-style-type: none"> •Consortium partnership with professional development specialists, i.e., OTAN, •CALPRO •Open House training sessions •With new vendors added as resources •Opportunity fairs/Forums •Attending conferences •Use a location monthly for businesses, agencies, schools, etc. to promote themselves and their resources •PD on community issues and services resource fair •Tap into committee resources for student success •Blogging between consortium personnel •Webinars to keep people informed if they have other obligations •Regular professional development across consortium in all program areas •More <u>online</u> courses, offered for students not able to attend school •Professional Development chat/bulletin board used by instructional consortium members •Contextualized training sessions •Training teachers in CTE to use literacy ABE/CTE strategies •Incorporate academic language into curriculum – Use •Training on new network (passport) system adopted by consortium •Have outside businesses train with 	<ul style="list-style-type: none"> •Use OTAN and CalPro •Skype w/other consortia/strategies •Communicate/put out a bulletin/webpage that lists all connections/resources within the consortium, monitor and update regularly •PD on assessment strategies •Assessment strategies to identify student’s needs •Offer continuing education credit through consortium 		

Topic	Collaborative Professional Development Strategies (Activities, Participants, Delivery Mode, Frequency)	Program(s) Addressed	Estimated Cost to Implement Consortium-wide
actual every day issues •Writing across the curriculum which includes reading that is used in all class types.			

Adults With Disabilities 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.

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Common needs, best practices, latest trends, updates on laws, federal and state, report writing skills, grant applications, community needs, de-escalation training, CPR/ first aide updates yearly training, job coaching certification	<ul style="list-style-type: none"> • Biannual training meetings across region • Breakout seminars • Hands-on training • Conferences • Newsletters • Web-based delivery • Build listserv including all possible partnerships keeping all partners informed Participants: <ul style="list-style-type: none"> • Faculty • Staff • Managers 	<ul style="list-style-type: none"> • Maintain certifications • Address new requirements 	\$100,000
Awareness of services available in region	<ul style="list-style-type: none"> • Newsletters sharing what is new within the region • Create professional organizations for staff serving adults with disabilities to network statewide 		\$10,000
Team building, critical thinking, problem solving, study skills, soft skills and career assessment	<ul style="list-style-type: none"> • Meet and greet between faculty and staff • All consortium members gather to gain understanding of the services offered within the region such as social skills, living skills, computer skills, work skills, soft skills • Networking through Regional Center and State Department of Rehabilitation (need CARF Accreditation presently available at IRS) 		\$10,000

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Technology use and integration to enhance and expand technology in instruction	<ul style="list-style-type: none"> • Regional meetings • Training in Universal Design 		\$10,000
Explore new models and instructional strategies	<ul style="list-style-type: none"> • Community based supportive employment opportunities allowing students to interact with the community in which they live/work • Job shadowing 		\$25,000
Teacher/staff sensitivity training	<ul style="list-style-type: none"> • Common needs • Best practices • Latest trends • Updates on laws, federal and state • Report writing skills • Grant applications • Community needs 		\$10,000
Committee to investigate and expand employment opportunities for AWD	<ul style="list-style-type: none"> • Create liaisons, community advisory committees including parents care providers and conservators 	employment	\$5,000
Collaborative Training Workshops offered biannually	<ul style="list-style-type: none"> • Common needs • Best practices • Latest trends • Updates on laws, federal and state • Report writing skills • Grant applications • Community needs 		\$10,000

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
CPR/AED first aid training and certification	<ul style="list-style-type: none"> • Newsletter • Invitation • Listserv • Websites 		\$10,000

Apprentices 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.

Topic	Collaborative Professional Development Strategies (Activities, Participants, Delivery Mode, Frequency)	Program(s) Addressed	Estimated Cost to Implement Consortium-wide
Training related to entry level apprenticeship skills.	Collaborate with trade unions.		

CTE 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 may be added.

Topic	Collaborative Professional Development Strategies (Activities, Participants, Delivery Mode, Frequency)	Program(s) Addressed	Estimated Cost to Implement Consortium-wide
	Collaborate with trade unions and RHRAEC agencies.		

ESL 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.

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
	Allow access to cross-system resources (CalPRO, OTAN, For Faculty.org, etc.)	All	Minimal, but dependent on resource used and travel required
	Interagency training in Grant Writing	All	\$3000
	Create <u>regional</u> training for teachers within and across program areas.	All	\$10,000
	Use creative professional development strategies and collaborative strategies among agencies to reach all staff (media, multiple sessions, peer-to-peer, teleconferencing, etc.)	All	\$5000
	Interdepartmental meetings to develop strategies to facilitate transitions from one department/program to another—ESL and CTE; Adult school ESL and community college; ESL and professional training programs at the community college, etc.	All	\$10000
	Sharing new uses of technology—Chrome Books, LCD projectors, document cameras, iPads, Google, etc.	All	\$5000

OBJECTIVE 7: LEVERAGE RESOURCES

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

Narrative

Adult Education, ROPs and community colleges have traditionally partnered in varying degrees with community and social services agencies who serve similar clients. Typically, agencies such as the California Employment Development Department, Workforce Investment Boards, Department of Rehabilitation and the Veterans Administration have referred clients to public schools that provide education and/or career training. Many other public and non-profit agencies have developed similar partnerships. Measurement of the quality of these partnerships has in most cases been anecdotal; outcomes and benefits have not always been measured and/or redesigned based on assessment of programs and outcomes. It is the intent of this consortium to both expand and strengthen existing partnerships and, where appropriate, bring in new partnerships that will serve evolving needs and goals of accelerating student progress and facilitate transitions. Some of the existing high priority partners in the RHRAEC area are:

- South Bay Workforce Investment Boards
- Southeast Area Social Services Funding Authority (SASSFA)
- Carpenters Apprenticeship Training Center
- Employment Development Department
- Centro Latino for Literacy
- Veterans Administration

- Public Libraries
- Department of Rehabilitation
- Corrections – Sherriff, COE, City/County/State District Attorneys, Probation Department
- County Federation of Labor
- Chambers of Commerce

The consortium is actively pursuing the participation of stakeholder agencies and businesses in the area. A means for communication among stakeholders, districts and consortium leaders will be created. Needs and gaps will be presented and ways for agencies to support adult learners will be developed.

ABE Table 7.1
AB 86 Certification of Eligibility COE- Objective 7
ABE TASK FORCE

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
ROP EDD GAIN MAOF Department of Justice SASSFA Veterans	4-5 1, 4, 5 1, 4, 5 1, 2, 4 1, 4 1, 4, 5 4, 5	Job Fairs Place contact point on school campus	Job developers Administrators Counselors Financial aid officer	- Facilitate workshops - Job Fairs - Job Recruitment	2-3 years
Urban League Small Bus Admin Catholic Charities Eastside Center for the Blind Dept of Rehab Regional Center	1, 4, 3 1, 4, 5 1, 2, 3, 4, 5 3, 4 1, 3, 4, 5 1, 3	Health fairs Providing vendor services through education agencies			2-3 years
Immigration Business Goodwill	1, 2 1, 4 3, 4, 5	Workplace training			2-3 years

Adults With Disabilities Table 7.1

Table 7.1 Leverage of Existing Regional Structures from Partners					
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 Department of Rehabilitation		<ul style="list-style-type: none"> • Implement steps for Vendorization • Work on Program design • Establish community need (focus employment first) • Gain Approval of state agencies 	Rio Hondo, HLP AE, Whittier and El Monte	<ul style="list-style-type: none"> • Funding • Referrals • Support services including transportation 	
<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 		<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 • Gather Community members for advisory boards 			

* Indicate the consortium member(s) who will be the users of the contribution.

** Partner contributions may be in the form of cash, in-kind (i.e., facilities, staff time, etc.), or a combination of both.

Please note: matching contributions are not required for a consortium's partners or members. The purpose of this table is to identify the contributions that partners may make to the efforts of a consortium toward coordinating the Adult Education programs to be offered by the consortium.

**CTE Table 7.1
AB 86 Certification of Eligibility COE- Objective 7**

Table 7.1: Leverage of Existing Regional Structures from Partners					
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
1. Industry Manufacturers Council (IMC) 2. City of La Puente 3. Library 4. Salvation Army 5. Chamber of Commerce 6. City of Hope 7. AltaMed 8. SASPA 9. EDD 10. Dept. of Rehab 11. CAL-Works 12. Community Hospital 13. South Bay WIB 14. Women's Club 15. Rotary 16. Soroptomist Club *see Narrative #1					

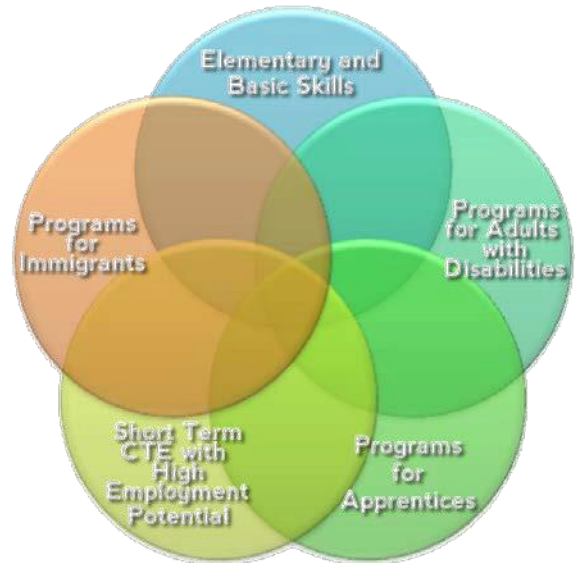
ESL Table 7.1

Table 7.1 Leverage of Existing Regional Structures from Partners					
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
Southeast Area Social Services Funding Authority (SASSFA)	CTE		WUHSD, Rio Hondo College, Tri-Cities ROP	Refer students for training; provide support; provide childcare; links to unions and	Current
EDD	CTE			Refer students for training; provide support;	Current
Department of Rehabilitation	ABE, ASE, CTE			Refer students for training; provide support;	Current
South Bay Workforce Investment Board	CTE, ASE			Maintains iTrain; contracts with workforce agencies throughout southern California—workforce agencies refer students for training; manage distribution of	Current
CaWORKS	All			Refer students for training; provide support;	Current
Foothill Family Services—Healthy Families of America	All			Free and low-cost health services	
First 5 – Best Start	All			Fund pre-school while parents attend classes.	
CHAP Care (Community Health Alliance of California)	All			Covered California information & services. Health services for undocumented	
Presbyterian Intercommunity Health (PIH) Mobile Health Services – Care Force One	All			Free and low-cost health services	Current

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
Need a literacy program for illiterate students (Spanish and other languages)	Programs for immigrants – ESL				

AB 86 PROGRAM AREAS

The following are the program areas that are described in Assembly Bill 86. Elements that impact individual or linked program areas are outlined. More complete discussions of these elements appear in the Actionable Components of this Plan.



- Elementary and Secondary Basic Skills include Adult Basic Education (Basic Skills) and High School Diploma or high school equivalency programs.
- Courses and classes for immigrants have been defined as ESL, citizenship and workforce preparation classes in basic skills. Adult schools and/or community colleges offer citizenship classes as directed instruction and/or distance learning programs.

The following 9 elements refer both to Elementary and Secondary Basic Skills as well as Courses for Immigrants

1. Contextualized Education
2. Redefine Intake
3. Create Career Pathways
4. Expand Delivery Options
5. Professional Development
6. Expand/Improve Scheduling
7. Track and Measure Outcomes

8. Develop Career Readiness Skills
 9. Capacity and Immigration Reform
- **Short Term Career Technical Education (CTE) Programs** describe training programs that lead to career certifications not including college degrees.
 1. Expand on-the-job training – internships/apprenticeships
 2. Develop soft skills programs/certificates
 3. Develop Distance, Virtual, and Blended-Virtual Learning
 4. Standardize Pathways including intake and assessments, K-12 through college
 5. Develop electronic portfolios
 6. Introduce entrepreneurial options/opportunities and skills in programs/courses
 - **Adults With Disabilities (AWD) Programs** provide services for cohorts of students: Developmentally Disabled, Physically Disabled and Emotionally/Psychologically Disabled.
 1. Case management
 2. Life skills training
 3. Basic skills instruction
 4. Categorical funding
 5. Link with secondary Transition programs
 6. Subsidized employment programs and training
 7. Survey of resources and best practices
 8. Consortium “disabilities” steering committee

- **Apprenticeship Programs** are focused on successful preparation for placement into assorted “trades.” Apprenticeship education and training is developed and managed primarily by the union and/or trade associations with oversight and partnering arrangements mandated by the state and provided through Local Education Agencies. Apprenticeships traditionally refer to OJT paid training and assessment. The RHRAEC will focus on promoting apprenticeships as a viable career/educational pathway, promoting the skilled trades to K12 teachers, counselors and families. We will collaborate with unions and apprenticeship programs to develop academic training and support to help students be successful on assessments required to enter apprenticeship programs.
 1. Skills Preparation for Apprenticeship Qualifying Exams
 2. Project Stabilization Agreements
 3. Middle School Outreach
 4. High School Counselor Apprenticeship Awareness
 5. Pre-Apprenticeships
 6. Best Global Practices Supporting “EarnWhile You Learn”

PROGRAM AREAS NOT ADDRESSED BY AB86

Corrections and Post-Incarceration

Adult education and community college non-credit programs have the potential to address the challenge of recidivism in the criminal justice system. The in-corrections offering of education is one that is structured within the confines of prisons and jails with contractual arrangements with specific agencies who provide educational services. A better area for exploration within the Rio Hondo Region is the potential to do more for

adults released from prisons and jails. Workforce training is a critical component to avoiding recidivism. To help this group of adult learners, closer linkages are needed with parole and probation departments and any other public agencies that are focused on this population. Individuals in this population may already be enrolled in adult education programs and community college non-credit programs. The state's realignment of incarceration between state prisons and county jails is changing the dynamic of probation and parole. This represents an opportune area for exploration and an expanding area of need.

Adult Education Parent Education Programs

AB 86 does not include adult education Parent Education programs for study or recommendation. Parent Education programs directly support the academic aims of 12 districts by providing support and invaluable instruction supporting pupil success in K-12 schooling. The Rio Hondo Region Adult Education Consortium recognizes the value of Parent Education programs and recommends the state's continued support for them.

Older Adult Programs

Programs for Older Adults are developed to meet community health care and wellness needs; support employment training and retraining; provide skills development and computer literacy. Seniors are adult learners with many of the same needs as other adult learners, but who may benefit from more homogeneous grouping and focused teaching/learning strategies. This program needs to be studied within the context of leveraging resources with local municipalities and counties offering similar services.

ACTIONABLE COMPONENTS

The following Actionable Components were derived from the required program areas, objectives and the work of the participants in the consortium (Coordinating Council, Task Force Groups, and Work Group). Action items are organized into broad areas (Instruction, Student Guidance and Support Services, Measurement, Professional Development, and Communications). Specific needs and strategies developed by the consortium activities noted above are cited in each area.

Instruction

The area of “Instruction” includes content, delivery, and assessments applicable to students achieving academic and career pathway goals.

- **Content of Instruction**

1. Create dynamic content to fit student and/or workforce needs—English language instruction for healthcare workers, workplace math to qualify apprenticeship trainees, etc.
2. Work with industry councils and apprenticeship joint committees to be fully aware of and act on emerging needs and labor trends. Through up-to-date training and retraining, local community members will be prepared to meet workforce requirements in a dynamic local economy. Establish pre-apprenticeship programs in preparation for entry into formal apprenticeship programs.
3. Leverage resources with those of partners in the private and public sectors. Workforce training will be aligned collaboratively to meet local employment opportunities.

4. Reach out to middle and high schools to develop college and career pathways leading to apprenticeships. Focus on raising awareness of apprenticeship pathways in RHRAEC communities, and provide pathway information that links with the schools' programs.
 5. Address workforce training for AWD by expanding opportunities that improve job readiness. Life skills and socialization skills will be incorporated into this education so the student has a greater opportunity for success in the work place. Create a bridge program between programs and the Regional Center. Provide supportive transitional programs to post-secondary education.
 6. Investigate the best approach to instituting literacy and pre-literacy courses to assist student's transition into ESL courses.
 7. Focus Adult Basic Education curriculum on "real-life" applications of skills.
- **Delivery of Instruction**
 1. Examine and determine the most effective uses of technology in traditional classroom instruction, inclusive of virtual learning, on-line and distance learning, and hybrid classes.
 2. Use contextualized learning, joint programming strategies, flexible scheduling, blended classes, tutoring, and allowing "testing out" to accelerate student learning.
 3. Collaborate within districts to provide workshop training on specific skills needed for success in community college. Elements of AB 1456 and its accompanying Student Success Task Force Report put forth by the state's

community college system may be used to identify and implement ideas supporting a student's transition between systems.

4. Courses will meet state-adopted standards, including standards for Career Technical Education, Career Ready Practice, Pathway Standards, and program area anchor standards.

- **Evaluation**

1. Examine and aim for consensus on identifying a student assessment system that incorporates growth and gains for students in adult education and community college non-credit programs, inclusive of those in ESL, ABE, high school diploma/equivalency, and career preparation.
2. Use outcomes as critical factors determining success in a student's educational path. Monitor transitions from one level of instruction to the next.
3. Correlate and/or align assessment procedures to facilitate student transitions and clarify progress. Share information among programs in order to understand how assessment materials and results match various programs.

Student Guidance and Support Services

Student support is a universe of services and assistance that can remove or mitigate roadblocks to success and that assist students in achieving at a high level. It is critical to facilitating student transitions and accelerating student progress to his/her goals.

Intake of Students:

1. Assess and evaluate every student on an individual basis, including a review of academic, vocational and personal goals.

2. Provide a student orientation at intake that includes programs and services offered throughout the consortium.
3. Conduct a needs assessment for students who are illiterate in their primary language to determine if it is an issue of literacy, learning disability, or lack of formal education in their primary language.
4. Provide specifically trained counselors to address job placement for AWD to identify individual job strengths and interests.
5. To the extent possible, provide students will with a personalized learning program utilizing referrals from situational and formal testing/assessment.
6. Align assessment and curriculum to make transitions more effective and increase student performance.
7. Provide needs-specific/targeted educational strategies and programs to assist ESL and AWD students in transition to mainstream/general programs.
8. Examine the potential for assessing students from other nations who have specific skills and training, and match them with related resources. Help students use the professional skills developed/used in their native country to accelerate the achievement of personal and vocational goals.

Pathways for Students:

1. Provide each student a pathway, or sequence of courses within an area of interest and potential for academic and/or vocational achievement.
2. Make it possible for each adult student to comfortably and seamlessly complete his/her pathway into post-secondary education, career training and employment.

3. Seek ways to minimize roadblocks and barriers to success such as: transportation, childcare, schedule conflicts, poor basic skills, program costs, etc. while maximizing support for the individual student.
4. Identify and provide linkages to further college pathways. Establish meaningful bridge programs that support an individual as he/she progresses. Support “earn while you learn” programs.
5. Connect and expand industry certifications, including soft skills certification, with educational programs.
6. Present ongoing and emerging information to students regarding pathways within programs and from one program to another, as well as related career opportunities and employment.

Roadmap for Students:

1. Facilitate articulations and seamless transitions between adult education programs, community colleges, higher education, and employers.
2. Provide career postsecondary counseling, career pathway guidance, consortium articulation, and information technology support in collaboration with the business community.
3. Implement additional information-sharing and strategies that help students move horizontally within the consortium, providing expanded opportunities for the individual adult learner.
4. Examine existing articulation and dual enrollment schemes to identify potential “scalable pilot” approaches to expanding and improving these agreements for the benefit of students.

5. Align and communicate to the student work opportunities and skills at each level of education.

Tracking or following the student's progress:

1. Investigate ways to track students throughout education and training (high school, and adult education through college), and into the workforce.
2. Implement regular assessments and other measurements to monitor students' educational gains, competencies, completions, and certificates earned.

Student Support Services:

1. Provide student access to information regarding financial aid. Provide focused information for special groups, such as students with disabilities and deferred status "dreamers."
2. Support students by providing information on other aid available, including counseling, childcare, job readiness and placement referrals for professional help.
3. Coordinate services with other providers and allied/aligned agencies that can provide help with childcare, housing, helping parents help their children, and mental health services.
4. With additional funding, provide expanded counseling services that can target the specific needs of individuals and groups of students—academic counseling, personal counseling, vocational counseling, connections to resources for targeted needs.

5. Expand professional development – in all program areas, but also particularly related to career options and opportunities.
6. Investigate new technologies and electronic career portfolios.
7. Develop employment services or linkages to services.

Post-Education Student Support:

1. Track students after they transition into employment.
2. Provide students with access to consortium services after they have completed a program and are seeking assistance in successfully transitioning to a new program or employment.

Measurement

RHRAEC is committed to using measurement tools throughout the consortium and at every step needed to assess student progress and success. Assessments, integral to accountability, will inform regarding a student's progress on his or her pathway to success.

- **Content – Scope:**

1. Develop a comprehensive data tracking system that will report and display overall student, program and consortium progress.
2. Incorporate common assessment tools.
3. Maintain current information on the location and number of classes offered.
4. Monitor waiting lists and the demand for courses within districts and opportunities to share resources to meet needs.

- **Tools:**

1. Implement measurement and evaluation systems that would be dynamic and able to be modified to reflect changing requirements and priorities.

2. Incorporate the forthcoming data requirements of SB 173 as they are defined and implemented by state officials.
 3. Use data systems to produce information that would be interpretable, useful, and actionable in decision-making affecting students, staffs, and programs.
- **Feedback Loops:**
 1. Use real-time data in student program planning and tracking, levels and placement, classroom assessments, and to share information with RHRAEC members, partners and stakeholders.
 2. Implement a measurement system that supports students and instructors.
 - **Performance Indicators:**
 1. Data will be used to help measure whether the consortium accomplishes its anticipated goals.
 2. Accountabilities will include outcomes such as individual student accomplishments, instructional gains, high school equivalency completion, certifications, transitions, employment and job promotions.

Professional Development

Professional development provides ongoing staff information, training and skills required to achieve and measure consortium goals.

1. Provide professional development that supports and complements existing professional development in member and partner districts and that focuses on teaching strategies, best practices, assessment, and curriculum.
2. Provide professional development in counseling and support services, especially as it pertains to seamless transitions, assessments,

counseling tools, and ways to accelerate student progress and employment.

3. Provide training for counseling and instructional staff with a focus on the most current information regarding immigration and the steps necessary to secure citizenship.
4. Provide professional development on measurements and assessments, placement strategies and procedures for transitions between and among agencies and programs/districts.

Delivery of Professional Development:

1. Develop and deliver professional development across agencies, reaching all staff, including off-site teachers.
2. Collaborate in providing ongoing professional development through regional workshops, team building, and technology training. Maximize collaboration, communication, and networking to increase support for students, and to share best practices.
3. Leverage interdepartmental meetings to develop strategies to facilitate transitions from one department/program to another and one level to another.
4. With the support of additional funding, use out-of-classroom coordinators and support staff to facilitate regional training and to monitor and support instruction and learning. The implementation of expanded services will require additional support staff to carry it out. Share practices in basic and secondary skills that build the “college readiness” and employment skills.

5. Identify and adapt strategies carried out by individual consortium members that could be shared via consortium-wide professional development.
6. Implement the concept of Professional Learning Communities within the consortium.
7. Use creative strategies to reach all staff through new media, multiple sessions, peer-to-peer, teleconferencing, trainer-of-trainers, SKYPE meetings, OTAN / CALPRO, newsletters, blogging, webinars, etc.
8. Train staff in using technology to enhance and expand instruction and communications.
9. Provide ongoing professional development using existing resources, such as OTAN, CALPRO, CASAS, SCANS, and ACTE.
10. Share resources across adult education systems (Chancellor's Office & CDE).
11. Ensure that all staff members from the respective districts and partners are informed about information that is critical to the status of consortium goals and objectives. All staff should be provided an awareness of services available throughout the region. PD may be offered for staff on common needs, best practices, current regulations, applicable laws, available services such as grant writing, cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), first aid training, etc.

Evaluation of Professional Development:

1. Identify and establish the factors that would lead to effective evaluations of consortium-provided professional development.
2. Relevant factors for review could include participants' reactions, participants' learning, organization change, implementation of new knowledge and skills, and student learning outcomes.

Communications

Communications includes an understanding that information must be shared among agencies within the consortium and with the community as a whole.

Internal Communication:

1. Use agency websites to describe programs and services available in the region.
2. Have student portfolios and pertinent information online to be shared within the consortium districts.
3. Investigate the best means whereby instructors would be able to share instructional strategies and materials—online, face-to-face, or other ways that may be identified.
4. Implement information sharing that would include the use of technology, print, and personal communications and would support and assist the instructional program by providing an avenue for sharing programs and strategies.
5. Each agency needs to be aware of programs and services available at each of the participating agencies (and others in surrounding areas).

Communication strategies include posting and accessing website information, a directory of programs offered at each agency and regional

staff meetings within and across program areas.

External Communication:

1. Have continual/continuous sharing of information with local media, business and industry and the community regarding services, options, opportunities available, as well as program and student successes.
2. Establish a consistent flow of pertinent information to staff and board members of member districts, schools, students, potential students, local and state elected officials, industry, and the general public.
3. Connect with other Regional AB86 groups about best practices, new programs and ideas.

Consortium Website:

Develop a stand alone website for the RHRAEC as follows:

1. Create “home page” with basic information about consortium and links to adult education schedules for all members/partners, assessment information, applications, etc.
2. Investigate the possibility of creating a true RHRAEC student portal, where students can fill out an application, take an assessment, register for a class or make counseling appointments for all partner/member agencies. This entails creating a common database and student service functions.

Elements of Communication:

1. Utilize public relations approaches to publicizing successes, opportunities, and events.
2. Market the consortium brand and offerings to students, employers, and partners. Marketing techniques will aid in leveraging and linking to outside agencies.

3. Advertise and reach out to high school students, school counselors, and potential adult students. Create a higher level of awareness of programs through individual and community outreach. Publicize certifications and education workforce opportunities available.
4. Work with business and industry, Community College Navigators and workforce development groups to help meet the employment and training needs of our students.
5. Conduct and implement business advisory information into our programs.

LOOKING TO THE FUTURE

Immigration

Immigration Reform: A Federal Executive Order and State Driver License Eligibility Because of its rich history in providing citizenship instruction and ESL, adult education programs may be asked, or directed, to be an integral part of the state's response to the recently announced President's Executive Order on immigration reform. Although currently suspended, the order is set to establish eligibility for approximately five million undocumented individuals in the nation to become eligible for deferred action from deportation. Of the five million it is estimated that 3 million are in California.

This order would provide relief to parents of children and young people who are citizens and legal residents of the United States. To qualify, these parents must have been in the country for at least five years.

Furthermore, the new executive order also expands the deferred action for individuals who entered the country before they were 16 years old and before

January 1, 2010. Presently, eligibility is limited to only immigrants who were 31 years old before June 15, 2012. The new executive order would eliminate the upper age cap of 31 years old.

When applications become available, it is likely that adult education programs may have a role to play in assisting individuals to qualify pursuant to the executive order. The nature of the actual support will need to be further clarified, but it is clear that applicants will need to know about the steps to observe, inclusive of the determination of eligibility, acquisition and completion of required documents, and knowledge of the application process. Also, proof of length of residence is a requirement, and school attendance, whether K-12 or adult schools, may serve as the proof necessary.

Also, starting in January 2015, California is scheduled to initiate the granting of driver licenses to undocumented residents of the state. Similar to the federal process, applicants will be required to proceed through a multi-step process that includes a number of verifications and passage of a driver license test.

Both of these forthcoming demands to assist undocumented residents have a potential to be opportunities for AB 86 consortia. Organizing a response, whether through state support or fees, has a potential for enhancing state support of adult education.

Consortium Funding

Member and Partner agencies within the Rio Hondo Region Adult Education Consortium have all been impacted by state budget cuts and local district fiscal needs requiring “flexibility” in the use of funds previously allocated to adult education. Table 1 below, *“Locally Allocated State Funding by District RHRAEC*

Member Districts,” shows the state funding allocated to each Member agency in 2007-2008, the last year prior to state budget cuts, compared to funding as of 2013-14. Overall, the operating budgets of K-12 adult schools were reduced by 42.6%, a loss of over \$9,000,000. Individually, districts lost between 29.7% and 83% of their operating budgets. Community college funding was also affected during this time period, creating increased fees for credit classes and increased pressure on the college’s ability to provide non-credit classes. Funding for the community college adult education program decreased by 47.7%. Overall, the Rio Hondo Region lost 43.1% of the funding that had been used previously to serve adult learners.

Table 1:

Locally Allocated State Funding by District - RHRAEC Member Districts				
RHRAEC Members	2007-2008	2013-2014	\$Change	%Decrease
<i>Adult Schools:</i>				
El Monte Union High SD	\$14,190,567	\$ 8,715,771	(-\$ 5,474,796)	(-38.6%)
El Rancho Unified SD	\$ 2,758,297	\$ 468,567	(-\$ 2,289,730)	(-83.0%)
Whittier Union High SD	\$ 4,166,797	\$ 2,927,784	(-\$ 1,239,013)	(-29.7%)
Total Adult Schools	\$21,115,661	\$12,112,122	(-\$ 9,003,539)	(-42.6%)
<i>Community College</i>				
Rio Hondo Comm. Coll.	\$ 2,143,646	\$ 1,120,737	(-\$ 1,022,909)	(-47.7%)
Total Community Colleges	\$ 2,143,646	\$ 1,120,737	(-\$ 1,022,909)	(-47.7%)
Totals	\$23,259,307	\$13,232,859	(-\$10,026,448)	(-43.1%)

As can be expected, the loss of funding had adverse effects on the ability of programs to serve adult learners. In Table 2, below, *“Adult Students Served Based on Funding Allocated – RHRAEC Member Districts,”* the number of students served in 2007-2008 is compared to those who were served with the more limited funding available in 2013-2014. The table begins by noting funding and enrollment for 2013-14 in the section labeled “Current Funding.” The section of the table labeled “Prior Funding,” shows enrollment and funding for 2007-2008, the last year of “full” state funding. A drop of 49.3% in enrollments took place in the K-12 Adult School programs in the region during this time period. The number of students enrolled in adult education classes at Rio Hondo College dropped by 60.8%. Overall, adult education agencies, K- 12 adult schools and the community college, served over 52% fewer adult learners in 2013-2014 than they had served during the 2007-2008 school year.

Most dramatically, El Rancho Adult School itself served only 223 students in 2013-14, only 6% of the population it had been able to serve previous to the severe cuts. In response, El Rancho has formed collaborative arrangements with other agencies to attempt to serve the needs of the adults in its area. But, even with the interagency services provided at the “El Rancho Education Center,” in 2013-14 the number of adults served was only 1,020, 27.5% of the 3,709 students served in 2007- 2008.

Table 2:

Adult Students Served Based on Funding Allocated – RHRAEC Member Districts						
	Current funding (2013-14)		Prior Funding (2007-08)		Growth to Meet Needs Implementation of Plan (2015- 18)	
<i>RHRAEC Members</i>	<i>Students</i>	<i>Millions</i>	<i>Students</i>	<i>Millions</i>	<i>Students</i>	<i>Millions</i>
El Monte UHSD	12,284	\$8.71	20,319	\$14.19	23,367	\$16.32
El Rancho USD	223	\$.47	3,709	\$ 2.75	4,265	\$ 3.17
Whittier UHSD	4,074	\$2.93	8,680	\$ 4.17	9,982	\$ 4.79
TOTAL K12 Adult Education	16,581	\$12.11	32,708	\$21.11	37,614	\$24.28
Rio Hondo CCD	4,147	\$ 1.12	10,586	\$ 2.14	12,174	\$ 2.47
Totals	20,728	\$13.23	43,294	\$23.25	49,788	\$26.75

Funding cuts created issues of accessibility for adult learners. Another major example of the adverse effect the state budget reduction had on adult education can be seen in El Monte Union High School District, which includes the cities of both El Monte and Rosemead. The adult school was forced to close a learning site located in Rosemead that provided daytime and evening classes for approximately 5,767 adults in the Rosemead area. So, learners must find their way to the main site in El Monte to access classes. This has resulted in waiting lists for some and no access for those lacking transportation.

Cutbacks or the closure of sites within the region and in surrounding areas continue to create pressure on students to find a way to classes, and pressure on adult schools and districts to provide services to students while working within their own limited budgets. While some adult schools have “gone away,” the

needs for adult learners have not.

Two member agencies in the Rio Hondo Region Adult Education Consortium, El Monte Union and Whittier Union, receive federal Adult Education and Family Literacy Act (ABE231) funding. Whittier Union, El Monte Union, and Rio Hondo College also receive limited Carl Perkins federal funding. The availability of supplemental federal funds has helped to soften the blow of budget cuts, but could not be used to supplant the base program. But, because of the help these funds provided, more students could be served and services provided, within the specific program areas and objectives supported by each grant. Access to AEFLA funds has been limited for the last few years to agencies that originally applied when the grant was first authorized. This meant that El Monte-Rosemead Adult School received ABE231 funds, but not English Literacy Civics funds until the current year, when new applications were allowed. The allocation of federal funds is affected by student enrollments and performance. As state budget cuts have resulted in lower enrollments, lower enrollments have meant decreased federal funding for adult education agencies.

Three Partner agencies have been participating within the RHRAEC, and play a part in meeting the needs of adult learners in our region. Tri-Cities ROP provides additional vocational training opportunities for adults in the region. Although they are located within the geographic boundaries of the Rio Hondo Community College District, they are defined as a Partner under the guidelines of AB86. Tri-Cities ROP has an important presence in the region and provides services to adult learners. It appears that the state is choosing to deal with ROP/C funding outside of AB86, but RHRAEC consortium members want to acknowledge

that a lack of support and restoration for ROP programs leaves a gap in services to adult learners in our region. ROP provides vocational training opportunities in addition to those available in the adult schools. Tri-Cities ROP is strongly linked to Rio Hondo College through collaboration and articulation. Tri-Cities ROP staff has been active in RHRAEC Planning and Implementation Grant activities, helping to design plans and strategies for addressing the employment needs of adult learners. Because its state funding has been reduced to zero, Tri-Cities is relying on student fees and a mere \$12,000 in federal Carl Perkins funds to provide classes. Because they have to cover all instructional costs, fees have gone up from a state-supported \$40 in 2007-2008 to a range of \$1,500 to \$4,500 per training program in 2013-2014. This has put courses out of reach for many learners in the region. Table 4, shows the dramatic 81.4% decrease in enrollments.

Both Bassett USD and Hacienda-La Puente USD are Members of the Mt. San Antonio College District consortium, and their data is included with Mt. SAC Consortium reports. It is included here, too, because our Partners' ability to serve adults in the Rio Hondo Region is important to consider when addressing the needs and gaps of the entire Rio Hondo region. Table 3, "State Funding by District-Partner Agencies," shows funding reductions for each adult school, comparing 2007-2008 and 2013-2014. Likewise, Table 4, "Adults Students Served Based on Funding Allocated-Partner Agencies," shows the impact of funding cuts on the number of students served by these Partner agencies—decreases of 81.5% and 44.4%.

Table 3:

Locally Allocated State Funding by District – Partner Agencies				
RHRAEC Partners	2007-2008	2013-2014	\$Change	%Decrease
<i>Adult Schools:</i>				
Bassett Unified SD	*\$ 6,352,509	*\$ 1,612,439	(-\$4,740,070)	(-74.6%)
Hacienda-La Puente USD	*\$18,868,195	*\$15,114,338	(-\$3,753,857)	(-19.9%)
Total Adult Schools	*\$25,220,704	*\$16,726,777	(-\$8,493,927)	(-33.7%)
<i>ROP:</i>				
Tri-Cities ROP	\$1,057,269	\$ 0	(-\$1,057,269)	(-100%)
Total ROP	\$1,057,269	\$ 0	(-\$1,057,269)	(-100%)
Totals	\$26,277,973	\$ 16,726,777	(-\$9,551,196)	(36.3%)

*Data included in Mt. SAC consortium report where these agencies are Members.

Table 4:

Adult Students Served Based on Funding Allocated – Partner Agencies						
	Current (2013-14)		Restoration (2007-08)		Growth to Meet Needs (2015-18)	
<i>RHRAEC Partners</i>	<i>Students</i>	<i>Millions</i>	<i>Students</i>	<i>Millions</i>	<i>Students</i>	<i>Millions</i>
Bassett USD	2,186	\$ 1.61	11,657	\$6.35	13,406	\$ 7.31
Hacienda-LaPuente USD	16,983	\$15.11	30,520	\$18.87	35,098	\$21.7
TOTAL K12 Adult Education	19,169	\$16.72	42,177	\$25.22	48,504	\$29.01
Tri-Cities ROP	243	\$ 0*	1,310	\$1.057	1,507	\$ 1.22
Totals	19,412	\$16.72	43,487	\$26.28	50,011	\$ 30.23

*Adult ROP classes were supported entirely by student fees and supplementary Perkins funds

It should be noted that in 2007-2008, the K-12 adult schools in the Rio Hondo Region, including all of the current Member and Partner agencies, were all at “CAP,” the state mandated limit for funding. That means that, although funding was indeed higher, not all needs were being met at that time. Schools had begun to expand adult basic skills and CTE programs, and were beginning the

implementation of technology for instructional purposes. According to legislation that had been passed at the time, schools were expecting to receive additional funding for over CAP ADA in 2008-2009.

The Member and Partner agencies participating in the Rio Hondo Region Adult Education Consortium have evaluated current programs and discussed needs and gaps that exist in the region. Participants have generated ideas for ways in which we can work collaboratively to address these needs and gaps. To meet the needs of adult learners in our region, we will need sufficient funding to: maintain the capacity of current programs, re-generate programs, services and learning opportunities that have been lost, implement new ways to accelerate student learning, help students transition to college and career opportunities, and provide region-wide professional development that will increase instructional capacity and support students.

The third section of Tables 2 and 4, labeled “Growth to Meet Needs,” addresses this need for additional funds. The growth indicated is a modest 15% of 2007-2008 funding to begin to serve current needs and the new ones on the horizon—estimated increases of 5% per year over the next three years as we begin implementation of the Rio Hondo Region Adult Education Consortium plan for adult learners. This is a modest estimate, which may not entirely account for increases to be expected in operating costs, including salaries and benefits, as well as the costs and benefits of working collaboratively. Those costs continue to increase, and districts need consistent dependable funding that can grow with the needs of the community, the state, and the adult learners we are trying to serve. Adult education has been supported by the state of California for over 157 years, and the data

shows that it is needed more than ever now. The participants in the Rio Hondo Region Adult Education Consortium—teachers, administrators, staff, community members, and students—are looking for the governor’s and the legislature’s support in making resources and services available that will allow the adult learners in our region to successfully reach their academic and employment goals.

Mission

The Members and Partners of the Rio Hondo Region Adult Education Consortium have benefited greatly from working together under the guidelines of the AB86 Planning Grant. The following Vision and Mission statements were developed at the beginning of the process:

Mission: *The mission of the Rio Hondo Region Adult Education Consortium is to provide dynamic, effective education and services to meet the changing needs of the diverse population of adult learners in our communities.*

Vision: *The Rio Hondo Region Adult Education Consortium shall meet the needs of our diverse population of adult learners by collaborating with our partners and stakeholders to provide basic skills, high school diplomas/equivalency, citizenship, English as a Second Language and career-technical education. The Consortium is committed to expanding and improving adult education services by creating linkages between our districts and agencies. The Consortium will research our communities to determine the times, locations and instructional delivery methods that maximize efficiency and student success. The Consortium will take into account that the needs of students, employers and communities continuously evolve and*

the services and strategies of the consortium must also.

CONCLUSION AND HOPES FOR THE FUTURE

While collaborating, the RHRAEC developed an outline for working together in the future, and expectations for the state's support in these endeavors. The need for agencies to be able to collaborate using independent base program resources is critical. Collaborative activities can be supported by the sharing of restored and expanded resources for adult education programs and, hopefully, additional AB86 "grant funds." We have been given the task and opportunity to consider how we can expand and initiate strategies that will support adult learners. However, we need the funding required to implement these strategies, not only to maintain current minimal capacity, but to implement our plans to expand creative and productive strategies for supporting adult learners in our region. Our hopes for the future are noted below:

- *We want to work together as a collaborative of educational agencies. A consortium is defined in Merriam Webster Dictionary as a "group of people, companies, etc., that agree to work together." That would be the vision for the Rio Hondo Region Adult Education Consortium, a group of independent local agencies agreeing to work together to expand and improve services to adult learners—not a merger of agencies.*
- *Each agency would bring its resources and expertise to the table.*
 - *The strengths of each agency could be used to enhance services to learners in other agencies.*
 - *The strength of each educational "system" (K-12 adult schools,*

community colleges) can be used to enhance services regionally.

(For example, flexibility of programming, scheduling in adult schools and additional support resources, such as research and development,

marketing, etc. available through community colleges)

- *The strengths/expertise of some agencies could fill a “gap” identified in another agency.*
- *Strategies will be developed to create seamless transitions into postsecondary education or the workforce, address gaps in programs or services, accelerate a student’s progress toward academic or vocational goals, enhance professional development, and leverage resources that will benefit adult learners.*
- *Information sharing among agencies would allow agencies to learn from each other, therefore improving services within an agency and among agencies.*
- *Common needs would be determined, leading to shared professional development, curriculum sharing, coordinated counseling services, etc.*
- *As information is shared, it will be determined whether an alignment of assessment, curriculum, data systems, etc. is needed, or whether an awareness and coordination of current assessment, curriculum, systems, etc. is sufficient.*
- *In order to serve adult learners, collaboration needs to take place among K- 12 school districts as well as between K-12 and community*

college.

- *Joint professional development, by program area or support service, could be used to introduce new concepts and strategies to all agencies, maintaining a level of quality throughout the region. This is also an important component to information sharing and awareness among agencies.*
- *System level resources could also be shared in order to provide comprehensive services and professional development—OTAN, CalPRO, cccc.edu, etc.*
- *Additional stakeholders should participate in collaborative efforts in order to add expertise, resources, services, and a broader view of adult learner needs.*

Funding/governance implications:

- *Adult schools and community colleges need to be funded separately in order to maintain their base program and be able to act as independent agencies with expertise and resources with which to share and collaborate.*
- *Local control needs to be maintained—use of funding, personnel, and program focus should be determined by local school administration and locally elected school boards*
- *A stable ongoing funding source designated for adult learners needs to be established. To provide viable and ongoing services/programs, base allocations to both community colleges and adult schools must be dependable, directed to adult education independent of district general funding, and able to be anticipated from year to year.*

- *Current services are limited because of limited funding caused by state budget cuts and individual district responses during the period of flexibility. Gaps in services have been created because of funding cuts (closing of Rosemead facility in El Monte and El Rancho in Pico Rivera). At minimum, current funding needs to be maintained or restored to pre-08-09 levels. But, in order to serve the many unmet needs of adult learners, additional funding is required.*
- *Additional funds could be allocated in a format similar to a grant. These funds would require participation in the consortium and would help fund joint activities, support services, and regional information-sharing. Evaluation of efforts/learner outcomes would determine future funding and/participation.*
- *Merging agencies into one funding stream creates a very large bureaucracy (whether it is the consortium or the community college as the governing agency). Districts lose local control.*
- *Allocating funds to the consortium to distribute would also create uncertainty regarding how programs will function and how funding will be disseminated – ongoing uncertainty rather than the stability required to develop quality programs and services – and a loss of local control. It is much easier to share resources to achieve a common goal than to ask agencies to decide how much money to give each other.*

APPENDIX

Task Force Prioritized Program Area Items AB 86 Rio Hondo Consortium Objectives 3, 5, 6 and 7

OBJECTIVES	Elem/ Sec Basic Skills	ESL	Programs for AWD	CTE	Programs for Apprentices
<p>Objective 3: Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants</p>	<ul style="list-style-type: none"> •Linkages to further college pathways •Tracking of students throughout training (adult ed. thru college) •Placement assessment (common) •Counseling prior to placement •Common assessments •Education Planning (counseling) 	<ul style="list-style-type: none"> •Sharing of information among agencies on each other's websites, •Possible consortium website •Directory of resources and who's who •Shared staff development •Workshop training for students on specific skills needed for CC 	<ul style="list-style-type: none"> •Expand/increase current job programs through job readiness skills •Create bridge program between RH/EM/HLP/AE, and Regional Ctr. •Alignment – Placement, Curriculum, Assessments •Provide supportive transitional programs for post secondary education 	<ul style="list-style-type: none"> •Articulation w/ colleges through counseling w/ students (K-12 – Adults) •Articulation w/ colleges through Consortium and administration •Information Access and Alignment of Industry sectors and standards •Implement and monitor Pathways and articulation •Communication and counseling of pathways, offerings and articulation 	<ul style="list-style-type: none"> •Completing outreach to middle schools •Engaging help from high school counselors to construct career/college pathways related to apprenticeships •Encouraging creation of a regional competition •Raising awareness of apprenticeship pathways in the community

OBJECTIVES	Elem/Sec Basic Skills	ESL	Programs for AWD	CTE	Programs for Apprentices
<p>Objective 5: Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals</p>	<ul style="list-style-type: none"> •Create data transfer system •Tracking of HSD students 	<ul style="list-style-type: none"> •Funding for additional classes, program instructional supports, counselors •Additional program and instructional support staff •Improve communication and information within and across agencies •Creative and enriched classroom environments 	<ul style="list-style-type: none"> •Counseling support for on the job training and placement •Testing assessment of current skills 	<ul style="list-style-type: none"> •Develop and update of work plan designed to accelerate student progress •Develop and implement a tool to assess student progress and length of time (analyze annually for needed adjustments and what works well) •Articulation of hybrid/blended testing out K/12 to AE to CCCC to CSU/UC, dual enrollment and credit •Student support services •Counseling •Tutoring •More support •Increase staff support through meeting, training, recognition, etc. •Business Advisory partners •IT support •Short term courses 	<ul style="list-style-type: none"> •Contextualized learning through “hands on” work •Establishing pre-apprenticeships •Researching other apprenticeship models to identify best practices (global) •Supporting “earn while you learn”

OBJECTIVES	Elem/Sec Basic Skills	ESL	Programs for AWD	CTE	Programs for Apprentices
				(that link in pathways) •Counselors •PD for implementation of tutoring lab, internships, contextual learning mentors and other identified needs noted by annual needs assessment •PD- performance based task support services – hybrid/blended courses, articulations, working to identify industry support	

OBJECTIVES	Elem/Sec Basic Skills	ESL	Programs for AWD	CTE	Programs for Apprentices
<p>Objective 6: Table 6.1 Current Professional Development In the table below, identify current professional development strategies carried out by consortium members that could be adapted for consortium-wide use.</p>	<ul style="list-style-type: none"> •PLC •PD bulletin board/chat used by all consortium members •Consortium Moodle •Teacher strategy database •Tech training – (Skype) 	<ul style="list-style-type: none"> •Interdepartmental meetings among staff (ESL & CTE, adult school/CC, adult ed. & professional programs @ CC) •Regional training sessions – within and across program areas •Share PD resources across systems (Cal Pro, OTAN, For Faculty org. etc.) •Use creative PD strategies – technology (media, teleconferencing, etc.) 	<ul style="list-style-type: none"> •Investigation to expand employment opportunities •PD on awareness of services available in region •PD for staff on common needs/best practices/updates on laws/services-grant writing/CPR/AED first aid training •PD on technology to enhance information 	<ul style="list-style-type: none"> •IT of all kinds on how to connect-OTAN, CACPRO, CASAS, SCANS •PD- identify needs & gaps with all educ. stakeholders •Staff Meeting and Business Advisory meetings •Consortium meetings to establish needs and gaps •Coordinating advisories for region •Subject area/pathway meetings •Working with those we don't usually work with – expanding and diversify •Designing programs that lead to certifications, further education and employment •Assessment of student programs 	<ul style="list-style-type: none"> •Contextualized learning through “hands on” work •Establishing pre-apprenticeships •Researching other apprenticeship models to identify best practices (global) •Supporting “earn while you learn”
<p>Objective 7: Table 7.1: Leverage</p>	<ul style="list-style-type: none"> •Options• Goodwill •Inclusions• Womens’ Clubs •Public Libraries• Pacific Clinics (mental health) •Regional Center •City of Hope *Whittier Community Hospital •First Five •Presbyterian Intercommunity Health 				

OBJECTIVES	Elem/Sec Basic Skills	ESL	Programs for AWD	CTE	Programs for Apprentices
of Existing Regional Structures from Partners	(PIH) •Alta Med •CHAP Care *South Bay Workforce Investment Board •SASSFA- Southeast Social Services Funding Authority •Tri Cities ROP •Salvation Army •Foothills Family Services •Junior Blind of America •Chambers of Commerce •Trade Unions •Department of Rehabilitation •EDD *Rotaries • Veteran’s Administration * U.S. Department of Labor OSHA and Cal OSHA * Skills USA * Health Occupation Students of America (HOSA) *California Community College Administrators of Occupational Education (CCCAOE) *Division of Apprenticeship Standards (DAS) •Student Leadership Organizations (SLOs) •WIOA (formerly WIA)				

Memorandum of Understanding Rio Hondo Region Adult Education Consortium

I. Mission, Vision, Goals & Objectives, and Guiding Principles

Mission: The **mission** of the Rio Hondo Region Adult Education Consortium is to provide dynamic, effective education and services to meet the changing needs of the diverse population of adult learners in our communities.

Vision: The Rio Hondo Region Adult Education Consortium shall meet the needs of our diverse population of adult learners by collaborating with our partners and stakeholders to provide basic skills, high school diplomas/equivalency, citizenship, English as a Second Language and career-technical education. The Consortium is committed to expanding and improving adult education services by creating linkages between our districts and agencies. The Consortium will research our communities to determine the times, locations and instructional delivery methods that maximize efficiency and student success. The Consortium will take into account that the needs of students employers and communities continuously evolve and the services and strategies of the consortium must also.

Preliminary Goals and Objectives:

- A. Promote the ease of seamless transitions to further education for all students.
 - Create a symbiotic relationship among all adult education providers for improved collaboration and coordination.
 - Align K-12 adult education and community college programs to improve student success.
 - Leverage existing relationships between service providers to improve opportunities for students.
 - Increase the number of students achieving personal, academic and vocational goals.
- B. Promote efficient and effective delivery of services to the diverse communities within the consortium.
 - Use the language from current adult education legislation to establish shared goals and objectives.
 - Leverage the combined resources of the consortium to promote effective advocacy for resources and flexibility.
 - Actively seek additional linkages to leverage community resources.
 - Investigate and incorporate appropriate technologies and best practices to deliver programs and services as and where needed.
- C. Ensure that adult education needs are identified and met in our communities.
 - Provide opportunities for stakeholders to discuss their needs related to adult education.
 - Strengthen programs for career-technical education, disabled students, basic skills, English language learners, those seeking high school diplomas/equivalency, and apprenticeships.
 - Monitor student progress, including program/course completions and transitions into the workforce.

All participants in the Rio Hondo Region Adult Education Consortium will follow the following **Guiding Principles:**

- Priority will be placed on the needs of adult learners, not the needs of individual agencies.

- All parties will be treated with respect
- We understand that at times there will be differences of opinion and disagreements, and we agree that we will disagree respectfully.
- If a consensus cannot be reached, a decision will be made by a vote of the RHRAEC Executive Committee.

II. Definitions

The Rio Hondo Region Adult Education Consortium is established under the criteria and requirements of California state law AB86. The terms and conditions of AB86 include the following definitions:

- The geographical region of the Rio Hondo Region Adult Education Consortium is defined as the geographical boundaries of the Rio Hondo Community College District.
- A Consortium "Member" is defined as a public school district or community college district located within the geographical boundaries of the Rio Hondo Community College District.
- A Consortium "Partner" will be defined as an agency, other than a Member district, that provides instruction for adults in the RHRAEC area. An agency may participate in the consortium as a "Partner" upon approval of the RHRAEC Executive Board.
- A Consortium "Stakeholder" may be an agency that provide services or resources which complement adult education instruction and/or communities of interest, such as students, classified staff, faculty or local employers. Stakeholders may participate in the consortium Coordinating Council, committees or workgroups upon approval of the RHRAEC Executive Board.

III. Purpose of Memorandum of Understanding

The purpose of this Memorandum of Understanding is to describe the organizational structure and working parameters for the Rio Hondo Region Adult Education Consortium as authorized by California state law AB86. Following the guidelines and parameters established by AB86 and the California AB86 Cabinet and Work Group, participating agencies will collaborate in order to support the goal of improving the delivery of adult education and addressing existing gaps in programs services in the following program areas:

- Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate.
- Classes and courses for immigrants eligible for educational services in citizenship and English as a second language, and workforce preparation classes in basic skills.
- Education programs for adults with disabilities.
- Short-term career technical education programs with high employment potential.
- Programs for apprentices.

RHRAEC participants will develop and submit a Regional Comprehensive Plan which will address the objectives listed below:

- An evaluation of current levels and types of adult education programs within the region: credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).
- An evaluation of current needs for adult education programs within the region.
- Plans for consortium participants to integrate existing programs and create seamless transitions into postsecondary education or the workforce.
- Plans to address needs and/or gaps identified in current levels and types of adult education programs in the region.
- Plans to employ a variety of approaches to accelerate a student’s progress toward his or her academic or career goals such as contextualized basic skills and career technical education and/or other joint programming strategies between adult education and career technical education.
- 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.
- Plans to leverage existing regional structures, including, but not necessarily limited to, local workforce investment areas.

All participating agencies will collect data requested and submit information required to complete the objectives above and to complete the Regional Comprehensive Plan. All attempts will be made to meet agreed upon deadlines and to respond for requests for data or information in a timely manner.

IV. Participating Agencies:

AGENCY	STATUS
El Monte Union High School District	Member
El Rancho Unified School District	Member
Rio Hondo Community College District	Member/Fiscal Agent
Whittier Union High School District	Member
Bassett Unified School District	Partner
Hacienda-La Puente Unified School District	Partner
Tri-Cities Regional Occupation Center	Partner

Additional partners or stakeholders will be accepted into the Consortium and may then participate in the Coordinating Council, workgroups and/or committees upon approval of the RHRAEC Executive Committee. A potential partner/stakeholder may request to participate in the Consortium or be invited to participate by a current member or partner agency. Information about the potential partner/stakeholder and its role in the work of the

Consortium will be presented at a Coordinating Council meeting. With input from the Coordinating Council, the Executive Committee will decide by vote whether or not the new partner/stakeholder will be accepted into the Consortium.

V. Effective Date of Agreement

This Memorandum of Understanding will become effective, upon receipt of signatures of the Superintendent/President or authorized Designee from each of the consortium's participating member and/or partner agencies and will extend through the duration of the AB86 Planning and Implementation Grant , June 30, 2015.

A participating agency may withdraw from the RHRAEC before the end of the Planning and Implementation Grant period (June 30, 2015) with a written notice to the Executive Committee Chair and/or Project Specialist at least 30 days prior to the date of exit. The notice of termination of participation shall be signed and dated by the Superintendent/President of the agency or his/her designee. All Consortium funds allocated to the exiting agency, and not yet expended, shall be returned to Consortium funds through the fiscal agent (Rio Hondo Community College District) within 30 days of termination of participation. The amount required to be returned will be determined by the fiscal agent and confirmed by the Executive Committee. The agency's withdrawal will be reported to the California Community Colleges Chancellor's Office Project Monitor.

VI. Funding Source

AB86, Section 76, Article 3 authorizes the allocation of Planning and Implementation Grant funds to regional consortia. The California Community Colleges Chancellor's Office will act as fiscal agent for the grant and will pay a total amount not to exceed the amount stated on the Grant Agreement as approved by the Board of Governors. Funds will be distributed from the Chancellor's Office per the Grant Agreement, Article I, Program-Specific Legal Terms and Conditions (Appendix D: of the Certificate of Eligibility Instructions, Terms and Conditions). The Rio Hondo Region Adult Education Consortium has been allocated the amount of \$272,356. The allocation of RHRAEC funds during the Planning and Implementation Grant period will be determined by the Consortium Executive Board after input from participating agencies. Funds will only be used for activities related to completing the objectives noted above and developing a Regional Comprehensive Plan as defined by AB86.

As fiscal agent, the Rio Hondo Community College District will receive and administer the consortium's allocated funds and will submit all required fiscal reports and fiscal claims. No more than 4% of the consortium's grant funds may be used for the costs incurred in serving as fiscal agent.

Should an agency withdraw from the RHRAEC (as described in Section IV above), all Consortium funds allocated to the exiting agency, and not yet expended, shall be returned to Consortium funds through the fiscal agent (Rio Hondo Community College District) within 30 days of termination of participation. The amount required to be returned will be determined by the fiscal agent and confirmed by the Executive Committee. The agency's withdrawal, and the amount of funds to be returned to the RHRAEC, will be reported to the California Community Colleges Chancellor's Office Project Monitor. In the event of a dispute, the RHRAEC fiscal agent, under the direction of the RHRAEC Executive Committee, and/or the exiting agency will file a "Notice of Dispute" with the Chancellor's Office within ten (10) days of discovery of the problem. The decision of the Chancellor shall be final.

In addition to AB86 Planning and Implementation Grant funds, resources from participating agencies may be used to facilitate and support consortium activities.

VII. Organizational Structure

The Rio Hondo Region Adult Education Consortium shall function within a structure of shared leadership and responsibility. The roles and responsibilities of participating agencies are defined below:

The **Coordinating Council** fulfills an advisory role to the Executive Committee. As such, all **Members, Partners, and Stakeholders** will participate on the Consortium **Coordinating Council**. At Coordinating Council meetings, all participants, will have the opportunity to discuss and provide input related to the needs of adult learners and the work of the consortium. Each Member, Partner, and Stakeholder will have no more than four seats on the Coordinating Council. The Coordinating Council will also advise and provide information and input for the Project Specialist and the Regional Comprehensive Plan.

A representative from each **Member** agency will participate on the **Executive Committee**. One **Partner** agency will be selected from among all participating Partners to serve as a member of the Executive Committee for a term of four months. The seat of Partner on the Executive Committee will be rotated among all Partner agencies.

The **Executive Committee** will have final approval of all financial and policy decisions through a vote of Members and the Partner representative. The representative of one Member agency will serve as **Executive Committee Chairperson** for a term of four months. The Executive Committee Chairperson, in collaboration with the Project Specialist, will manage Consortium meetings, prepare agendas and minutes, coordinate communication with and between Consortium participants, outside agencies, and the public, facilitate the formation of subcommittees and/or work groups, and assure that all reports and data are completed and submitted on time.

Subcommittees and work groups will be established as needed. A chairperson for each subcommittee and/or workgroup will be selected by the Executive Committee Chairperson or the participants in the subcommittee/work group.

*The **Project Specialist** will work with the Executive Committee and the Executive Committee Chairperson to facilitate the organization, development, communication and reporting of the Consortium's plan for regional collaboration for adult education. Specific duties may include (but are not limited to) serving as a liaison to subcommittees and workgroups; organizing/maintaining data gathered by subcommittees or workgroups; developing and distributing informational materials, correspondence, meeting agendas and minutes; organizing and conducting community meetings and focus groups; coordinating AB86 deliverables, including writing and/or editing required reports; assisting in budget development and management; facilitate external communication.*

The frequency and location of Coordinating Council, Executive Committee, subcommittee and work group meetings will be determined by each group.

Tri-Cities ROP

Adult Class – Proposal for AB #86 Funding for Adult Students

Tri-Cities ROP (TCROP) has provided specialized adult CTE, short term – high wage/skill, and industry certification classes that lead to employment, post-secondary education or certification. With recent changes in funding, Tri-Cities has reduced their adult programs by approximately 80% and have increased student fees from \$40 in 2007-2008 to a range of \$1,500 to \$4,500 in 2014.

Reviewing data and resources TCROP can effectively serve 250 students per year in the following programs:

- Certified Nurse Assistant
- Registered Dental Assistant
- 911 Emergency Dispatch*
- Hospitality*
- Logistics*
- In-Home Care Attendant*

TCROP has the flexibility to develop and implement new courses to align with future industry and regional needs.

Tri-Cities ROP would need \$2500 to \$3500 per student based on the length of the course and the employment services offered for each student to assist in achieving the goals of making sure each student is:

- Prepared to pass the industry or regulatory related certification
- Ready for employment
- Has information and access to post-secondary education options

Through these courses and the requested funding Tri-Cities ROP would assist RHRAEC students with:

- Specific Career Pathway skills, knowledge and work place training
- Job Readiness skills (soft skills, resume writing, interview skills, professionalism in the work place, etc.)
- Job Placement assistance
- Supervised internships
- Reduced students fees
- Access to programs and services through Rio Hondo Consortium (counseling, student services, career pathway information, ESL classes, citizenship prep, diploma acquisition, follow up, etc.)
- College application and registration assistance

Funding would provide:

- The much needed unduplicated Career and Technical Training
- A work place learning coordinator, to be the intermediary with business and industry to provide effective internships, guest speakers, job leads, etc.
- Subject-specific credentialed teachers
- Staff development
- Externships for consortium teachers and counselors to job shadow business and industry (to increase their understanding of training and employment needs)
- Reduce fees paid by students
- Increase marketing and communication of course offerings through the Rio Hondo Adult Consortium

*2014-2015 new course development and implementation

Assembly Bill 86 Background

Enacted in June 2013, Assembly Bill 86 is serving as the basis for California adult education and community college non-credit programs to jointly conduct an examination of their programs. The intent of this effort is to identify ways to improve and expand education opportunities for adult learners statewide. The base numbers used by the state's AB 86 group to distribute planning grants to 70 consortia statewide exemplify the daunting challenge the state faces in addressing education and employment training for its adult population:

<u>Total State Population:</u>	<u>37,812,798</u>
• Poverty:	9,514,603
• Lacking High School Diploma:	7,322,792
• Unemployed:	3,566,976
• English Language learners:	15,728,547
• Adults with Disabilities:	3,827,476
• Seeking citizenship:	5,402,035
• Lacking literacy skills:	5,999,994

To support the work of the 70 consortia statewide, the state legislature and governor in 2013 appropriated \$25 million along with the enactment of AB 86. The planning pursuant to this funding expires June 30, 2015, at which time a new adult education program is scheduled to be initiated based on the collective work of the consortia.

To set forth the planning, AB 86 calls for K-12 school districts to get together with the region's community college district to form an Adult Education consortium. The provisions of AB 86 ask each consortium to focus on the following objectives:

- Evaluate the current levels and types of adult education within a community college region
- Evaluate the current need for adult education within the region
- Develop plans for parties to integrate their existing programs and create seamless transitions
- Develop plans to address the gaps
- Develop plans to accelerate a student's progress
- Develop plans to collaborate in providing professional development

With a focus on workforce training, AB 86 specifies five program areas to be included in the consortium planning:

- Elementary and secondary basic skills, including classes leading to a high school diploma and high school equivalency certificate
- Classes for immigrants in citizenship and English as a Second Language, and workforce preparation classes in basic skills
- Education programs for adults with disabilities
- Short-term career technical education programs with a high employment potential
- Programs for apprentices

In the fall of 2013, the state's community college chancellor and the state superintendent convened an AB86 working group composed of staffs from the two state agencies and representatives of local districts. In December 2013, directions for conducting the work of each consortium were published in what is now known as the Certificate of Eligibility (COE). This COE outlined the planning work to be done and set due dates for elements of the report.

In January 2014, the initial AB 86 work required the identification of member districts within each consortium.

In February 2014, each consortium was required to identify its fiscal agent to manage the AB 86 grant that was distributed to the consortia through the \$25 million appropriation.

On July 31, 2014, reports were due to identify the current existence of adult education programs within a consortium and the gaps in programs that need to be addressed. These requirements were addressed in Objectives 1, 2, and 4.

On October 31, 2014, elements of the entire plan-to-date are due with a focus on implementation and identification of priorities for each consortium. Priorities and strategies for implementation are identified in Objectives 3, 5, 6, and 7.

On December 31, 2014, complete plans are due, inclusive of refinements to the October 31 draft. Refinements may reflect, but not necessarily be limited to, relevant data, supportive research, updated stakeholder information and policy and legislative shifts.

On March 1, final plans are due from each local consortium.

Also by March 1, 2015, or before, the state chancellor and the state superintendent are to submit recommendations on adult education and community non-credit programs to the state legislature and the governor. These recommendations should lead to the formulation of new education code sections governing the programmatic and fiscal provisions of adult education and community college non-credit programs that would go into effect on July 1, 2015. Of course, implementation of these provisions will depend on the funding plan developed by the governor and legislature for adult education.