



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

### Section 1: Consortium Information

**1.1 Consortium Planning Grant Number:**

15-328-045

**1.2 Consortium Name:**

Rio Hondo Region Adult Education

**1.3 Primary Contact Name:**

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### Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

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

The 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. The Rio Hondo Consortium's work has been focused on meeting the needs of adult learners through leveraging resources and collaborating across district boundaries.

The consortium has met in planning sessions with five program area task force groups, as a Work Group, as an Executive Committee, in a Strategic Planning Meeting, participation in a Regional Planning Summit, and a gathering of school counselors from all participating agencies. We have collected and analyzed 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 that they face. This mission, vision and these goals are dedicated to improving and expanding educational opportunities for all adults living within, and in close proximity to, our geographical districts.

The plan describes the unity of a shared vision and a seamless whole even though it comes from diverse organizations. The areas of need and focus described in the Planning Grant Final Plan and included as elements of the AEBG 3-year plan are:

- Communication among consortium agencies
- Communication with the community and adult learners (Link agency websites, develop RHRAEC website, create a directory of regional programs and services)
- Professional Development (within agencies and region-wide interagency activities)
- Through inter-agency meetings, create an awareness of curriculum used throughout the region and the possible need for alignment.
- Expanding participation among stakeholders and community agencies
- Expand awareness of apprenticeship and trades employment opportunities
- Develop pre-apprenticeship programs
- Use creative and innovative instructional strategies in all program areas, including contextualized/competency-based instruction.
- Improve and expand employment and academic counseling for adult learners, including adults with disabilities.
- Develop programs for adult learners attending classes post-incarceration
- Use technology in creative and innovative ways to enhance instructional strategies and expand access to instructional opportunities.

- Compare, evaluate and align, as needed, data management and assessment strategies.
- Develop a system for tracking student progress within and among agencies.

These priorities work together-- Communications *is* Professional Development *is* Measurement & Accountability. All the dynamic moving parts blend together with Instruction and Student Services/Counseling. We are simply exploring new pathways and learning new strategies from each other. 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.

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

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

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

**2.2a Objective #1:** An updated evaluation of current levels and types of adult education programs within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through

Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.

In addition to the programs described in the RHRAEC Final AB86 Plan, GED Preparation programs have been added at El Rancho. El Monte has begun the implementation of HiSET high school equivalency testing in addition to GED testing. Whittier is investigating implementing GED and HiSET testing, and has submitted part 1 of the application to be a Pearson-Vue testing center. Whittier has also added teacher-directed Math Review classes as a component of its evening GED Preparation program. Recognizing that many adult students struggle with low literacy levels, El Monte has started an adult beginning literacy program serving those with CASAS scores below 210. El Monte and Whittier receive Title II Workforce Investment Act funds which are used to supplement ESL, ABE, GED Preparation, high school diploma, and citizenship classes. Rio Hondo College provides both credit and non-credit ESL and ABE classes, but does not receive AEFLA funds.

2. Programs for immigrants in citizenship, ESL, and workforce preparation.

All adult schools and the community college continue to provide strong, yet limited by funding restrictions, ESL programs. El Rancho is preparing to re-establish ESL classes that were previously subsidized by Rio Hondo College. El Monte has established community-based Distance Learning ESL classes in manufacturing sites and is re-establishing ESL classes at elementary school sites. Whittier provides ESL classes at local businesses/industrial sites in addition to one elementary school site. Rio Hondo College is developing a transitional program to move students from non-credit (primarily verbal) ESL to for-credit college-level (primarily written) ESL. Citizenship classes continue to be available at Whittier and El Monte.

3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.

All programs are assessing the need for programs in this area and are in the preliminary stages of planning. El Monte has begun two classes for older adults that reinforce workforce skills. Both classes address the use of technology in the workplace. El Monte also has plans in place for courses focused on workforce re-entry that are designed primarily for, but will not be limited to, older adults. Whittier is considering how workforce preparation can be integrated

into ESL and ABE classes in addition to what is currently available to CTE students. Initially, curriculum development and training for staff is needed.

4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.

All participating adult schools and the community college are investigating the need for programs in this area. El Rancho is prepared to implement a program to teach adults how to assist elementary and secondary school children to succeed academically in school as soon as funding has been allocated. El Monte has already established a program for parents who are assisting their school-aged children. The Distance Learning Program serves students using technology and video materials. Other schools are in more preliminary stages in the evaluation of need and planning.

5. Programs for adult with disabilities.

Students with cognitive and physical disabilities continue to be integrated into classes at all agencies.

6. Programs in career technical education that are short term in nature with high employment potential.

CTE programs available throughout the region include health careers, office careers, and manufacturing. Tri-Cities ROP has a Dental Assistant training course for adults and has added a Dental Assisting Hybrid online class that meets the needs of students who have limited transportation and child care challenges. Also, it reduces the length of the program making it a short-term program that leads to direct employment. TCROP also works with students that have financial struggles. Rio Hondo College offers short term high employment potential non-credit career technical education courses in Real Estate and medical services (phlebotomy, pharmacy tech, etc.). Whittier has reviewed all of its CTE courses and established points where student progress and skills can be assessed. El Monte has also revised course outlines to streamline the career pathways in CTE to accelerate student achievement and readiness for work. Using ongoing assessment opportunities, students can accelerate their progress through established course requirements. TCROP has provided staff development to increase staff's knowledge of career preparation skills. Also Adult teachers have created in-class job boards and facilitated job announcement email blasts to all current and past students.

7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

Additional contacts have been made with unions in order to establish stronger relationships and possible pre-apprenticeship programs. A local One-Stop (SASSFA) has established pre-

apprenticeship programs with four local unions. Consortium members will work with SASSFA to expand participation and programs. The RHRAEC is sponsoring a conference in November 2015 focusing on workforce preparation/opportunities and apprenticeship programs. The conference will provide a setting for schools and stakeholders to work together to clarify ways to support adult learners. Working with unions, Rio Hondo College is the Local Education Administrator (LEA) for three JATC's (Joint Area Training Center/Union Training Trust)—Operating Engineers, Carpenters, and Heat and Frost.

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

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

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

Regional data demonstrates current needs for adult education programs within the consortium's region. 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. The percentage of students who qualify for free or reduced lunches in the three K-12 school districts ranges from 68% to 92% and has increased from 7% to 19% since 2011-2012. The region is comprised of adults who work but need additional education and training to improve employment conditions and education achievement. Consortium members provide programs to address these needs, but the needs are greater than the services available to meet them. El Monte has waiting lists for ESL and CTE classes. Whittier has waiting lists for ESL, ABE, and high school diploma classes. In Whittier, the addition of technological resources (Chromebooks) this year has helped to meet increased demand for GED/high school equivalency preparation classes.

Data from the student survey taken in February 2015 indicated that a continuing need for

students is child care while attending classes. Rio Hondo provides child care through its child development program. El Monte has recently initiated child care during its evening classes. Barriers to providing child care include space and budget issues.

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

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

Member agencies are beginning the process of evaluating needs and establishing programs to meet those needs. By the end of 2017-18, additional courses focused on workforce re-entry will be available, including classes designed to meet the needs of older adults. In response to needs and the requirements of the WIOA legislation, workforce preparation will be embedded in all courses, including ESL, ABE, GED Preparation, high school diploma, and CTE courses. Workforce entry and re-entry programs will include local employers and stakeholders in planning, program development, and implementation. El Monte will expand the services provided through their Career Center to support students transitioning to the workplace. Workforce Investment Boards and America's Job Centers will also be involved in workforce entry and re-entry programs.

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

By 2018, additional relationships with local unions and apprenticeship programs will have been established and related pre-apprenticeship programs and instructional opportunities will have been implemented. Partnerships with employers, unions, and apprenticeships will guide instructional strategies. There will be an increased awareness of employment opportunities in manufacturing and the "trades" as a result of counseling and information-sharing. An increased number of students will be participating in pre-apprenticeship programs and finding employment and/or training through apprenticeships.

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

New programs to develop the knowledge and skills needed to assist elementary and secondary school children to succeed academically in school will have been established in the region by 2018. El Monte-Rosemead Adult School will develop a comprehensive workshop series to be provided to local high schools in the El Monte Union High School District, as well as at elementary schools in “feeder” districts. Whittier and El Rancho will re-institute workshops for parents and other adults in ways to support elementary student success in school, preparation for college, and instructional resources using technology. Classes will include any interested adults, including older adults, and will include strategies for meeting California State (Common Core) Standards. Opportunities for trained adults to tutor elementary and secondary age children will be established at local agencies and/or elementary or secondary schools in the region.

**2.3d** Collection and availability of data. (REQUIRED)

Rio Hondo College uses Banner, CCC Apply and MIS for demographic data collection, and Accu-Placer for student assessment. Rio Hondo will also be using CASAS testing and data management software as soon as they can put it in place. As required by SB1456 Rio Hondo is developing individual learning plans for each student in credit and non-credit programs. Tri-Cities ROP uses AIM to track student data and progress. El Monte and Whittier currently use ASAP for attendance, class enrollment, and demographic data, and use the TOPS Enterprise accountability system for testing and tracking student learning gains. El Rancho is currently upgrading its student data system to the most recent revision of ASAP, version 3, and will also be implementing CASDAS testing and data management. We are currently investigating ways to provide access to student data among programs, using the systems that we have. Technicians from each agency will work together to investigate and implement ways for agencies to share data using the systems currently in place. We anticipate that by 2018, the state will have developed state-wide systems that will facilitate the sharing of information among all adult education agencies.

All students are assessed upon entry into their educational program, and progress is tracked using the systems noted above. By 2018, more consistent and thorough student tracking will



be in place.

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

All adult school instructors have valid California teaching credentials. Specific authorizations are required for instructors to teach in a particular program area (ESL, ABE, CTE, Adults with Disabilities, etc.). Tri-Cities ROP instructors must hold credentials designating the authorization to teach in Regional Occupational Programs, which includes the requirement of industry experience credentials. All community college instructors meet the minimum qualifications established by the California Community Colleges Chancellor's Office in the subject area that they are teaching.

**2.3f** Alignment of academic content and curricula (OPTIONAL)

Region-wide interagency meetings by program area will be used to help create an awareness of academic content and curricula being implemented at each school district or agency. Through this interaction, we expect that some alignment of curricula will occur. Additionally, through regular planning by program area task groups, materials and instructional strategies will be coordinated.

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

Region-wide professional development and ongoing collaboration among agencies and stakeholders will facilitate the alignment of educational services for adult learners throughout the region. Professional development will include instructors from all seven program areas and also counselors who will work to assist with adult student transitions. Some programs or courses may be unique to specific consortium members while other programs and/or courses will be provided by multiple agencies in a "healthy redundancy" that provides improved access to adult learners throughout the region.

**Section 3: Consortium Member Signature Block**

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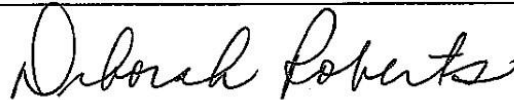
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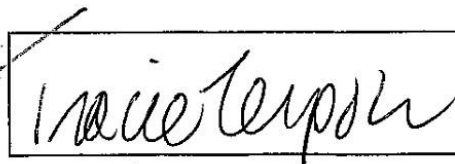
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